

ASK Parent Advocacy and Training - September 24, 2007

Parent Rights and Responsibilities Under IDEA:
"Everything You Wanted to Know About Your Special Education Rights
But Your School District Was Afraid to Tell You!"

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Parent Advocacy and the Law

Parent Involvement/Advocacy - General Education

State and federal law makes it clear that parental involvement in your child's education and the school environment is essential, not only to the well-being of the child, but to the family's role in the community and society at large. Our laws mandate such involvement and the openness of our schools to parent participation in the following manner:

CA Education Code §51100

51100. The Legislature finds and declares all of the following:

- (a) It is essential to our democratic form of government that parents and guardians of school age children attending public schools and other citizens participate in improving public education institutions. Specifically, involving parents and guardians of pupils in the education process is fundamental to a healthy system of public education.
- (b) Research has shown conclusively that early and sustained family involvement at home and at school in the education of children results both in improved pupil achievement and in schools that are successful at educating all children, while enabling them to achieve high levels of performance.
- (c) All participants in the education process benefit when schools genuinely welcome, encourage, and guide families into establishing equal partnerships with schools to support pupil learning.
- (d) Family and school collaborative efforts are most effective when they involve parents and guardians in a variety of roles at all grade levels, from preschool through high school.

Parent Involvement/Advocacy – Special Education

IDEA's¹ findings and purpose, set forth below, clearly articulate Congress's intent that parental involvement in their child's education is critical. The Reauthorization of the IDEA in 1997 strengthened the role of parents, making their participation and input vital to the IDEA decision-making process. The most recent reauthorization of IDEA in 2004 altered the language of the law, particularly its findings, to reflect the fact that parents not only had an important "role" to play in the education of their child, but they also had "responsibility" in the overall process. Parent advocacy not only ensures a parent's role in the process, but also is a positive indication that parents are assuming the responsibility the IDEA bestows upon them as a parent of a child with a disability. Thus, the IDEA is not only designed to ensure that our children receive a free and appropriate public education, it ensures the rights of children AND their parents, as well as the tools necessary for them to successfully navigate the process of special education.

IDEA at 20 U.S.C. §1400(c)(5) Findings (in part):

(5) Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by-

(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to-

- (i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and
- (ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

(B) strengthening the role and responsibility of **parents** and ensuring that families of such children have meaningful opportunities to participate in the education of their children at school and at home;

IDEA at 20 U.S.C. §1400 (d)(1) and (3) Purposes (in part): The purposes of this title are-

(A) ...to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living;

(B) to ensure that the rights of children with disabilities and **parents of such children** are protected;...

(3) to ensure that educators and **parents** have the necessary tools to improve educational results for children with disabilities by supporting system improvement activities; coordinated research and personnel preparation; coordinated technical assistance, dissemination, and support; and technology development and media services;...

¹ Except where otherwise noted, reference to IDEA means the Individuals with Disabilities Education Act, the Reauthorization of IDEA in 1997, as well as the 2004 Reauthorization entitled the "Individuals with Disabilities Education Improvement Act," which is still referred to as IDEA. The IDEA is cited to in the United States Code as 20 U.S.C. §1400 et seq.

Under the IDEA, the definition of “parent” has been broadened over the years, recognizing how the family structure has changed and how non-biological “family” members often take on responsibility in raising children with disabilities. Too, organizations the IDEA contemplates parents will participate in, e.g., a “parent organization” and “parent training and information centers” are a part of the IDEA, demonstrating the law’s firm support of parent advocacy in the education of children with disabilities.

20 U.S.C. 1401 - Definitions

(23) **Parent.** The term ‘**parent**’ means–

(A) a natural, adoptive, or foster **parent** of a child (unless a foster **parent** is prohibited by State law from serving as a parent);

(B) a guardian (but not the State if the child is a ward of the State);

(C) an individual acting in the place of a natural or adoptive **parent** (including a **grandparent, stepparent,** or other relative) with whom the child lives, or an individual who is legally responsible for the child’s welfare; or

(D) except as used in Sections 1415(b)(2) and 1439(a)(5), an individual assigned under either of those sections to be a **surrogate parent.**

(24) **Parent Organization.** The term ‘**parent organization**’ has the meaning given the term in Section 1471(g) of this title.

