

SPECIAL
EDUCATION
PARENT
HANDBOOK

SCHOOL UNION #103
JONESPORT/BEALS/MOOSABEC CSD

Introduction

Maine Unified Special Education Regulations. Chapter 101, governs the provision of equal educational opportunities for all Maine students with disabilities between the ages of 5 and 20 enrolled in the schools. Each School unit must ensure that students with disabilities are provided a free appropriate public education (F.A.P.E.) in the least restrictive educational alternative, per state regulations as well as the Federal Individual with Disabilities Act (P.L. 105-17, 20 U.S.C. 1401 et seq.).

School Union #103 offers a continuum of special education services, supportive services, and placements to meet the needs of students with disabilities in accordance with both Federal and State laws and regulations. This continuum in the school district includes placements in regular classes, resource classes and self-contained classes.

The Basic Steps in Special Education

There's a lot to know about the special education process by which children are identified as having a disability and in need of special education and related services. Below are the steps to understanding this process.

Step 1. A child is identified as possibly needing special education and related services.

There are two primary ways in which children are identified as possibly needing special education and related services: the system known as Child Find (which operates in each state), and by referral of a parent or school personnel.

Child Find. Each state is required by the federal Individuals with Disabilities Education Improvement Act (IDEIA) to identify, locate, and evaluate all children with disabilities in the state who need special education and related services. To do so, states conduct what are known as Child Find activities. When Child Find identifies a child as possibly having a disability and as needing special education, parents may be asked for permission to evaluate their child. Parents can also call the Special Services office, 497-2154, and ask that their child be evaluated if they suspect their child has a disability.

Referral or request for evaluation. A school professional may ask that a child be evaluated to see if he or she has a disability. Parents may also contact the child's teacher or other school professional to ask that their child be evaluated. Referrals must be in writing. If you need help writing the referral, ask

your child's teacher or a special education teacher from your child's school for guidance. Parental consent is needed before a child may be evaluated. The Maine Unified Special Education Regulations state that evaluations need to be completed within 45 school days after the district receives the parent's written consent.

Step 2. Child is evaluated.

Evaluation is an essential early step in the special education process for a child. It is intended to answer these questions:

- Does the child have a disability that requires the provision of special education and related services?
- What are the child's specific educational needs?
- What special education services and related services are appropriate for addressing those needs?

By law, the initial evaluation of the child must be "full and individual"—which is to say, focused on that child and that child alone. The evaluation must assess the child in all areas related to the child's suspected disability. Parents receive a copy of the evaluation results 3 days prior to the IEP meeting.

The evaluation results will be used to decide the child's eligibility for special education and related services and to make decisions about an appropriate educational program for the child. If the parents disagree with the evaluation, they have the right to take their child for an Independent Educational Evaluation (IEE). They can ask that the school system pay for this IEE.

Step 3. Eligibility is decided.

A group of qualified individuals, including the parents and other professionals (the IEP team), look at the child's evaluation results and data from school performance. Together, they decide if the child is a "child with a disability," as defined by IDEIA. If the parents do not agree with the eligibility decision, they may ask for mediation or a hearing to challenge the decision. If the child is found to be a child with a disability, as defined by IDEIA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the Individualized Education Program (IEP) team must meet to write an IEP for the child. The school system schedules and conducts the IEP meeting. School staff must:

- ☒ contact the participants, including the parents in writing;
- ☒ notify parents at least 7 days prior to the meeting to make sure they are present at the IEP meeting and have an opportunity to attend;
- ☒ schedule the meeting at a time and place mutually agreed to;
- ☒ inform the parents of the purpose, time, and location of the meeting;
- ☒ inform the parents who will be attending; and
- ☒ inform the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

The IEP team gathers to talk about the child's needs and write the student's IEP.

Parents and the student (when appropriate) are full participating members of the team and are involved in joint decisions making. Before the school system may provide special education and related services to the child for the first time, the parents must give initial consent in writing. The child begins to receive services as soon as possible after the IEP is written and consent is given. If a parent does not give consent for special education and related services, the child will not be able to receive special education services, even if the school disagrees. If the parents do not agree with the IEP and placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. If they still disagree, parents may meet with the Director or Assistant Director of Special Services, ask for mediation, or the school may offer mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time mediation must be available. This process may occur at any time that a child is receiving special education and related services.

