



Special Education Parent Handbook

Scarborough Public Schools
PO Box 370
Scarborough ME 04070-0370
www.scarboroughschools.org

2018 - 2019



Modification: Changes in the general education curriculum and or assessment that lowers the standards of the curriculum.

Least Restrictive Environment: This policy requires that disabled students must be educated with non-disabled age appropriate peers to the extent possible whenever appropriate.

Present Level of Academic, Functional & Developmental Performance: This is a description of the student's current performance level in the area or areas where special education services are to be provided. It reflects what the student is able to do and his/her strengths and needs.

IEP Meetings: Meetings held to discuss the educational needs of a student. The identification of the educational program is determined at the initial IEP meeting. The meetings involve parents and professionals who discuss various types of programming.

Resource Room: Services are provided outside of the general education classroom from 21% to 60% of the student day.

Self-Contained: Services are provided outside of the general education classroom for more than 60% of the student's day.

Short Term Objectives: Specific measurable learning objectives which lead to the attainment of annual goals and long-term outcomes. These are only required in IEP's for students who participate in alternative assessments.

Special Education: Special education means specially designed instruction, at no cost to parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, in the home, in hospitals and institutions, and in other settings.

Transition Services: A transition plan is required for all students 14 years of age or older. It is a coordinated set of activities for a student designed within an outcome oriented process, which promotes movement from secondary school to post school activities, including post secondary education, vocational training, integrated employment (including supportive employment), continuing and adult education, adult services, independent living and/or community participation. Parents are encouraged to have an IEP meeting prior to the end of the school year to ease transition to another school.

Triennial Review: A review of each student's eligibility for special education services every three years as required by Federal law.

Introduction

This is the parent/guardian handbook to introduce you to special education services in the Scarborough School system. Keep this handy to assist in answering and/or ask questions about your child's educational needs.

Scarborough Public Schools are committed to success for all learners. The special education process reinforces this commitment.

My Personal Directory

The Director of Special Services for Scarborough is Alison Marchese, phone number: 207-730-4100

My Child attends _____ School in grade _____

The Principal of the school is: _____

Principal's phone number: _____

My child's case manager is: _____

My child's teachers are:

_____	_____
_____	_____
_____	_____
_____	_____

Other names and telephone numbers important to me include:

1. _____
2. _____
3. _____
4. _____

Scarborough Public Schools Directory

Central Office

P.O. Box 370—259 U.S. Route 1
Scarborough, ME 04070-0370
Telephone: 207-730-4100 / Fax: 207-730-4104
Superintendent: Julie Kukenburger
Assistant Superintendent: Jo Anne Sizemore
Executive Secretary: Kelly Johnston
Director of Special Services: Alison Marchese
Assistant Director of Special Services: Chris Rohde
Special Services Administrative Asst.: Michelle Newton
Director of Curriculum/Assessment: Monique Culbertson
Curriculum Administrative Asst.: Cheryl Callahan
Director of Business Operations: Kate Bolton
A.P. Clerk: Renee Smith
Payroll/Benefits Clerk: Rhonda Bernard
School Facilities Director: Todd Jepson
Facilities Administrative Asst.: Elizabeth Cummings
Receptionist: Christina Miller

Special Education Consulting Teachers

Scarborough High School – James Watson, 730-5106
Scarborough Middle School – Jim Temple, 730-4820
Wentworth Intermediate School – Diane Stults, 730-4653
K-2 Schools – Brigid DelVecchio, 730-5204
K-12 Behavioral Consulting Teacher - Laura Casey
K-12 Behavioral Consulting Teacher - Katrina Edwards
K-12 Behavioral Consulting Teacher—Jessica Arnott

Scarborough High School (9-12)

11 Municipal Drive
Scarborough, ME 04074
Interim Principal: Susan Ketch
Assistant Principal: Ed Buckley
Assistant Principal: Greg Applestein
Secretary: Karen Sprague
Athletic Director: Michael LeGage
Telephone: 207-730-5000
Fax: 207-730-5007

Blue Point School (K-2)

174 Pine Point Road
Scarborough, ME 04074
Principal: Kelly Mullen-Martin
Secretary: Lynda Lee Landry
Telephone: 207-730-5300
Fax: 207-730-5331

Applied Behavior Analysis: Method of teaching students with autism and related disabilities which focuses on skill acquisition, reduction of interfering behaviors, data collection and its analysis.