(25) **Parent Training and Information Center.** The term ‘**parent training and information center**’ means a center assisted under Section 1471 or 1472 of this title.

Also, each state’s provision of procedural safeguards not only to children, but also to their parents, is a condition of the federal funding assistance states receive from the U.S. government under the IDEA.

20 U.S.C. 1412 (a) In General. A State is eligible for assistance under this part for a fiscal year if the State submits a plan that provides assurances to the Secretary that the State has in effect policies and procedures to ensure that the State meets each of the following conditions:...

(6) Procedural Safeguards.

(A) In General. Children with disabilities and their **parents** are afforded the procedural safeguards required by Section 1415 of this title.

Furthermore, even parents of students who are “parentally placed” in private schools have rights under the IDEA, including the right to consultation between private and public schools to ensure that their children have the right to equitable participation.²

² Note: Under the Act, LEAs only have an obligation to provide parentally-placed private school children with disabilities an opportunity for equitable participation in the services funded with Federal Part B funds that the LEA has determined, after consultation, to make available to its population of parentally-placed private school children with disabilities. LEAs are not required to spend more than the proportionate Federal share on those services. *See* 34 CFR §300.137

Specifically,

1412(a)(10) Children in Private Schools...

(iii) Consultation. To ensure timely and meaningful consultation, a local educational agency [LEA], or where appropriate, a State educational agency [SEA], shall consult with private school representatives and representatives of **parents** of parentally placed private school children with disabilities during the design and development of special education and related services for the children, including regarding–

(I) the child find process and how **parentally** placed private school children suspected of having a disability can participate equitably, including how parents, teachers, and private school officials will be informed of the process;...

(III) the consultation process among the local educational agency, private school officials, and representatives of parents of parentally placed private school children with disabilities, including how such process will operate throughout the school year to ensure that parentally placed private school children with disabilities identified through the child find process can meaningfully participate in special education and related services;

The IDEA, in encouraging public participation in the development and determination of policies and procedures designed to implement the law, specifically notes that “parents of children with disabilities” are to be an identified part of this process.

1412(a)(19) Public Participation. Prior to the adoption of any policies and procedures needed to comply with this Section (including any amendments to such policies and procedures), the State ensures that there are public hearings, adequate notice of the hearings, and an opportunity for comment available to the general public, including individuals with disabilities and **parents** of children with disabilities.

Under 20 U.S.C. §1412 (21)(B)(i) of the law, each state is to establish a state advisory panel, “for the purpose of providing policy guidance with respect to special education and related services for children with disabilities in the State” and as its very first members lists –

“parents of children with disabilities (ages birth through 26)”

This same section of the law also includes the following language:

(C) Special Rule. A **majority** of the members of the panel **shall be individuals with disabilities or parents of children with disabilities** (ages birth through 26). 20 U.S.C. 1412(a)(21)(C)

Also, under 20 U.S.C. §1413, which relates to local education agency eligibility, school districts are obligated to provide assurances that they, just like the state educational agency, have policies and procedures in place that mirror the requirements listed above with regard to each state, at §1412 (a)(6)(A), i.e., providing for procedural safeguards for children with disabilities **as well as their parents**. 20 USC §1413(a)(1).

Furthermore, under the IDEA, parents as well as the community at large have a right to be informed of an LEA's eligibility status, most likely because the IDEA recognizes that our democratic process contemplates that community members, including parents of children with disabilities, need and are entitled to information necessary for them to ensure good governance of their public agencies, school districts and boards of education. 20 U.S.C. §1413(8)³

One of the most important parts of the law relates to a parent's participation and advocacy involved in the assessment and IEP processes. IDEA's provisions in this regard are found at 20 U.S.C. §1414, as follows:

Requesting evaluations – parents may initiate a request for an evaluation to determine if a child is a child with a disability. 20 U.S.C. §1414(a)(1)(B).

Informed Consent – Assessment: Districts are required to obtain informed consent from parents related to evaluations/reevaluations, but consent to assessment is not to be construed as consent to placement for receipt of special education services. 20 U.S.C. §1414(a)(1)(D)(i)(I).

Informed Consent – Services: Agencies are required to obtain informed consent from parents before providing special education and related services to a child. 20 U.S.C. §1414(a)(1)(D)(i)(II).