Step 4. After the IEP is written, services are provided.

The school makes sure that the child's IEP is carried out as it was written as soon as possible following the IEP Meeting but no later than 30 days after the IEP Team's initial identification of the child as a child with a disability in need of special education and related services. Parents are given a copy of the IEP. Each of the child's teachers and service providers has access to the IEP and knows his or her specific responsibilities for carrying out the IEP. This includes the accommodations, modifications, and supports that must be provided to the child, in keeping with the IEP. All identified children shall have a current IEP in effect at the start of the school year.

Step 5. Progress is measured and reported to parents.

The child's progress toward the annual goals is measured, as stated in the IEP. His or her parents are regularly informed of their child's progress and whether that progress is enough for the child to achieve the goals by the end of the year.

Step 6. IEP is reviewed.

The child's IEP is reviewed by the IEP team at least once a year, or more often if the parents or school deem it necessary. If necessary, the IEP is revised. Parents are team members and must be invited to participate in these meetings. Parents can make suggestions for changes, and agree or disagree with the IEP, or with the placement. Concerns may also be discussed more informally through a case conference; the IEP may be amended.

If parents do not agree with the IEP and/or placement, they may discuss their concerns with other members of the IEP team and try to work out an agreement. At that time the team may choose to complete additional testing. Parents may choose to pursue an independent evaluation, or a meeting with the District's

Special Services Administrator, and in the event that the disagreement has not been resolved parents may seek guidance from the Department of Education's Complaint Management System at (207) 624-6650.

Step 7. Child is reevaluated.

At least every three years the child must be reevaluated. This evaluation is often called a "triennial." Its purpose is to find out if the child continues to be a child with a disability, as defined by IDEIA, and what the child's educational needs are. However, the child must be reevaluated more often if conditions warrant or if the child's parent or teacher asks for a new evaluation.

Adapted from: <http://www.nichcy.org/EducateChildren/Steps/Pages/default.aspx>

Categories of eligibility

- ◆ Autism
- ◆ Deafness
- ◆ Developmental delay (3-5)
- ◆ Emotional disturbance
- ◆ Hearing impairment
- ◆ Mental retardation
- ◆ Orthopedic impairment
- ◆ Other health impairment
- ◆ Multiple disabilities
- ◆ Speech and language problems
- ◆ Specific learning disability
- ◆ Traumatic brain injury
- ◆ Visual impairment, including blindness

For more information on the eligibility categories in the Maine Unified Special Education Regulations, visit

<http://www.maine.gov/education/speced/contentrules.htm>

or call Maine Parent Federation at 1-800-870-7746 to request a copy.

