

Individualized Education Program (IEP) Handbook

INTRODUCTION

This IEP Handbook is an introduction to special education for parents of children with disabilities. The purpose is to familiarize you with the federal law which entitles your child to be educated in the public school system, to inform you of your rights and responsibilities, and to ensure that you will be ready to participate effectively as an advocate for your child.

The foundation for federal special education legislation is Public Law 94-142, the Education for All Handicapped Children Act of 1975, which required that children with disabilities age three to twenty-two be provided with educational opportunity. In addition, the law built in parent involvement into the educational planning process, specifically with regard to development of the Individualized Education Program (IEP). The law was subsequently re-authorized by President Bush in 1990 and renamed the Individuals with Disabilities Education Act (IDEA); re-authorized by President Clinton in 1997; and again in 2004 by President Bush.

IDEA provides six important protections and rights:

1. All eligible children with disabilities will have an IEP.
2. Assessments must be non-discriminatory.
3. Each child shall have a "free, appropriate public education" (FAPE) provided at no cost to the parents.
4. Children with disabilities will be educated to the maximum extent with their non-disabled peers in the "least restrictive environment" (LRE).
5. Parents have due process rights and can challenge decisions of the school system (procedural safeguards).
6. Parents and students can participate in educational planning and decision-making.

The cornerstone to all of this is the IEP, which is the key to the services your child will receive. Understanding the law will enable the parent to actively participate in development of the IEP.

EVALUATION

When the school system receives a referral for special education services, the first step is to conduct an evaluation of the child. Even if a child has already been diagnosed with a disability, for example, a child with Down Syndrome, the school must still evaluate the child to get information about her strengths and areas of needs to make decisions about appropriate educational planning.

Preceding an evaluation, parents will want to explore their reactions and feelings about the possibility of their child needing special education services, and they will want to learn more about the evaluation process. It may be helpful for parents to talk to others to help them sort through the information. Some of the people who might be helpful are your child's doctor or health care provider, other parents, or teachers. You can also find information on the internet. It is also important for parents to organize the information they have about their child so it may be shared with professionals. Providing detailed information ensures that the assessment plan will address all areas of the suspected disability.

Once the school system receives a referral (preferably in writing), they have 15 days to develop an assessment plan and send it to the parents for written consent. Parents then have an additional 15 days to review the assessment plan, talk to the evaluators, and get any additional information they need before consenting. Once parents have consented, the evaluation process can begin. Assessments are usually conducted in developmental areas including academic (thinking) skills, motor skills, social/emotional behavior, speech and language, self-help skills, or vocational skills. Test instruments must be ones that will not discriminate against the child because of racial or cultural bias. At least one of the team members assessing your child should have special knowledge about your child's suspected disability.

There are several requirements that must be met:

- ✓ the assessment must be carried out in all areas of the suspected disability
- ✓ the assessment procedures must be non-discriminatory and take into account the child's age and level of functioning, attention span, primary language, and nature of the disability and they must be approved for the specific purpose for which they are being used.
- ✓ the evaluators must have appropriate credentials, licenses, or other qualifications
- ✓ there must be more than one procedure used (e.g. tests, interviews, observations)
- ✓ the evaluation must be carried out in the primary communication mode of the child (sign language, language other than English, augmentative device, Braille, etc.)
- ✓ results must be confidential
- ✓ procedures and/or instruments must measure the child's aptitude, achievement, or other factors and be appropriate for an individual with your child's particular disability.

When the evaluation process has been completed, each professional will write a report which must be provided to the parents. At that time, parents have a right to challenge any results they feel are inaccurate, incomplete, or misleading. Parents also have the right to submit written reports of outside assessments, if they choose, and this information must be considered by the IEP team. If the school system lacks appropriately qualified personnel to conduct an assessment, or if parents feel the assessment is inaccurate, they can request an independent educational evaluation at public expense.

Under IDEA, you have the following protections regarding assessments:

1. If the school district has not scheduled an assessment, you should request one in writing.
2. The school district must respond with an assessment plan within 15 calendar days of receipt of your letter.
3. You have 15 calendar days to give written consent or not.
4. Once you consent, the district has 60 calendar days to complete the assessment and develop an IEP (Individualized Education Program) for your child.
5. The IEP must be reviewed annually.
6. Your child must be reassessed every 3 years unless the parent and the education agency agree that reassessment is unnecessary.
7. The district cannot assess your child without your written consent.