Reevaluation - If the child's parent requests a reevaluation, a local educational agency shall ensure that a reevaluation of each child with a disability is conducted in accordance with subsections (b) and (c). 20 U.S.C. §1414(a)(2)(A)(ii).

Limiting Reevaluation - Parents also have the right to limit assessments and their frequency. 20 U.S.C. §1414(a)(2)(B).

³ (NOTE: Parents, as members of their community, also have rights under California's open meeting law, "The Brown Act," which requires public access to meetings of government boards and agencies, and ensures the public's right to speak. Government Code §54950: "In enacting this chapter, the Legislature finds and declares that the public commissions, boards and councils and the other public agencies in this State exist to aid in the conduct of the people's business. It is the intent of the law that their actions be taken openly and that their deliberations be conducted openly. The people of this State do not yield their sovereignty to the agencies which serve them. The people, in delegating authority, do not give their public servants the right to decide what is good for the people to know and what is not good for them to know. The people insist on remaining informed so that they may retain control over the instruments they have created.")

Notice of Evaluation Procedures - In connection with evaluation procedures, the LEA is required to provide parents with notice regarding any evaluation procedures the agency proposes to conduct. 20 U.S.C. §1414(b)(1).

Parental Input to Evaluation - In conducting the evaluations, the LEA is required to use information provided by the parents that may assist in determining whether the child has a disability, as well as content of the IEP. 20 U.S.C. §1414(b)(2)(A)(i-ii).

Parent Role in Determining Eligibility - Upon completion of the evaluation, a determination of whether the child is a child with a disability and the educational needs of the child shall be made by a team that includes the parents and a copy of the evaluation report shall be provided to the parent. 20 U.S.C. §1414(b)(4)(A)-(B).

Parent Input - The law expects that parents can provide evaluations, information and input to the evaluation/reevaluation process. 20 U.S.C. §1414(c)(1)(A)-(B).

Informed Consent - Each LEA is required to obtain informed consent before conducting any reevaluation, except that such consent need not be obtained if the LEA can demonstrate it took reasonable measures to obtain such consent and the parent failed to respond. 20 U.S.C. §1414(c)(3). (This confirms the importance of a parent's participation in the process).

Parent Rights to Request Assessment - Parents also have the right to request an assessment in the case where the LEA should believe no additional data is required to determine whether a child continues to be a child with a disability. 20 U.S.C. §1414(c)(4).

Parent as IEP Team Members - Parents are IEP team members, i.e., part of the group of individuals that make up the IEP team. 20 U.S.C. §1414(d)(1)(B)(i).

Parent Right to Bring Other Individuals to IEP - Parents are entitled to invite to the IEP, individuals who have knowledge or expertise regarding their child. 20 U.S.C. §1414(d)(1)(B)(vi).

Parent Concerns Must Be Considered - In developing the IEP, the IEP team must consider the concerns of the parents for enhancing the education of the child. 20 U.S.C. §1414(d)(3)(A)(ii).

Parents Must Participate in Placement Decisions - Each LEA or SEA must ensure that parents are part of any group that makes decisions on the educational placement of their child. 20 U.S.C. § 1414(e)

Parents Can Meet Via Conference Calls/Videoconferences - Parent involvement is so critical, the fact that they work and their schedules are now accommodated by the inclusion of alternative means of meeting for IEPs, placement meetings, mediation and due process. 20 U.S.C. §1414(f).

Perhaps even more important are the provisions of 20 U.S.C. §1415, which incorporate the language articulating IDEA's protections and shows the overarching scope of the protections it affords. Specifically, §1415 provides that all state agencies, including educational agencies that receive assistance under this part, are required to provide certain specific procedural safeguards to students and their parents. Parents are given:

- The right to examine all records and participate in all meetings related to the identification, evaluation and placement of their student, the right to the provision of FAPE to their student, and the right to an independent educational evaluation of their child. 20 U.S.C. §1415(b)(1);
- The right to written prior notice whenever the local educational agency proposes to initiate or change, or refuses to initiate or change, the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to the child. 20 U.S.C. §1415(b)(3);
- An opportunity for mediation and to present a complaint with respect to any matter relating to the identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education to such child. 20 U.S.C. §1415(b)(5-6).