Educational Disabilities: These are conditions that impair a child's school performance to the degree that the general education program must be modified. The state and federal government set eligibility for special education services guidelines. In Maine, educational handicaps include Autism, Deaf-Blindness, Deafness, Developmental Delay, Emotional Disturbance, Hearing Impairment, Mental Retardation, Multiple Disabilities, Orthopedic Impairment, Other Health Impairment, Speech or Language Impairment, Specific Learning Disability, Traumatic Brain Injury and Visual Impairment including Blindness.

Free Appropriate Public Education: Free appropriate public education means special education and related services that are provided at public expense, under public supervision and direction, and without charge.

Functional Behavioral Assessment: Functional behavioral assessment means a school-based process used by the Individualized Education Program (IEP) Team, which includes the parent and, as appropriate, the child, to determine why a child engages in challenging behaviors and how the behavior relates to the child's environment. The term includes direct assessments, indirect assessments and data analysis designed to assist the IEP Team to identify and define the problem behavior in concrete terms, identify the contextual factors (including affective and cognitive factors) that contribute to the behavior, and formulate a hypothesis regarding the general conditions under which a behavior usually occurs and the probable consequences that maintain the behavior. Formal documentation of the assessment by appropriately qualified individuals becomes part of the child's educational record and is provided to the IEP Team.

Grade Level Transition Services: A coordinated set of activities for a student designed within an outcome oriented process which promotes movement from grade level to grade level. Parents are encouraged to have an IEP meeting prior to the end of the school year to ease this transition to another school or grade.

Individualized Education Plan (IEP): A plan developed at an IEP meeting that includes the amount and type of special education services a student will receive, the accommodations that will be provided, annual goals for special education services and for students age 14 years & older, a transition plan.

Disability Rights Center

P.O. Box 2007
Augusta, ME 04333-2007
V/TTY: 800-452-1948
www.drcme.org/

Maine Parent Federation

P.O. Box 2067
Augusta, ME 04338-2067
800-870-7746
www.mpf.org
parentconnect@mpf.org

National Dissemination Center for Children with Disabilities (NICHCY)

1825 Connecticut Ave. NW, Suite 700
Washington DC 20009
800-695-0285
<http://nichcy.org/>
nichcy@fhi360.org

Maine Transition Network (MTN)

P.O. Box 2219
Augusta, ME 04338
800-328-9549
www.mainetransition.org
cot@mainetransition.org

Glossary of Terms

Accommodations: A changes in the manner in which instruction and assessment is delivered that does not alter the curriculum level expectation.

Adverse effect/Adversely affects: The word “adverse” commonly means “harmful, impeding, obstructing, or detrimental.” To “adversely affect” means to have a negative impact that is more than a minor or transient hindrance, evidenced by findings and observations based on data sources and objective assessments with replicable results. An adverse effect on educational performance does not include a developmentally appropriate characteristic of age/grade peers in the general population.

Annual Goals: A statement of what the student may reasonably be expected to accomplish in a 12-month period in his/her special education program. Parents are to be involved in the development of these goals.

Annual Review IEP Meeting: A meeting held each school year at which the educational goals and objectives for the students are reviewed (and/or modified) to see what progress has been made. (Parents must be invited to participate in this conference.)

Scarborough Middle School (6-8)

21 Quentin Drive
Scarborough, ME 04074
Principal: Diane Nadeau
Assistant Principal: Dave Currier
Secretary: Rebecca Wandell
Telephone: 207-730-4800
Fax: 207-730-4804

Eight Corners School (K-2)

22 Mussey Road
Scarborough, ME 04074
Principal: Anne Lovejoy
Secretary: Mary Stuart-Hillman
Telephone: 207-730-5200
Fax: 207-730-5229

Wentworth Intermediate School (3-5)

20 Quentin Drive
Scarborough, ME 04074
Principal: Kelli Crosby
Assistant Principal: Bremner Stoner
Secretary: Elsie Dyer
Telephone: 207-730-4600
Fax: 207-730-4604

Pleasant Hill School (K-2)

143 Highland Avenue
Scarborough, ME 04074
Principal: Jessica Steele
Secretary: Hope Taggart
Telephone: 207-730-5250
Fax: 207-730-5251

Special Education Programs

Resource Rooms: Our resource room programs serve students with a wide variety of needs and strengths. Students in these programs are typically of average or above average cognitive ability, but require direct instruction and support in a special education classroom in one or more areas of deficit that are related to their identified disability. The nature of the direct instruction is usually focused on reading, writing, math and executive functioning skills. Related services such as occupational therapy, physical therapy, social work and speech/language services are provided based on individual student need.