Once a child is determined to be eligible for special education services, a re-evaluation must be completed every three years unless the parent and the school system agree that re-evaluation is unnecessary. The purpose of a re-evaluation is to determine if he continues to qualify for special education, to measure progress, and to determine if changes are needed in the child's educational plan. The IEP team then decides whether additional testing is necessary. If it is, the school must conduct the re-evaluation; if not, they must notify parents that they will not be conducting additional evaluations. In that case, if the parents disagree and request an evaluation, the school must comply.

ELIGIBILITY

Eligibility for special education services is a team decision, and parents have the right to challenge an eligibility decision. The decision is based on the results of the assessments which have been conducted on your child, so you will want to study the assessment reports carefully. Ask questions and be sure you understand what is written about your child, and that your input has been included.

These are the eligible categories of disability under IDEA:

- autism
- deaf-blind
- hearing impairment
- mental retardation
- multiple disabilities
- orthopedic impairment
- other health impairment
- serious emotional disturbance
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment

DEVELOPING THE IEP

Once a student is determined to be eligible for special education services, an Individualized Education Program (IEP) meeting is convened so the team, including the parents, can develop the IEP. The IEP is a document containing a statement of the child's present levels of performance, a statement of annual goals and, if appropriate, short-term objectives, and a statement of the special education and related services which the child needs. The school is responsible for scheduling the meeting and coordinating attendance by all the participants. They must take all necessary steps to ensure that parents are able to attend, including holding the meeting at a time and place convenient for the parents. Additionally, parents must be notified who will be in attendance at the meeting and that they can invite other people to attend as well.

There are many things parents can do to prepare for this meeting, including:

- ✓ studying the assessment reports
- ✓ asking someone to attend with them and take notes for them
- ✓ attending an IEP training
- ✓ asking someone to help them prioritize their concerns.

The purpose of the IEP team meeting is to review the assessment reports and other evaluation documentation and discuss the child's needs, then to write the student's IEP. Although procedures and forms differ from school system to school system, IDEA requires that certain information about the child be included in his IEP.

This information is:

1. **Present Levels of Performance:** The IEP must contain a statement describing how the child is currently doing in school. This information is obtained from evaluation tests and reports, classroom observation, and input from parents or service providers. The statement must address how the child's disability affects his ability to participate in the general curriculum. The IEP must include present levels of academic achievement as well as functional performance.
2. **Annual Goals and Short Term Objectives:** These should be goals that can reasonably be accomplished in a year. Goals are broad statements of what you would like the child to achieve. The IEP must contain a statement of measurable annual goals, including both academic and functional goals. IEPs must include a description of benchmarks or short-term objectives **ONLY** for children who take alternative assessments aligned to alternate achievement standards. They generally contain three components: performance of a specific behavior, conditions under which the behavior is performed, and the criteria for achievement of the goal.

Example:

Poor: Joey will learn to speak better.

Better: Joey will demonstrate spontaneous speech with 85% intelligibility in three consecutive sessions without his peers requesting repetition.

3. **Special Education and Related Services:** Special education is defined as specially designed instruction which is developed to meet the unique needs of a child with disabilities. Related services (referred to in California as Designated Instructional Services or DIS) refers to all supplementary aids and services that the child needs in order to benefit from her educational program. Related services can include: assistive technology, audiology, counseling, medical services as needed to determine disability, mobility and orientation, occupational therapy, parent training, physical therapy, recreation, rehabilitative services, social work services, school health services (catheterization, medications), speech therapy, transportation, and extended year. The IEP must state when services will begin, how frequently and where they will be provided, and how long they will last (duration). The IEP must include a statement of any program modifications or support for school personnel that will be provided for the child.
4. **Participation With Nondisabled Children:** The IEP must specify the extent to which the child will NOT participate with nondisabled children in the regular class or during other school activities such as recess and field trips. This is usually expressed as a percentage, and must be accompanied by an explanation why the child is not participating with nondisabled children.
5. **Participation in State and District-Wide Tests:** The IEP must include a statement of the modifications needed for the child to participate in State or district-wide assessments of student achievement. If the IEP team determines that the child will take an alternate assessment, a statement must be included that indicates why the team selected a particular alternate assessment and why it is appropriate for the child.
6. **Placement:** Placement in the least restrictive environment (LRE) must be made and identified as a team decision, and should be that setting in which the child's goals and objectives can be met. Each school system must have a continuum of placements available ranging from the regular education classroom to more restrictive classrooms.
7. **Transition Services:** Beginning no later than the first IEP to be in effect when the student turns 16 years of age, the IEP must address the need for transition services, such as the course of study needed, a statement of interagency linkages and responsibilities, and outcomes that promote movement from school to post-school activities including instruction, related services, community experiences, and employment objectives.
8. **Age of Majority:** By age 17, the IEP must state that the student has been informed of rights that will transfer to her at the age of majority (18).