A document describing these rights (e.g., the Southwest SELPA's is called "Parents' Rights and Procedural Safeguards," a copy of which has been included as part of this packet) is routinely distributed to parents throughout their special education journey. According to the IDEA this notice shall be provided to parents only one time each year, except that a copy shall also be given to parents:

- (i) upon initial referral or parental request for evaluation;
- (ii) upon the first occurrence of the filing of a complaint under subsection (b)(6);
- and
- (iii) upon request by a parent. 20 U.S.C. §1415(d)(1)(A).

As well, the IDEA specifically lays out what the written prior notice described above must contain, specifically to ensure that parents *know* they have protections, that they understand the protections the law extends to them, and that they are entitled to sufficient information to allow them to make an informed decision (e.g., informed consent). 20 U.S.C. §1415(c)(1).

Finally, the IDEA recognizes that although there comes a time when a child with a disability is transitioning to post-secondary options, parents often remain involved in the education of their children, specifically because students with disabilities, although increasingly independent, may not yet have the ability to provide informed consent with regard to their educational program. In such instances, state educational agencies are required to establish procedures for appointing the parent of a child (or another appropriate individual if the parent is unavailable) to represent the educational interests of the student. 20 U.S.C. §1415(m). This is a clear recognition of the continuing role of parents in their student's educational life and their right to have notice with regard to their student's education, enabling parents to continue to support and advocate for their increasingly independent student.



Types/Levels of Parent Involvement and Advocacy

- Personal – involvement and advocacy for your own child.
- School-based – (also called site-based) involvement and advocacy that not only is directed for the benefit of your own child or the children of your immediate friends and family, but which also results in benefit and improvements for all students in your local school.
- Systemic Local Educational Agency (LEA) – involvement and advocacy at the school district level.
- Systemic State Educational Agency (SEA) and above – entails advocacy above and beyond the LEA, at the Special Education Local Planning Area (SELPA), County, State and National levels, and can include political action and lobbying affecting legislation, as well as participation on SELPA CAC’s (Community Advisory Committees), Area Boards, County/State/National Commissions and involvement in various local, state and federal organizations.



“Think Globally, Act Locally”

General Tips for Parent Involvement/Advocacy

To be effective advocates for their child, parents should:

1) Be educated and informed -

a) About the educational process – about general education rules and regulations, about how the IDEA and the IEP process work, and how your student fits into all of these processes.

b) About your student's needs – what your student's strengths and learning challenges are and what they mean in the educational context; information about your student's diagnosis and how it affects his/her education, social interaction, behavior, etc.

c) About your student's rights under the law – what the IDEA, Section 504 of the Rehabilitation Act, the Americans with Disabilities Education Act, etc., all mean for your child and his/her education.

d) About your local educational agency (LEA), the obligations of educational agencies generally, as well as with regard to special education – what your LEA board policies and regulations say about educating students, e.g., assessment, discipline and expulsion, uniform complaint procedures, etc.

2) Be willing and able to articulate the information they have and learn about their student's needs, hold high expectations for their student, and speak up with regard to those needs or goals, including the fact that they are not being met when that is the case.

a) Positive, consistent and effective parent/teacher communication, conferences, etc.

b) Attendance and participation in IEP meetings, including providing input about student strengths and challenges, participating in drafting goals and objectives;

c) Speaking up when your student is having difficulty, isn't making expected progress at the classroom and/or school level.

3) Undertake the roles and responsibilities and participate in the process general education law and the IDEA both contemplate.

- a) Stay updated with regard to your student's rights in terms of local, state and federal education laws and best practices;
- b) Cooperate and collaborate with your school district (but don't be a doormat!);
- c) Always keep the focus on your child's needs, holding high expectations for him/her and ensuring that he/she makes appropriate progress toward his/her IEP goals, as well as in the general curriculum;
- d) Always find out what the rules are and be sure you follow them (remember parents need to proceed in a good faith manner, i.e., do not play games!);
- e) Keep good records, i.e., Document! Document! Document!
- f) Collaborate with other parents to advocate and work toward improving education in your school and community

4) Take care of yourself, as well as your student and your family, by working to maintain balance in your lives, especially in times of stress.