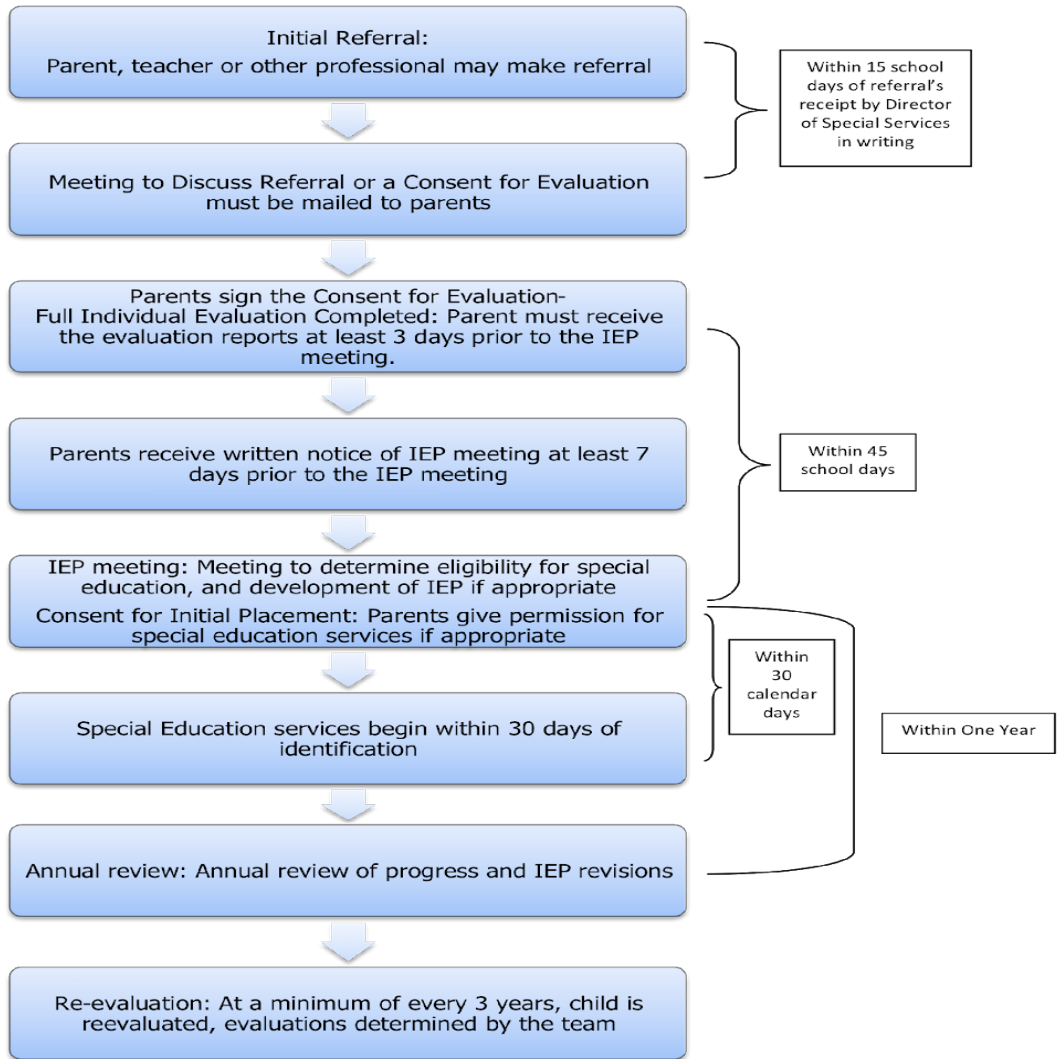
How to Prepare for an IEP Meeting

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 Team meeting.

- 1) Talk to your child. Find out how your child feels about school. Find out his/her likes and dislikes. Ask if there is something he/she would like to do better.
- 2) Visit your child's classroom. Make an appointment to observe your child in the classroom.
- 3) Review your child's records. Make an appointment with school prior to your IEP Team meeting and review what is contained in your child's records.
- 4) Before the IEP Team 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 teams being used?
- 5) 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.
- 6) Prepare your own questions. Write a list of questions you would like to discuss at the meeting. Bring the list with you.
- 7) Consider inviting additional IEP Team members. 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 the school (friend, advocate, outside evaluator, etc.). It should be someone who has knowledge or special expertise regarding your child.
- 8) Be prepared to discuss your expectations for your child. Talk with other parents who have attended IEP Team meetings before attending your own. Jot down what you think your child's 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.
- 9) Bring any recent evaluations or reports done outside the school, which you think, will be of value.

- 10) Bring samples of your child's work from activities done in or out of school, which you feel say something about your child.
- 11) Talk to other parents. Talk to others you know who have attended IEP Team meetings to learn from their experiences. If you do not know other parents, call one of the local parent association to ask for information.
- 12) Think about whether your child should be involved at the IEP Team meeting and discuss this with school personnel.
- 13) Ask your child if he/she would like to attend the meeting. Talk it over with him/her.
- 14) 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!
- 15) If possible, both parents should attend the IEP Team meeting.

The chart below is an overview of the special education process. It is not designed to show all steps or the specific details. It shows what happens from the time a child is referred for evaluation and is identified as having a disability, through the development of an individualized education program (IEP).



Making a Referral: A referral, in writing, can be given to the school staff at your child's school (classroom teacher, principal, special education teacher, etc.). The referral is then sent to the special services office. Once signed off by Director, Assistant Director, or designee it becomes an official referral.

SCHOOL UNION 103 Special Education Complaint Procedures:

Regional School Unit 21 believes that problems are best solved as close to the source as possible. Therefore, parents with concerns about their child's special education services are encouraged to speak with the IEP team. Talk honestly about your concerns and what you would like to see happen. Look for ways in which you can work collaboratively with the team to help your child. Seek support from the SCHOOL UNION 103 special education administrative team and/or the superintendent if you feel it is necessary. In the event that your concerns havenot been resolved you may seek guidance from the Department of Education's Complaint Management System at (207) 624-6650.