9. **Measurement of Progress:** IEPs are required to include a description of how the student's progress toward meeting annual goals will be measured and when periodic progress reports will be provided to the parents. Reporting of progress may include quarterly reports or other periodic reports issued at the same time as report cards. This report must include the extent to which progress is sufficient to enable the child to reach her goals by the end of the year.

TEAM MEMBERS

IDEA requires that certain members must be part of the IEP team, working together to write the IEP. Each team member contributes important information and shares insights which enhance the team's understanding of the child's needs. Parents, of course, are key members of the team and school systems are required to make every effort to facilitate parent attendance and participation at the IEP meeting, including providing interpreters if needed and scheduling the meeting at a time and place convenient to the parent. The other members of the IEP team include the special education teacher(s), a school system representative (decision-maker), regular education teacher(s), person who can interpret evaluation results, the student as appropriate, others with special knowledge about the child, and a transition services agency representative as needed. The regular education teacher must be present if the child is participating in the regular education environment.

SPECIAL FACTORS

Non-academic areas of instructional need must be taken into consideration if the child requires goals in these areas to progress and meet her other educational needs. This should be discussed in the present levels of performance.

These "special factors" include:

- Behavior which interferes with the child's learning, or that of others, and the strategies and supports necessary to address behavior.
- Limited proficiency in English as those needs relate to meeting IEP goals and objectives.
- Blind or visually impaired if instruction in Braille or the use of Braille is needed
- Communication needs for students who are deaf or hard of hearing, or whose language and communication mode requires assistive technology services or devices, or instruction in a unique communication or language mode to facilitate the student's ability to directly interact with peers and professional personnel.

IMPLEMENTATION OF THE IEP

Once the IEP is written, it must be implemented as soon as possible afterwards and all special education and related services must be provided, including supplementary aids and services. Every member of the IEP team should have a copy of the document to assist them in meeting their responsibilities in implementation. As a parent, you will want to

ensure that each member of the team is ready to do their part. Generally, one person is designated as the "case manager", and this is the person with whom you should stay in regular contact.

You must receive regular progress reports, allowing you to monitor your child's progress. Don't hesitate to remind your child's teacher if you do not receive a progress report that you would like to receive it. It is essential that you know whether your child's progress or lack of it will allow the annual goals to be met, or whether you must request that the IEP team meet to review the goals and objectives.

Remember: there should be no delay in implementing the student's IEP.

WHEN THINGS GO WRONG

In such a complicated process, sometimes things will go wrong. Perhaps you cannot agree with your school system on the IEP, or perhaps your child is not receiving the services as written on the IEP. IDEA provides procedural safeguards which give parents the right to challenge decisions, services, and school system actions.

These are your options if you disagree with your school system:

1. **INFORMAL PROBLEM-SOLVING** Begin with your child's teacher and progress to the principal, program specialist, or director of special education if you are unsuccessful. Approaching the teacher or other school personnel when you are calm will increase your chances to reach agreement. Keep an open mind with regard to possible solutions. Be respectful in your interactions, and do not accuse or blame. Be prepared to suggest remedies--if you don't know what you want, you are vulnerable. But, be willing to negotiate and compromise. If you ultimately have to file a complaint with the California Department of Education, your efforts to resolve your complaint informally will expedite the process. (The California Department of Education can refer complaints back to the local school system for investigation.)
2. **RESOLUTION SESSION** If a parent requests a due process hearing, the educational agency shall convene a resolution session within 15 days unless waived by both parties or mediation is requested. This session includes parents and relevant members of the IEP team who have specific knowledge of the facts identified in the request. Here the parents discuss their due process hearing request and the educational agency is provided the opportunity to resolve the due process request. If a resolution is reached, a signed, legally binding agreement will be developed. This agreement is enforceable in court.
3. **MEDIATION** When there is a dispute, IDEA 2004 requires that states offer mediation options to parents and local educational agencies even if a due process hearing has not been requested. In the case that agreement is reached to resolve the issues, the mediation agreement is legally binding and enforceable in State and Federal Court. If parents choose not to use the mediation process, the educational agency may offer to set up a meeting with a disinterested party who is under contract with: a parent training and information center or family resource center; or an alternative dispute