Social Life Skills: The primary needs of these students are social and/or behavioral. Social skills training, both group and individual, is a key component in our social life skills programs. We have also implemented a K-12 social thinking curriculum to ensure consistency of instruction as students move from phase to phase. Each of our social life skills programs has a primary social worker assigned to work directly with the program. In addition, our school psychologists and behavior specialists meets with the staff from these programs to consult about the needs of individual students and/or general program needs. Many students in these programs are working at grade level academically, and are in general education for at least part of the school day.

Academic Life Skills: Students in this program receive instruction in basic academic skills in the general and special education setting at a pace that is suitable for their learning abilities, and also receive instruction in basic life skills and pre-vocational skills such as cooking, safety and community awareness.

At the high school, students begin to work on vocational skills as well, and participate in EFE (Education for Employment), which is a weekly supported work experience in the community. Occupational therapy, social work and speech/language services are integrated into the many activities in which ALS students participate.

Functional Life Skills: This program is designed to meet the needs of our most developmentally disabled students. Students learn functional communication skills, functional academics, social skills and skills of daily living. Students participate in community activities on a regular basis, and daily opportunities for general education and reverse general education experiences are a part of the program. Students in the high school FLS program also participate in a weekly supported work experience in the community. Occupational therapy, physical therapy, speech/language and social work services are co-taught through program activities.

DHHS - CBHS (Children Behavioral Health Services)

Cumberland County
822-0249/ 800-492-0846
TTY: 822-0272
DHHS - Children's Services
822-0298
www.maine.gov/dhhs/ocfs/

Career Center for Blind & Visually Impaired

185 Lancaster Street
Portland, ME 04101
771-5627 or 800-315-1192
TTY: 800-770-7774
www.maine.gov/rehab

Child Development Services-Reach

50 Depot Road
Falmouth, ME 04105
781-8881

Department of Education

Division of Special Services
23 State House Station
Augusta, ME 04333-0023
624-6600
TTY: 888-577-6690
www.maine.gov/education

Developmental Disabilities Council

40 State House Station
Augusta, ME 04333-0139
V/TTY: 800-244-3990 or 287-4213
www.maineddc.org

The Opportunity Alliance

50 Monument Square
Portland, Maine 04101
central intake 207-523-5049
administrative offices 207-874-1175
toll free 1-877-429-6884
TTY: 207-874-1180
fax 207-874-1181
<http://www.opportunityalliance.org/>

Special Education Support Services

The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the Scarborough School District to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are:

Family Policy Compliance Office
U.S. Department of Education
600 Independence Avenue, SW
Washington, DC 20202-4605

Resources

Alliance for the Mentally Ill (NAMI)

1 Bangor St.
Augusta, ME 04330-4701
800-464-5767
www.namimaine.org
info@namimaine.org

Autism Society of Maine

72B Main Street
Winthrop, ME 04364
582-7727
800-273-5200
www.asmonline.org
info@asmonline.org

Speech/Language: Our speech/language clinicians provide individual and group therapy to students who have needs in the areas of articulation, fluency, voice and/or language. These services are available to students who require this service as a result of their disability, and eligibility for these services is determined by the IEP team. At times services are also delivered within a co-treat model with social workers or occupational therapists.

Social Work: Our social workers provide IEP mandated services for students whose social/emotional needs are related to their disability. Eligibility for these services is determined by the IEP team. Our social workers are also available to provide support for both general and special education students whose social/emotional needs are not the result of a disability. Our social workers are also an important component to all our programs

Physical Therapy/Occupational Therapy: These services are available to students who require them as a result of their disability, and eligibility for these services is determined by the IEP team. Our physical therapy services focus on improving student access to the school environment and improvement of gross motor skills. Our occupational therapy services focus on addressing functional and academic deficits related to fine motor and sensory needs. Our occupational therapists also provide group services in conjunction with our FLS and ALS programs to promote the acquisition of daily living skills.

Testing Office: Our school psychologists perform psycho-educational evaluations for students who are currently receiving special education services, and also for those who have been referred for consideration of eligibility for special education services. They are also available to consult with case managers about individual student needs and/or program needs. The testing office is located at the high school.

Consulting Teachers: Our Special Education Leadership Team includes the Director and Assistant Director of Special Services and our four Special Education Consulting Teachers, one for each phase. Our Consulting Teachers provide a variety of services, including processing referrals for special education services, consulting with general education teachers about pre-referral interventions for students who are struggling, providing support for all special education programs, conducting achievement testing, chairing IEP meetings and acting as a resource for any staff at each phase that have questions or concerns related to special education. In addition we have 2.8 Consulting Teachers who specialize in programming for students with behavioral needs.