Continuum of Service Options for Students Eligible for Special Education

Services for students with disabilities will vary from student to student dependent upon the student's strengths and weaknesses. In all cases, final determination of educational services for a student with disabilities will be dependent upon the identified needs of the student as determined by the IEP team. Services for students with disabilities shall ensure the following:

- In selecting the least restrictive environment, consideration is given to any potentially harmful effects of the suggested service on the student and the rights of the student to be educated with chronological peers.
- A continuum of services is available to meet the individual needs of students including, but not limited to, the following:

General Education with consultation: The student is served in the general education classroom without any accommodations or modifications to the curriculum, instruction, testing, or grading. The special educator is responsible for consulting with the teacher(s) and monitoring the student's progress according to the IEP, or as determined by the IEP team.

General Education with consultation/accommodations: The student is served in the general education classroom with consultation and support from the special education teacher. The general education teacher is responsible for direct instruction, testing, grading, and behavioral management as specified in the IEP. The special educator may assist the general educator by designing and making material adaptations and accommodations, etc.

General Education with direct special education support in the classroom: The student receives special education support for the general

education curriculum in the general educational setting. The special education teacher, therapist, or trained educational technician will be in the general education classroom to provide direct instruction, instructional support, or other assistance to the student or a group of students.

General Education with direct special education support outside the classroom: The student receives special education support for the general education curriculum outside the general education setting. When the services cannot be appropriately provided in the general education setting, the student may receive selected services he/she needs in a separate special education setting.

Separate Special Education services: The student is served in a separate special education setting outside of the general education classroom for part of or the majority of the day. The student has significant special education needs that cannot be satisfactorily achieved in a less restrictive setting.

Out of District Placement: The student is served in a specialized school specifically designed to address special learning or behavioral needs. The student has significant special education needs that cannot be satisfactorily achieved in their public school setting.

Common Terms in Special Education

Adaptive Behavior Scales: Provides information relating to the attainment of skills that lead to independent functioning as an adult.

Accommodations: Changes in the manner in which instruction and assessment is delivered that does not alter the curriculum level expectation being measured or taught.

Amendment: A change to an existing IEP, such as increasing occupational therapy from 30 minutes to 45 minutes per week. An amendment is made to the plan after consultation with team members.

Americans with Disabilities ACT (ADA): 1990 Federal legislation enacted to prohibit discrimination on the basis of disability.

Annual Goal(s): Annual goals are those goals written in a student's IEP, which the school personnel assists the student in striving to meet for the coming year. The goals must be measurable and relate to those areas with which the student has difficulty. Annual goals are reviewed once a year (Annual Review) and revised as needed.

Annual Review: A meeting conducted for every student identified as having a disability each year. The IEP team convenes and reviews the student's progress on the IEP for the preceding year by reviewing the student data, as well as revising the IEP to meet the student's needs for the upcoming school year. The meeting must be held no later than a year from either the last Annual Review or the original development of the IEP.

Assistive Technology: This term refers to special technology that is used to increase, maintain, or improve the functional capabilities of a child with a disability. The disabilities can be either physical, academic, or cognitive. Assistive technology determinations begin with low technology and move to higher technology only if needed.

Cognitive/Intellectual Assessment: A test that measures a wide range of abilities, including attention, memory, problem solving, language skills and intellectual functioning. It is the process of determining a student's cognitive strengths and weaknesses.

Confidentiality: Special education students' identifying information and educational information should be shared only with those school personnel who have an educational interest in that student for the current school year. Information about students with disabilities or their parents should not be shared

with those who are not educationally involved with the students.

Day: The term "day" means a calendar day. The term "school day" shall mean a day or partial day on which school was in operation as an instructional day (see Department of Education Regulations 125, Basic School Approval). The term "business day" means Monday through Friday except for Federal and State Holidays.

Educational Assessment: A test that measures areas of knowledge or skills such as basic reading; reading comprehension; mathematics calculation, reasoning and application; written expression; oral expression; listening comprehension; and learning preference and style.

Extended School Year (ESY): Required under the IDEIA for students who experience regression or limited recoupment of previously learned material. These services are provided when it is likely that your child will significantly lose skills during a break in school services and is not likely to recoup those skills in a reasonable amount of time. Your child's performance data is used to show there are regression and recoupment problems.