resolution entity, to encourage the use, and explain the benefits of the mediation process.

An impartial, state-appointed mediator conducts due process mediation. If the mediation occurs as the result of a due process request and the disagreement is not resolved, the case proceeds to a due process hearing. Parents may use an attorney provided they notify the other party at least ten days before the mediation.

4. **COMPLIANCE COMPLAINT** These are filed with the California Department of Education, Special Education Division, Procedural Safeguards Referral Service, (1-800-926-0648). The complaint must state what part of IDEA has been violated, or if the IEP is not being fully implemented. If the agency accepts the complaint, they have 60 days to investigate and resolve the complaint. An example of a compliance complaint is a school's failure to provide the therapy services listed on your child's IEP.
5. **DUE PROCESS** Parents can request a due process hearing if they cannot reach agreement on issues relating to identification, eligibility, assessment, IEP content, or placement. They must first notify their school system. Their request should include a description of the problem and their proposed resolution. Mediation must be made available at the time a due process hearing is requested, but is not required. Because due process has been requested, "stay put" provisions are in place (the child remains in the current placement) during due process mediation. Parents may also use attorneys provided they notify the other party at least ten days before the mediation. Due process mediation is conducted by an impartial, state-appointed mediator. If mediation is not successful, parents and the school system will appear before an impartial hearing officer to present their case. The hearing officer renders a decision which is binding unless appealed in court

THE PARENT'S ROLE

Parents of children with disabilities have unique rights and responsibilities under IDEA, which have been discussed throughout this Handbook. In this section we will focus on increasing your communication and collaboration skills to enable you to be an effective advocate for your child. As a parent, you will want to be prepared to take all necessary steps to ensure that your child's IEP is written and implemented in a way which will allow your child to grow and make progress. Conflicts and problems may arise between parents and school systems.

Here are some steps for parents to follow on their road to becoming good advocates:

- Learn as much as you can about your rights under IDEA
- Be prepared: have your child's records organized and all information at your fingertips
- Be familiar with your local support and advocacy programs
- Develop your support network--particularly other parents who share your interests and concerns

- Never forget that YOU know your child best--trust your instincts

HOW TO HELP YOUR CHILD SUCCEED

Parents can do many things to support their child and contribute to the success of their child in school. First and foremost, parents can strive to meet their responsibilities under IDEA by actively participating as a member of the IEP team. This includes honing the skills needed to offer insight into their child's strengths and needs, describing her interests and learning style, providing information about what works and doesn't work at home, and reporting their observations on whether the child demonstrates skills that are being taught at school. Keeping an open mind and being willing to try suggestions made by the IEP team, as well as as being diligent about reinforcing strategies used at school can produce positive results in your child.

Here are some suggestions made by experienced parents:

- use a communication notebook which goes to and from school with your child and facilitates exchange of information between you and the school personnel
- attend school events, such as Back-To-School Night
- give your child ample opportunity to talk about her feelings about school
- let your child's teacher know of significant events in your life or household which may affect your child's mood or behavior
- maintain your child's good health by making sure he has a balanced diet and adequate sleep
- be informed--learn the basics about special education and related systems so that you know how to navigate the systems which provide services to your child
- monitor your child's progress and know when it is time to make changes
- try to visit your child's classroom occasionally, making sure that your visit is scheduled in accordance with school visitation policies.

Veteran parents stress that it is important to convey to your child that you accept her as she is. For many children with special needs, there is a disproportionate emphasis on deficits and time spent in therapies to improve or correct developmental problems. Your child needs the time and space to just be herself. As the parent, you can provide this space to your child.