- a) Focus on moving from a place of emotion to a place of advocacy

Excellent resource - www.FETAWEB.org, www.Wrightslaw.org

- b) Treat everyone you encounter in your advocacy journey with respect and courtesy- even should school district officials say or do horrible things, do not respond in kind! Treat all school district employees with kindness and tolerance and good karma will always be with you!
- c) Focus on your child/your efforts to ensure he/she becomes a "productive member of society" as the IDEA contemplates. No matter the long-term outcome, you will always have done the right thing.
- d) Focus on the positive- remember that by ensuring that your child receives an appropriate education so that he/she can become a "productive member of society" you are working not only to his/her betterment, but for the betterment of your community and society as a whole. That's a positive!

e) Surround yourself with support - network and develop support groups with parents of students receiving special education, as well as general education parents.

“Never doubt that a small group of thoughtful committed citizens can change the world; indeed, it’s the only thing that ever has.”

- Margaret Mead

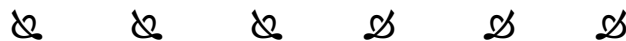
f) Take a friend or family member to your IEP with you. Attend your friend’s child’s IEP as moral support for him or her.

g) “Pay it forward” – share what you learn about advocacy with other parents to help make your school/community a better place for ALL children.

h) Participate in your school community in as many ways as you can – volunteer in your child’s classroom, on PTA committees, school-site councils, etc.

i) Don’t lose sight of your personal and family needs – it is tough being a parent today generally speaking and the additional stress related to raising a child with learning challenges, particularly when they may be having difficulty academically and socially, can be hard on your morale.

j) Try and maintain a sense of humor! Laughter is medicine for the soul! Use it in heavy doses on a daily basis!



If someone tells you that what you are requesting for your student is not “fair” to other students or will “encroach” upon general education, remind them that you are simply doing what the law requires, and what is any parent’s responsibility, i.e., ensuring your student’s rights under the law.

Remember, “fair” is nothing more than ensuring that all children get what they need! ⁴

⁴ A good article on what is “fair” can be found at <http://www.wrightslaw.com/howey/tchr.mods.unfair.htm>.

Specific Tips and Guidance Resources for Parent Advocacy ⁵

1) Be educated and informed

a) About the educational process

- CA Education Code §51100 re: parent participation *
- MBUSD "Family Involvement:" Rights/Responsibilities Notice*
- SELPA Procedural Safeguards *
- U.S. Department of Education – www.idea.ed.gov *
 - Model Part B Procedural Safeguard Notice *
 - OSEP Toolkit for Teaching and Assessing Students with Disabilities *
- Protection and Advocacy (PAI) – (publications also in Spanish, Chinese, Korean, Vietnamese)
 - Special Education Rights and Responsibilities (SERR) Handbook - <http://www.pai-ca.org/PUBS/504001SpecEdIndex.htm>
 - 18 tips For Getting Quality Special Education Services for Your Child *
- Wrightslaw – website – (also En Espanol) www.Wrightslaw.org*
- Advocates for Special Kids - www.advocatesforspecialkids.org *
 - Special Education How-To's and Self-Advocacy (http://64.177.146.159/links_speced_how_to.htm)
 - ASK Tips to a More Efficient IEP *
- NICHCY IDEA Training Module - <http://www.nichcy.org/training/contents.asp>*

b) About your student's needs - including their learning styles, disability, interventions designed to address their learning challenges, and how to properly support them educationally, socially, etc., e.g.,

- National Institute on Child Health & Human Development <http://www.nichd.nih.gov/>
- National Dissemination Center for Children with Disabilities NICHCY etc. -<http://www.nichcy.org/> - En Espanol A-Z Topics <http://www.nichcy.org/resources/default.asp#A>

⁵ (* = a copy of a document or a webpage has been provided in this packet which either reflects the information or directs you to the website where the information can be accessed. See also the alphabetical appendix of websites at the end of this packet).

- Specific diagnosis and issue resources, including sites related to ⁶

1) Autism, e.g.,

Families for Effective Autism Treatment, www.FEAT.org,
 Autism Society of America, <http://www.autism-society.org/site/PageServer>,
 MAAPs <http://www.maapservices.org/>,
 Michelle Garcia Winner's Social Thinking
www.socialthinking.com.