Family Educational Rights and Privacy Act (FERPA): A federal law protecting the privacy of students and families in the collection, maintenance, use, and destruction of educational records.

Free Appropriate Public Education (FAPE): Public education provided at no cost to the parent, and in accordance with an Individual Education Program.

Functional Behavior Assessment (FBA): A school-based process used by the Individualized Education Program (IEP) Team to hypothesize why a child engages in challenging / interfering behaviors and how the behavior relates to the child's environment. A series of observations and questionnaires that are compiled into a report, the purpose of which is to determine the function of a student's inappropriate behavior. FBAs can be conducted any time an IEP team has concerns about a student's behavior.

General Curriculum: The term "general curriculum" shall mean the school administrative unit's local curriculum for grades K-12, which incorporate the content standards and performance indicators of the Learning Results.

Individuals with Disabilities Education Improvement Act (IDEIA): A federal law requiring states to provide eligible children with disabilities a free appropriate public education in the least restrictive environment.

Individualized Education Program (IEP): A document required by law for

every student who receives special education. The program outlines the child's needs, abilities, individual goals for the student, as well as documents how and what special education services will assist with meeting those goals. The IEP goals target the student's weakest area(s). No IEP is a guarantee of success; it is a best faith plan to improve performance.

IEP Team: Each administrative unit with eligible students shall establish at least one IEP Team for the purpose of identifying the special needs of students and developing an appropriate Individualized Education Program for such students. Each IEP Team shall include the following members:

- A. The student's parents;
- B. At least one regular education teacher for the student (if the student is, or may be, participating in the regular education environment);
- C. The student's special education teacher or a teacher qualified to provide the special education services for which the student has been referred;
- D. A representative of the school administrative unit who can ensure the provision of the special education and supportive services specified in the student's Individualized Education Program and who:
 - 1. is qualified to provide, or supervise the provision of, specially designed instruction to meet the unique needs of students with disabilities;
 - 2. is knowledgeable about the general curriculum;
 - 3. is knowledgeable about the availability of resources of the local educational agency, and
 - 4. has written authorization to obligate the unit's human and fiscal resources.
- E. At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the student, including supportive services personnel as appropriate;

- F. An individual who can interpret the instructional implications of evaluation results, who may be a member of the team described in clauses (B) through (E);
- G. Whenever appropriate, the student; and
- H. The student's caseworker from the Department of Human Services; Department of Mental Health, Mental Retardation and Substance Abuse Services; or Department of Labor, Bureau of Rehabilitation when the caseworker is known to the administrative unit.

Individualized Family Service Plan (IFSP): A written document that describes the early intervention services for infants through toddlers (Birth-2 years of age) who have a disability.

Individualized Service Plan: A plan similar to an IEP which outlines the services a district will make available to a student who is parentally placed in a private school or is home schooled (if requested).

Intervention: Any method, strategy, material, or environmental change that is used by a regular education teacher to accommodate the struggling student in the general education program.

Least Restrictive Environment (LRE): School districts are required to educate students with disabilities in regular classrooms with their peers without disabilities and in the school they would attend if not disabled, to the maximum extent appropriate.

Manifestation Determination: a process to determine if a student's specific behavior was or was not caused by the student's disability. A Manifestation Determination is completed as part of an IEP team meeting.

Mediation: A process in which the parent(s) or guardian(s) of a student with a disability and a representative of the school district meet with a mediator, who is an independent person. By asking questions and discussing all information with both parties, the mediator helps the parent(s) and the school district representative resolve disagreements, reach a more complete understanding of each other's concerns and agree upon the special education program for the student in a cooperative and timely manner.

Modifications: Changes in the regular education curriculum and or assessment that lower the standards of the curriculum to meet the needs of the student. Modifications are made when the expectations are beyond the student's level of ability. Modifications may be minimal or very complex depending on the student

performance.

Occupational Therapy (OT): A related service associated with the improvement of fine motor, sensory, and daily living skills.

Office of Special Education Programs (OSEP): The federal office responsible for administering programs and requirements under the IDEIA.

Physical Therapy (PT): A related service associated with the improvement of gross motor skills and coordination.

Personalized Alternate Assessment Portfolio (PAAP): The alternate to Maine's required state assessments designed specifically for students with significant cognitive disabilities. The IEP team determines if this is appropriate.