KEEPING TRACK

As a parent of a child with special needs, you know that over time you have accumulated many reports, assessments, IEPs, and other documents on your child. Keeping track of this information is one of the skills you will need to develop, because you will want to ensure that information about your child is accurate and complete. Many of the decisions that will be made about your child will be based on information contained within various reports. This section will explain how to obtain, understand, and organize your child's records.

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, mandates schools to keep records on your child and to provide them to you on

your request. The school system must also have a written policy stating how confidential student records will be managed. Generally, there is a "cumulative file" which contains all of your child's records which is kept at a central location. This will also have copies of records provided by other agencies (such as your child's health care provider or the regional center). In some school systems, your child's teacher may have a file containing only the most recent reports, IEPs, etc.

Under both FERPA and IDEA, you have the right to request copies of your child's records. It is best to send your request in writing. The school may ask you to pay for the cost of making the copies, but may not deny the request if you are unable to pay. Or, you could make an appointment at your child's school to review the records. Experienced parents, however, recommend that you maintain your own file.

The best way to organize your child's records is in a three-ring binder, dividing it into sections and filing reports chronologically. Each section can begin with a "log" on which you list the contents of the section, beginning with the most recent.

Here is one way to organize the sections:

- ❖ Medical records (including birth history)
- ❖ Family history as appropriate
- ❖ Developmental/psychological reports
- ❖ Speech & language reports
- ❖ Occupational therapy reports
- ❖ Physical therapy reports
- ❖ IFSP and/or IEPs
- ❖ Reports cards/progress reports
- ❖ Correspondence

By keeping records organized in one "master" file, you will be able to readily locate information you need and will be prepared to participate as a member of the IEP team.

YOUR SUPPORT NETWORK Now that you understand the IEP process, it is time to think of yourself. Establishing a good support network is essential to maintaining your ability to cope with your challenges. There are many components of a good family support plan, including developing a social network of friends, understanding the role of agencies, accessing community-based services, and most of all, making sure that you take care of yourself.

Your family support network will include your "natural" supports: family members, friends, and neighbors; informal or community resources such as church or synagogue, child care providers, YMCA; and formal supports such as health care providers, regional center service coordinator, and school personnel. Each has a distinct role to play.

Here are some steps you can take to identify and develop your support network:

- enlist the support of close relatives and friends by educating them about your child's disability

- connect with a parent support program
- add your name to the mailing lists of community-based programs and agencies as a way of staying informed
- educate yourself about community resources
- make time for you and your spouse or significant other to spend time alone
- find good child care or respite care
- volunteer at your child's school or join your school district's Community Advisory Committee (CAC)

Building an effective family support network is an on-going process, and your interests and needs will change as your child achieves different milestones.

SUMMARY OF IMPORTANT PARENT RIGHTS

- You have the right to be notified in writing before the IEP meeting and to know will be there.
- You have the right to review and obtain copies of your child's records.
- Your child's IEP will be reviewed annually or more frequently upon request.
- You can request a due process if you and the school cannot agree on services or placement.
- You can invite anyone you want to the IEP meeting--friend, relative, expert--as long as you notify the IEP team leader.
- You can tape record the IEP meeting, but must notify the team 24 hours in advance.
- You can disagree with any or all of the IEP.
- You can write your own goals and objectives for the IEP.
- You can partially approve an IEP by identifying items not resolved and following up at another meeting.
- You can bring your child to the IEP meeting so he can learn to speak and advocate for himself.
- Your child must be provided with all the services, in the frequency and duration specified on the IEP; if not, you can file a compliance complaint with the State.

HIGHLIGHTS OF RELATED LAWS

LANTERMAN DEVELOPMENTAL DISABILITIES SERVICES ACT

This state law provides the centerpiece for the services, planning, and advocacy system in California. The Lanterman Act established the Regional Center system which purchases services for persons who are developmentally disabled. These services should be planned and provided as part of a continuum serving their sequential developmental needs.

The legislation protects specific rights:

- ✓ A right to treatment and habilitation services under the least restrictive conditions and fostering the developmental potential of the person.
- ✓ A right to dignity, privacy and humane care.
- ✓ A right to free public education, regardless of disability.

