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# News and Notes

## Youth Alternatives Foster Care Program

### The Basic Special Education Process under IDEA

Many YA foster require special education services to succeed in school. This article is a brief review of the special education process.

Every public school child who receives special education and related services must have an Individualized Education Program (IEP). The Individuals with Disabilities Education Act (IDEA) requires certain information to be included in each child's IEP. State and school systems often include additional information to document they have met certain aspects of federal and state laws.

#### The Basic Special Education Process under IDEA

##### 1. Child is identified as possibly needing special education and related services.

The student must identify, locate and evaluate

all children with disabilities in the state who need special education and related services. A school professional may ask that a particular child be evaluated to see if he or she has a disability. Parents may also contact the children's teacher or other school professional and request that their child be evaluated. This request may be verbal or in writing. Evaluation needs to be completed with a reasonable time after the parent gives consent.

##### 2. Child is evaluated.

The evaluation must assess the child in all areas related to the child's suspected disability. The evaluation results will be used to decide the child's eligibility for 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.

##### 3. Eligibility is decided.

A group of qualified profes-

sions and the parents look at the child's evaluation results. Together they decide if the child is a "child with disability as defined by IDEA. Parents may ask for a hearing to challenge the eligibility decision.

##### 4. Child is found eligible for services.

If the child is found to be a child with a disability as defined by IDEA, he or she is eligible for special education and related services. Within 30 calendar days after a child is determined eligible, the IEP team must meet to write and IEP for the child.

##### 5. IEP meeting is scheduled.

- The school schedules and conducts the IEP. They must:
- Contact the participants including parents
- Notify parents early enough to make sure they have an opportunity to attend
- schedule the meeting at a time and place agreeable to parents and the school

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### YA All Stars

☺ Welcome to Desi and Anna B. to a YA foster home.

☺ Krista L. donated 10 inches of her hair to Locks of Love. Way to go Krista!

☺ Kensten S. started kindergarten this September!

Welcome to Austin H. to a YA Foster Home.

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# Training Corner

## October Trainings

### Trainings from YA:

To register for YA trainings email: [registration@youthalternatives.org](mailto:registration@youthalternatives.org) or call 874-1175.

- 10/12 First Aid 9-12  
YA 2nd Floor Conf Room
- 10/12 CPR 1-4  
YA 2nd Floor Conf Room
- 10/20 All Agency Day 9-3  
Doubletree Hotel, Portland
- TCI Refresher w/o Physical Component 8:30-12:30 Place: TBA
- TCI Refresher with Physical Component 8:30-12:30 Place: TBA
- TCI Day 1 8:30 - 4:30 YA  
2nd Floor Conf Room
- TCI Day 2 8:30 - 4:30 YA  
2nd Floor Conf Room
- TCI Day 3 8:30 - 4:30 YA  
2nd Floor Conf Room

### Trainings from other sources:

CWTI trainings: FMI or to register contact Jeanine Brown at 626-5282 or [jeanine.brown@maine.gov](mailto:jeanine.brown@maine.gov)

- 10/4 **The Administrative Review as It Relates to Foster and Adoptive Parents: Presented by Jim Bevins, Martha Proulx and Penny Dineen. 9-12**  
DHHS Portland
- 10/13-14 From Trauma to Triumph: Parenting Abused and Neglected Children  
6-9 pm DHHS Portland
- 10/20 Aspergers Syndrome and Behavioral Interventions 9-12  
Pine Tree Arboretum
- 10/21 Teambuilding II: Guiding the Way to Effective Parent Intervention with Schools 9-4  
Casey Family Services, Portland
- 10/29 Creating a Therapeutic Home 9-12  
American Red Cross in Topsham

### DHS Trainings. FMI or to register

Call 287-9355 or register online at [www.maine.gov/dhs/setu/registrationprocedures.htm](http://www.maine.gov/dhs/setu/registrationprocedures.htm)

- 10/7 Working with Clients with mental Illness and Mental Retardation.  
9-4 DHHS Portland
- 10/19-20 Assertiveness Training 9-4 DHHS Portland
- 10/26 Adolescent Development 9-4 DHHS Portland

### **Save the Dates:**

All Foster Parent Day, November 3.

Foster Family-Based Treatment Association Annual Conference "New Horizons" will be held at the Bangor Motor Inn on November 12-13, 2004.



## Spotlight on... Bart Donovan, Case Manager, Treatment Foster Care Services

Name: Bart Donovan

Born: Oakland, California

School: BA in History, University of Vermont

Strangest job I ever had: Decapitating salmon for five months while working in Alaska.

How long at YA: A total of 7 years: I began as youth worker at the Boys Emergency Shelter. Seven months later I moved to a case management position in Foster Care.. The rest is history!

The most challenging aspect of my

job: Mounds of Paperwork.

The most pleasurable aspect of my

job: Having one on one time with my foster kids!