Positive Behavior Supports And Interventions: an intervention system individually designed by the IEP Team to assist a student to acquire educationally and socially appropriate behaviors and to reduce patterns of dangerous, destructive, disruptive or defiant behaviors. Positive behavior supports and interventions are determined by the IEP Team and based upon the results of functional behavior assessments. A primary goal of positive behavior supports and interventions is to teach educationally and socially appropriate behavior as a replacement for problem behavior.

Pre-referral: Pre-Referral Procedures are general education procedures involving regular benchmark assessment of all children, using Curriculum Based Measurements (CBM), to monitor child progress and identify those children who are at risk of failing. Children who are at risk receive responsive interventions in the general education program that attempt to resolve the presenting problems of concern. General educators are encouraged to confer with specialists and teaching professionals, but general education personnel are responsible for the implementation of the intervention.

Present Levels of Academic and Functional Performance: This refers to a section of the IEP, where the IEP team summarizes the student's levels of performance in each of the following areas of functioning: physical, cognitive, communication, social competence, vocational, academic, and recreation/leisure. This information about the student can be found through several means: interaction with the student, teacher/parent anecdotal reports, classroom performance, and recent evaluations.

Rating Scales: Provide information for comparing the targeted behavior(s) to other students. Developmental Scales provide information related to areas of child growth and development and allow comparisons to be made between developmental levels of one student and others of the same age.

Reevaluation: Often referred to as a “reeval.” A process required by law, to reevaluate students receiving special education services. The purpose of the reevaluation is to determine whether special education continues to be appropriate for the student and help determine the child’s strengths and needs. The IEP team determines the components of the reevaluation. A reevaluation shall occur not more frequently than once a year, unless the parent and the local educational agency agree otherwise; and at least once every 3 years, unless the parent and the local educational agency agree that a reevaluation is unnecessary.

Referral: The special education referral is the initial step of the special education process. Any student who needs or is believed to require special education or related services in order to receive a free and appropriate public education may be referred by a teacher, parent, or other individual or agency representative with knowledge of the child. Referrals for special education testing should be submitted to the school in writing, and parents or teachers making referrals should keep a copy of the written request.

Related Services: Services designed to support delivery of special education direct instruction and are necessary for a child to achieve the special education goals. Examples of related services include speech therapy, occupational therapy, physical therapy, social work and rehabilitation counseling.

Response to Intervention (RTI): Response to intervention is a general education process designed to help all students at risk of academic and behavioral difficulties. It requires a multi-step process of providing intervention and supports to students who struggle to meet appropriate academic and behavioral benchmarks. RTI is a preventative measure that provides assistance to students early when they begin to struggle. It may be a part of the pre-referral process. It is required to be a part of the pre-referral procedure for many disabilities.

Short-term Objectives: Only students who are participating in the PAAP require short-term objectives. These are smaller, measurable steps that assist the student in meeting an overall annual goal. Each annual goal may consist of short-term objectives. Short-term objectives should be written in such a way that accurate and consistent measurement can be taken of the student’s progress on the objective. The objective should also document criteria for what is considered successful accomplishment of the objective.

Specially Designed Instruction: Adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child with a disability to ensure access to the general curriculum.

State Educational Agency (SEA): Agency in the state responsible for overseeing public education (i.e., Maine Department of Education).

Supplementary Aids and Services: Aids, services, and supports that are provided in regular education classes that enable children with disabilities to be educated with nondisabled peers to the maximum extent possible.

Transition: A coordinated set of activities for a child with a disability that is designed within an outcome-oriented process, promotes movement from school to post-school activities, and is based on the student's needs. A transition plan is required in Maine beginning at the age of 14.

Written Notice: Required written notice to parents when the school proposes to initiate or change, or refuses to initiate or change the identification, evaluation, or educational placement of the child.