- ✓ A right to prompt medical care and treatment.
- ✓ A right to religious freedom and practice.
- ✓ A right to social interaction and participation in community activities.
- ✓ A right to physical exercise and recreational opportunities.
- ✓ A right to be free from harm, abuse, unnecessary restraint, neglect or excessive medication.
- ✓ A right to be free from hazardous procedures.

SECTION 504 - THE REHABILITATION ACT OF 1973

Section 504 of Public Law 93-112 is the Civil Rights Law that broadly protects the rights of individuals with disabilities against discrimination and exclusion from many life activities.

Discrimination is prohibited in:

- Education
- Vocational education programs
- College and other post-secondary programs
- Employment
- Health, welfare and other social service programs
- Other programs that receive federal funds

Your Rights Under the Law

- Your child cannot be excluded from public education because of a disability.
- This includes admission to post-secondary programs. Recruiting, admission and treatment of students must be free from discrimination; colleges and universities must make reasonable modification to academic requirements to ensure full educational opportunities for your child.
- Individuals have a right to equal consideration for a job for which they are qualified. Discrimination against qualified individuals with disabilities in employment is prohibited; agencies and institutions that receive federal funds must take Affirmative Action to employ or advance qualified persons with disabilities.

PUBLIC LAW 101-336 THE AMERICANS WITH DISABILITIES ACT OF 1990

The Americans with Disabilities Act is the most comprehensive piece of legislation passed by Congress regarding individuals with disabilities. Known as the ADA, this legislation has the intent of ensuring that individuals with disabilities participate fully and to the maximum of their potential in all aspects of American life. The ADA establishes a clear and comprehensive mandate to end discrimination against people with disabilities.

Areas covered in the ADA area:

- Employment
- Housing
- Public accommodations
- Recreation
- Communication

Institutionalization
Health services
Voting

THE HUGHES BILL (A.B. 2586)

This legislation deals with behavior interventions that can be used with students receiving special education who have difficulties conforming to acceptable behavior patterns. It requires that when behavioral interventions are used that they are administered in a manner that respects human dignity and personal privacy, and that ensures a pupil's right to placement in the least restrictive environment.

It applies to students who are exhibiting serious behavior problems, defined as:

1. self-injurious or assaultive behaviors;
2. behaviors causing property damage which could lead to suspension/expulsion;
3. behavior problems that are pervasive and maladaptive and require frequent use of behavior interventions for which instructional behavior interventions outlined in the IEP have not been successful;
4. or a behavioral emergency, defined as:
 - a. serious behavior problems not previously observed
 - b. when the Behavior Intervention Plan has not been effective;
 - c. a behavior previously unidentified.

In such cases, a Functional Behavior Analysis Assessment must be conducted by, or under the supervision of, a person qualified in Behavior Intervention. A **Behavior Intervention Plan** is developed, if needed, based on the assessment, to address identified behaviors in a positive way. It follows IEP procedures and timelines, except in cases of behavioral emergency when the administrator has 24 hours to notify the parent and write a Behavior Emergency Report, and two days to convene the IEP team to determine the need for a full functional behavior assessment.

A.B. 3632/882 - INTERAGENCY RESPONSIBILITY FOR RELATED SERVICES

This state legislation uses interagency agreements to maximize use of available funds and facilitate coordination between agencies charged with providing services to people with disabilities. It requires that local education agencies (LEAs) arrange with other specified agencies to provide related services (needed for students to benefit from special education) using an interagency agreement.

State Department of Health Services

- Education services to students residing in state hospitals/developmental centers.

California Children Services

- Occupational Therapy (OT) assessment
- OT services
- Physical Therapy (PT) assessment
- PT services (medically necessary)

California Medical Assistance Program

- Life-supporting medical services/nursing services during and to/from school

State Department of Mental Health

- Education services to students residing in state hospitals/developmental centers

Community Mental Health

- Mental health assessment
- Mental health services; psychotherapy
- Residential placement for students with serious emotional disturbance

State Department of Rehabilitation

- Assessment (for secondary students) to determine eligibility for vocational transition services

State Department of Developmental Services

- Education services to students residing in state hospitals

The California Department of Education (CDE) is ultimately responsible through the local school district for ensuring that services are provided, even if another agency actually provided the service. Parents' rights to due process are not altered. This and all state laws must be consistent with the federal law and **in no case can it reduce the rights guaranteed under federal statute, such as IDEA.**