My most funny moment at YA so far: Being "Urine" in a skit on Universal Precautions..

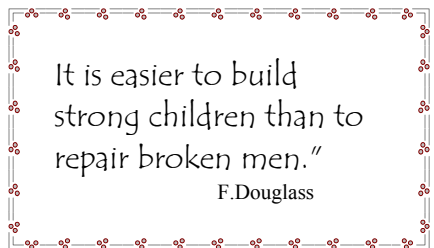
My favorite pastimes: Playing lots of different sports, home repair projects, playing with my kids., hanging out with my wife.

Children: Delaney age 6, and Avery, age 4.

My favorite color: Green.

My favorite ice cream: Health Bar Crunch

My favorite quote: " Don't take life too seriously,. You'll never get out of it alive..." E. Hubbard.



## Check your Checks!

The foster parent paychecks that are run 9/10/04 will reflect level of care changes now that the grand fathering period has ended. On pay stubs there will be a notation of 8/16/04-8/18/04 at the grand fathered rate, and 8/19/04-8/31/04 at the new rate. This is 3 dates at the grand fathered rate and 23 days at the new rate. This only applies, of course, to families with children who were grand fathered.

## Special Education Process (continued)

- Tell the parents the purpose, time and location of the meeting
- Tell the parents who will be attending.
- Tell the parents that they may invite people to the meeting who have knowledge or special expertise about the child.

### **6. IEP meeting is held and the IEP is written.**

The IEP team gathers to talk about the child's needs and write the IEP. Parents and the student (when appropriate) are part of the team. Before the school system may provide special education and related services for the first time, the parent must give consent. The child begins to receive services as soon as possible. If the parents do not agree with the IEP and placement, they may discuss their concerns with other member of the team and try to work out an agreement. If they still disagree parents may ask for mediation. Parents may file a complaint with the state education agency and may request a due process hearing, at which time media-

tion must be available.

### **After the IEP is Written**

#### **7. Services are provided.**

The school makes sure the child's IEP is being carried out as it was written. This includes accommodations, modifications, supports that must be provided to the child. Parents are given a copy of the IEP. Each of the child's teachers and service providers have access to the IEP and know his or her responsibilities for carrying out the IEP.

#### **8. Progress is measured and reported to parents.**

The child's progress toward the annual goals is measured as stated in the IEP. The child's parents are regularly informed of their child's progress and what that progress whether to progress is enough for the child to meet the goals by the end of the year. Progress reports must be given to parents at least as often as parents are informed of their non disabled children's progress.

#### **9. IEP is reviewed.**

The IEP is reviewed once a year, or more often if the parents or school

ask for a review. If necessary the IEP is revised. Parents must be invited to attend IEP review meetings. If parents do not agree with the IEP and placement, they may discuss their concerns with the other team members and try to work out an agreement. Other options include requesting additional testing, an independent evaluation, or asking for mediation or a due process hearing. Parents may also file a complaint with the state education agency.

#### **10. Child is reevaluated.**

At least every three years the child must be evaluated. The purpose is to find out if the child continues to be a "child with a disability as defined by IDEA, 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 reevaluation.



## Special Education Resources

### **Disability Rights Center**

*Parents as Advocate Program:* Provides support for parents in the IEP process.

*A Guide to Special Education in Maine:* The definitive handbook about Special Education. It may be printed off their website or requested to be mailed.

P.O. Box 2007  
Augusta, Maine 04338-2007  
www.drcme.org  
1-800-452-1948 (v/tty)  
Fax 1-207-621-1419  
E-Mail: Advocate@drcme.org

### **State of Maine Website**

Complete information about the IEP process.  
[www.state.me.us/education/speced/iep%20guide.htm](http://www.state.me.us/education/speced/iep%20guide.htm)



### **SPIN**

The SPIN staff has experience as parents of children with disabilities and have access to a wide range of information for families. SPIN collaborates with individuals and families, parent organizations, state

agencies and other organizations in Maine to expand opportunities available to families.

[www.mpf.org/SPIN/index.html](http://www.mpf.org/SPIN/index.html)

### **The Maine Parent Federation, Inc.**

A statewide organization that provides information, advocacy, education, and training to benefit all children. MFP promotes individual aspirations and community inclusion for people with disabilities.

*Fact Sheet: Preparing for Your Child's PET:*

<http://www.mpf.org/SPIN/FAQ%20Sheets/PreparingforPET.html>

# Paperwork Checklist

## Daily:

- Daily log
- Medication administration report
- Medication count logs (for schedule II-V class drugs)

## Bring to doctors/dentists:

- Medical/dental form
- 30 day psychotropic medication form



## As needed:

- Incident report (within 24 hours of incident)
- Permission to administer psychotropic drugs (every time a new psychiatric medication is prescribe or the dosage is changed on current drug)
- Supervised visit and supervised telephone call forms
- Over-the-counter medication log
- Refusal to take medication form
- Medication Destruction Form

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