Special Education Acronyms

Acronyms are common in special education. Feel free to ask what a specific term means. Below is a list of common acronyms used:

ABA Applied Behavior Analysis
ADA Americans with Disabilities Act
ADD Attention Deficit Disorder
ADHD Attention Deficit Hyperactivity Disorder
ASD Autism Spectrum Disorder
AT Assistive Technology
AYP Adequate Yearly Progress
CBM Curriculum-Based Measurement
DHHS Department of Health and Human Services
DTT Discrete Trial Teaching
ED Emotional Disability
ELL English Language Learners
ESY Extended School Year (Also know as EYS-Extended Year Services)
FAPE Free Appropriate Public Education
FBA Functional Behavioral Assessment
FERPA Family Educational Rights and Privacy Act
IAES Interim Alternative Educational Setting
IDEIA Individuals with Disabilities Education Improvement Act
IEE Independent Educational Evaluation
IEP Individualized Education Program
IQ Intelligence Quotient
LEP Limited English Proficiency
LRE Least Restrictive Environment
LREA Least Restrictive Educational Alternative
MACECD Maine Advisory Council for the Education of Children with Disabilities
MADSEC Maine Administrators of Services for Children with Disabilities
MD Multiple Disabilities
MDOE Maine Department of Education
MPF Maine Parent Federation
MR Mental Retardation
MUSER Maine Unified Special Education Regulations
NAEP National Assessment of Educational Progress
NCLB No Child Left Behind
NECAP New England Common Assessment Program
OCD Obsessive Compulsive Disorder
OCR Office of Civil Rights
ODD Oppositional Defiant Disorder
OHI Other Health Impairment

OI Orthopedic Impairment
OSEP Office of Special Education Programs
OSERS Office of Special Education & Rehabilitative Services
PBSP Positive Behavior Support and Intervention Plan
USDOE US Department of Education
OT Occupational Therapy
RSU Regional School Unit
RTI Response to Intervention
SAT Student Assistance Team
SATs Scholastic Aptitude Tests
SEA State Educational Agency
SLD Specific Learning Disability
SNOW Strengths, Needs, Opportunities and Worries
SSDI Social Security Disability Income
TBI Traumatic Brain Injury
TDD Telecommunication Devices for the Deaf
TTY Teletypewriter
VI Visual Impairment
VR Vocational Rehabilitation

Resources

If you have any further questions about Special Education feel free to contact:

SCHOOL UNION 103 Special Services Department
207-497-2145
www.union103.org

Maine Parent Federation
1-800-870-7746 (statewide) or e-mail parentconnect@mpf.org
www.mpf.org

PARENT ADVOCACY AND SUPPORT RESOURCES

Brain Injury Association of Maine
325 Main Street
Waterville, ME 04901
1-800-275-1233
www.biame.org

Disability Rights Center
P.O. Box 2007
Augusta, ME 04338-2007
1-800-452-1948 (207) 626-2774
www.drcme.org

Maine Civil Liberties Union
401 Cumberland Avenue, Suite 105
Portland, Maine 04101
(207) 774-5444
www.mclu.org

Maine Department of Education
State House Station #23
Augusta, Maine 04333-0023
(207) 624-6600
www.maine.gov/education/index.shtml

Maine Human Rights Commission
State House Station #51
Augusta, Maine 04333-0051
(207) 624-6050
www.maine.gov/mhrc/index.shtml

Southern Maine Parent Awareness
886 Main Street, Suite 303
Sanford, ME 04073

1-800-564-9696

www.somepa.org

Special Needs Parent Information Network (S.P.I.N.)

P.O. Box 2067

Augusta, ME 04338-2067

1-800-870-SPIN (7746)

(207) 623-2144

www.mpf.org/spin

Boston Office

Office of Civil Rights

U.S. Department of Education

33 Arch Street, Suite 900

Boston, Massachusetts 02110-1491

(617) 289-0111

www.ed.gov/index.jhtm

Here are some websites that you may find helpful.

<http://www.aacap.org> American Academy of Child and Adolescent Psychiatry

<http://www.nimh.nih.gov> National Institute of Mental Health

<http://gucchd.georgetown.edu/> Georgetown University Child Development Center

<http://www.ldonline.com> LD Online – Learning Disabilities

<http://www.autism-society.org> Autism Society

<http://www.bpkids.org> Child & Adolescent Bipolar Foundation

<http://www.nami.org> The Nation's Voice on Mental Illness

<http://www.character.org> The Character Education Partnership

<http://www.cgcmaine.org/> The Center for Grieving Children

<http://www.chadd.org/> Children & Adults with Attention Deficit Hyperactivity Disorder

<http://www.preventmentalillness.org/> The Pier Program (Portland Identification and Early Referral Program)

*For a more in-depth list of resources, contact Maine Parent Federation for a list of State and National Resources.