RESOURCES

CONTRA COSTA COUNTY SELPAS

- Contra Costa SELPA
2520 Stanwell Drive, Suite 270
Concord, CA 94520
925-827-0949
Fax: 925-825-1124
- Mt. Diablo Unified SELPA
1936 Carlotta Drive
Concord, CA 94519
925-682-8000 x 4047
Fax: 925-687-3139
- West Contra Costa Unified SELPA
2465 Dolan Way
San Pablo, CA 94806
510-741-2801
Fax: 925-724-8829
- County Office of Education
77 Santa Barbara Road
Pleasant Hill, CA 94523
925-942-3376
Fax: 925-942-3353

- San Ramon Unified SELPA

CALIFORNIA DEPARTMENT OF EDUCATION

- Special Education Division
1430 N St., Ste. 2401
Sacramento, CA 95814
916-445-4613
Fax: 916-327-3516

CALIFORNIA DEPARTMENT OF REHABILITATION

- California Assistive Technology System
P.O. Box 944222
Sacramento, CA 94244
916-263-8687
Fax: 916-263-8683

FAMILY RESOURCE CENTER

- Contra Costa County
CARE Parent Network
1340 Arnold Drive, Ste. 115
Martinez, CA 94553
925-313-0999
800-281-3023
Fax: 925-370-8651

PARENT TRAINING AND INFORMATION CENTER

- Disability Rights Education and Defense Fund
2212 Sixth Street
Berkeley, CA 94710
510-644-2555
Fax: 510-841-8645

LOCAL ADVOCACY ORGANIZATIONS

- Area Board 5 on Developmental Disabilities
1515 Clay St., Ste. 3005
Oakland, CA 94612
510-286-0439
Fax: 510-286-4397
- Community Alliance for Special Education (CASE)
1031 Franklin Street, Suite B5
San Francisco, CA 94109
415-928-2273
Fax: 415-928-2289

680 West Tennyson Road, Room 1
Hayward, CA 94544
510-783-5333
Fax: 510-783-8822

- Disability Rights Advocates
449 - 15th Street, Suite 303
Oakland, CA 94612
510-451-8644
Fax: 510-510-451-8511
- Protection and Advocacy, Inc.
449 - 15th Street, Suite 401
Oakland, CA 94612
510-839-0811
800-776-5746 (central office, Sacramento)

NATIONAL ORGANIZATIONS

- Beach Center on Families and Disability
785-864-7600; [www.beachcenter.org]
Informational materials, periodicals/newsletter and technical assistance.
- Council of Exceptional Children
888-232-7733; [www.cec.sped.org]
Informational materials and periodicals/newsletter.
- (NICHCY): National Dissemination Center for Children with Disabilities
800-695-0285; [www.nichcy.org]
Informational materials.
- Office of Special Education & Rehabilitation Services
202-205-8241; www.ed.gov/about/offices/list/osers/index.html?src=mr
- United Cerebral Palsy Associations
800-872-5827; www.ucpa.org
Informational materials and periodicals/newsletter, referrals to local affiliates.

PRINT

- Anderson, W., Chitwood, S., & Hayden, D. (1997). Negotiating the special education maze: A guide for parents and teachers. Rockville, Maryland: Woodbine House.
- Step-by-step guide to the special education process. Also available in Spanish.
- Beckman, P., Boyes Beckman, G. (1993). Deciphering the system: a guide for families of young children with disabilities. Cambridge, Massachusetts: Brookline Books.

- Exceptional parent. Oradell, New Jersey: Exceptional Parent Press.
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- Magazine published eleven times per year plus a special January Resource Guide issue ; contains a directory which is updated annually.
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- Special education rights and responsibilities. (2000). San Francisco: Community Alliance for Special Education (CASE) and Oakland: Protection and Advocacy, Inc. (PAI).
A handbook written in a question-and-answer format.