Exceptionality Eligibility Criteria

VII.2 Student with a Disability; General Definition

This rule addresses the duty to provide a free appropriate public education to a “student with a disability.”

A student with a disability is an individual who:
Has reached the age of 3 years;

Has neither graduated from a secondary school program nor reached 20 years of age at the start of the school year; and

Has been evaluated according to these rules and has been determined to have a disability which requires the provision of special education and supportive services.

A student with a disability shall have one or more of the disabilities listed in this section.

A disabled student is qualified to participate in nonacademic services such as extracurricular activities if he or she meets the essential eligibility requirements for the receipt of such services. Safety may qualify as an essential criterion. If the student meets the eligibility requirements for the activity, with or without reasonable accommodations, the district has an obligation to permit the student to participate on equal terms with non-disabled students and must provide and necessary accommodations at no cost to the students. Please contact the Director of Special Services for Scarborough Public Schools for procedures for services."

A. Autism

Autism means a developmental disability significantly affecting verbal and non-verbal communication and social interaction, generally evident before age three, that adversely affects educational performance. Other characteristics often associated with autism are engagement in repetitive activities and stereotyped movements, resistance to environmental change or change in daily routines, and unusual response to sensory experiences.

The term does not apply if a child's educational performance is adversely affected primarily because the student has an emotional disability, *as defined in Section VII of this rule.*

A child who manifests the characteristics of autism after age 3 could be identified as having autism if the criteria in paragraph one of this section is satisfied. [34CFR 300.8(c)(1)(i-iii)]

Bring any recent evaluations or reports completed outside the school that you think will be of value. Make sure that reports have been shared with school personnel prior to the meeting.

Bring samples of your child's work from activities done in or out of school that you feel say something about your child. These could be out of school samples as well as school work.

Think about whether your child should be involved at the IEP meeting and discuss this with school personnel and your child.

Keep a file of your communications with the school. Record the dates. You might include letters you send, letters you receive, telephone calls, report cards and samples of your child's work. It is never too late to start!

If possible, both parents should attend IEP meetings.

If desired, review and bring a copy of the Maine Special Education Regulations. You can receive a copy from the Department of Education in Augusta at 624-6650 or fax 624-6651 and at www.maine.gov/doe/specialed/laws/index.html. The Parent Procedural Safeguards and Companion Document can also be found at this link.

Notification of Rights Under FERPA for Elementary and Secondary Institutions

The Family Educational Rights and Privacy Act (FERPA) afford parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records.

They are:

The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the school principal, a written request that identifies the record's they wish to inspect. Principal will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.

How to Prepare for an IEP Meeting

You know your child best and you can be a more effective IEP team member by being prepared in advance. The following are suggestions, but are not things you must do. They are to serve as ideas for you to consider when preparing for your IEP meeting.

Talk to your child. Find out how your child feels about school. Find out his/her likes and dislikes. Ask if there is something that he/she would like to do better.

Review your child's records. Make an appointment with school prior to your IEP meeting and review what is contained in your child's records.

Before the IEP meeting, be sure you understand the reason for the meeting. Do you have enough information? Have you reviewed the evaluation reports? Do you understand the meaning of the terms being used?

Prepare to share what you know about your child. Jot down some notes about your child to bring to the meetings, such as: interests, hobbies, relationships with family and friends, behavior at home, things your child does well, and things your child has difficulty with.

Prepare your own questions. Write a list of questions you would like to discuss at the meeting and bring the list with you.

Consider inviting additional IEP participants. Is there anyone not present from school or outside of school whom you would like to invite? Notify the district if you intend to bring someone from outside of school (friend, advocate, outside evaluator, etc.). It should be someone who has knowledge of your child as well as special education services.

Be prepared to discuss your expectations for your child. Talk with other parents who have attended IEP meetings before at tending your own. Jot down what you think your child needs and the extent of progress you would like to see during the year. You should consider your child's vocational and pre-vocational needs. This applies to children of all ages.

B. Deaf-Blindness

Deaf-blindness means concomitant visual and hearing impairments, the combination of which causes such severe communication, and other developmental and educational needs that he or she cannot be accommodated in special education programs solely for children with deafness or children with blindness. [34 CFR 300.8(c)(2)]

C. Deafness

Deafness means a hearing impairment that is so severe that the child is impaired in processing linguistic information through hearing, with or without amplification, that adversely affects the child's educational performance. [34 CFR 300.8(c)(3)]

D. Developmental Delay

A child with a disability aged 3-5, may, at the discretion of the local educational agency, include a child experiencing developmental delays, as defined below and as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: physical development; cognitive development; communication development; social or emotional development; or adaptive development; and who, by reason thereof, needs special education and related services. [20 USC 1404(a)(3)(B)(i-ii)]

For a five-year-old who has transitioned from early childhood special education to a public school, and who has been determined eligible under developmental by CDS, and for whom the IEP team cannot achieve consensus on Part B criteria for the kindergarten year, the SAU may continue the eligible child under the developmental delay criteria for that year consistent with 34 CFR 300.111. During the kindergarten year, the IEP Team will determine by means of further evaluation, assessments and classroom observations, whether the child is eligible as a child with a disability under Part B criteria.

E. Emotional Disturbance

Emotional disturbance means a condition which exhibits one or more of the following characteristics over a long period of time and to a marked degree that adversely affects the child's educational performance:

- An inability to learn that cannot be explained by intellectual, sensory, or health factors;
- An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
- Inappropriate types of behaviors or feelings under normal circumstances;
- A general pervasive mood of unhappiness or depression;
- A tendency to develop physical symptoms or fears associated with personal or school problems

The term includes schizophrenia. The term does not apply to students who are “socially maladjusted,” unless it is determined that they have an emotional disability. [34 CFR 300.8(c)(4)]

F. Hearing Impairment

Hearing impairment means an impairment in hearing whether permanent or fluctuating, that adversely affects the child’s educational performance but who is not included under definition of deafness in Section VII.(2)(C) of this rule. [34 CFR 300.8(c)(5)]

G. Intellectual Disability

Intellectual disability means specifically sub-average general intellectual functioning existing concurrently with deficits in adaptive behaviors and manifested during the developmental period that adversely affects the child’s educational performance. [34 CFR 300.8(c)(6)]

H. Multiple Disabilities

Multiple disabilities means concomitant impairments the combination of which causes such severe educational needs that the child cannot be accommodated in special educational programs solely for one of the impairments. The term does not include children who have deaf-blindness. [34 CFR 300.8(c)(7)]

I. Orthopedic Impairment

Orthopedic impairment means a severe orthopedic impairment that adversely affects a child’s educational performance. The term includes impairments caused by congenital anomaly, impairments caused by disease (e.g., poliomyelitis, bone tuberculosis.), and impairments from other causes (e.g., cerebral palsy, amputations, and fractures or burns that cause contractures). [34 CFR 300.8(c)(8)]

J. Other Health Impairment

Other health impairment means having limited strength, vitality or alertness, including a heightened alertness to environmental stimuli, that results in limited alertness with respect to the educational environment, that is due to chronic or acute health problems, such as asthma, attention deficit disorder, attention deficit hyperactivity disorder, diabetes, epilepsy, a heart condition, hemophilia, lead poisoning, leukemia, nephritis, rheumatic fever, or sickle cell anemia, Tourette Syndrome and that adversely affects the student’s educational performance. [34 CFR 300.8(c)(9)]

K. Speech or Language Impairment

Speech or language impairment means a communication disorder such as stuttering, impaired articulation, a language impairment, or a voice impairment, that adversely affects the child’s educational performance. [34 CFR 300.8(c)(11)]

L. Specific Learning Disability

Specific learning disability means a disorder in one or more of the basic psychological processes involved in understanding or in using language, spoken or written, that may manifest itself in an imperfect ability to listen, think, speak, read, write, spell, or to do mathematical calculations, including conditions such as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. Specific learning disabilities does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, of mental retardation, of emotional disturbance, or environmental, cultural or economical disadvantage. [34 CFR 300.8(c)(10)]

M. Traumatic Brain Injury

Traumatic brain injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both that adversely affects a child’s educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition, language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, information processing, and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma. [34 CFR 300.8(c)(12)]

N. Visual Impairment Including Blindness

Visual impairment including blindness means an impairment in vision that, even with correction, adversely affects the child’s educational performance. The term includes both partial sight and blindness. [34 CFR 300.8(c)(13)]

Acronyms and Abbreviations

ABA	Applied Behavior Analysis
BIP	Behavior Intervention Plan
ED	Emotional Disturbance
EHA	Education of All Handicapped Children Act (P.L. 94-142)
ESY	Extended School Year
FBA	Functional Behavioral Assessment
HI	Hearing Impaired
IEP	Individual Educational Program
LD	Learning Disability (also Specific Learning Disability SLD)
LRE	Least Restrictive Environment
ID	Intellectual Disability
OHI	Other Health Impairment
OT	Occupational Therapy
PT	Physical Therapy
S/L	Speech/Language