WEBSITES

- ✓ Bazelon Center for Mental Health Law

<http://www.bazelon.org/>

- ✓ EDLAW Home Page

<http://www.edlaw.net/>

- ✓ Reed Martin Special Education Law

<http://www.reedmartin.com/>

- ✓ Council of Parent Attorneys & Advocates

<http://www.copaa.net>

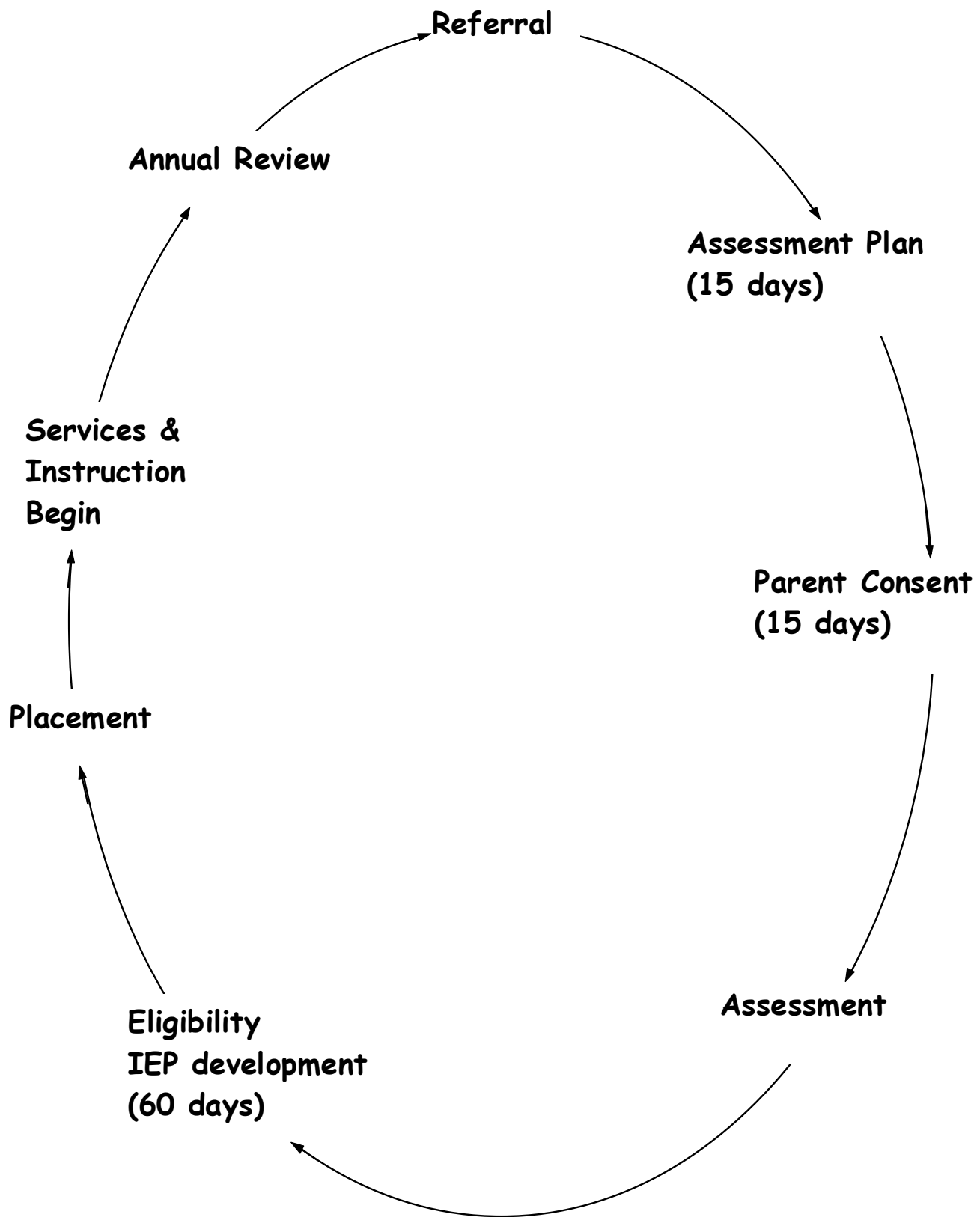
- ✓ Family & Advocates Partnership for Education (FAPE)

A new project which aims to inform and educate families and advocates about the Individuals with Disabilities Education Act of 1997 and promising practices.

<http://www.fape.org>

- ✓ Internet Special Education Resources (ISER)

<http://www.iser.com/>



CARE Parent Network, 1340 Arnold Drive, Suite 115, Martinez, CA 94553, developed the Individualized Education Program (IEP) Handbook. Please contact us at 925-313-0999 for information about obtaining additional copies.