2) Attention Deficit/Hyperactivity Disorder

CHADD (www.chadd.org ADD/ADHD)

3) Learning Disabilities

Learning Disabilities Association (LD Online
www.ldonline.org),
 Schwab Learning <http://www.schwablearning.org/>
 All Kinds of Minds <http://www.allkindsofminds.org/>

4) Intellectual Disabilities/(formerly Mental Retardation)

AAIDD <http://www.aamr.org/>
 National Down Syndrome Society <http://www.ndss.org>;
 The Arc <http://www.thearc.org/>;
 Easter Seals, <http://www.easterseals.com/site/PageServer>

- Specific learning challenges and research regarding same, e.g.,

Literacy, Reading and Language

Report of the National Reading Panel - Teaching Our
 Children to Read,

<http://www.nichd.nih.gov/research/supported/nrp.cfm>

Catch Them Before They Fall -

http://www.ldonline.org/indepth/reading/torgeson_catch_them.html

CA Reading Initiative

<http://www.cde.ca.gov/sp/se/sr/documents/readnit.pdf>

American Speech Language Hearing Association,
www.asha.org

Dyslexia Awareness Resource Center - DARC

<http://www.dyslexiacenter.org/main.shtml>

⁶ Please note the websites and organizations listed are not meant to be an exhaustive list, rather are intended to give an example of the sort of organizations and sites parents can access as they begin their advocacy journey.

- A starting point for advocacy how-to's and best practices

Wrightslaw WebEx Training Special Ed Law/ Advocacy

<http://www.wrightslaw.com/webex/law.adv.index.htm>

[www.advocatesforspecialkids](http://www.advocatesforspecialkids.com) - Special Ed How To's -

http://64.177.146.159/links_speced_how_to.htm

Education Advocacy - Self-Help Tutorial for Parents

<http://www.tourettesyndrome.net/Files/AdvocacyTutorial.pdf>

Wrightslaw's "From Emotions to Advocacy" - www.fetaweb.org*

Getting What Your Child Needs from Schools:

<http://www.uniquelygifted.org/schools.htm>

Understanding the Special Education Process -

<http://www.ldonline.org/article/6190>

TASH <http://www.tash.org/index.html>

Cal-TASH <http://www.tash.org/chapters/caltash/>

People First Language -

<http://www.disabilityisnatural.com/peoplefirstlanguage.htm> *

Positive Environments Network Trainers-<http://www.pent.ca.gov>

c) About Your Student's Rights under the Law -the IDEA, Section 504, the ADA, etc.

- Wrightslaw - www.Wrightslaw.org* ("Rebutting Rowley")
- Reed Martin <http://www.reedmartin.com/>
- Protection and Advocacy (PAI) - (also in Spanish, Chinese, Korean, Vietnamese) Special Education Rights and Responsibilities (SERR) Handbook - <http://www.pai-ca.org/PUBS/504001SpecEdIndex.htm>
- U.S. Department of Education - www.ed.gov/
- IDEA Page <http://idea.ed.gov>*
- 504 page, etc. <http://www.ed.gov/about/offices/list/ocr/504faq.html>
- ASK IDEA, Sec. 504 Rehabilitation Act, etc. http://64.177.146.159/links_idea.htm
- ADA - <http://www.usdoj.gov/crt/ada/adahom1.htm>

d) Local/state/federal agencies and their obligations - educational and disability-related

- Local School Board info, including access to LEAs Board Policies*
- CA School Board Association CSBA <http://www.csba.org/>
- LACOE - <http://www.lacoe.edu/>
- SW SELPA -1401 Inglewood Ave, Redondo Bch, CA 90278
(310) 798-2731

- CA Department of Developmental Services DDS
<http://www.dds.cahwnet.gov/>
- Directory of CA Regional Centers
<http://www.dds.ca.gov/rc/rclist.cfm>
- Harbor Regional Center - <http://www.harborrc.org/>
- Westside Regional Center <http://www.westsiderc.org/>
- South Central Regional Center - <http://www.sclarc.org/>
- CA Dept. of Education Special Ed -
<http://www.cde.ca.gov/sp/se/> *
- CA Dept. of Special Education/Family Involvement & Ptnrships.*
<http://www.cde.ca.gov/sp/se/fp/>
- CDE IDEA -
<http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp?print=yes> *
- CDE Policies, Best Practices, and other Publications
<http://www.cde.ca.gov>
<http://www.ed-data.k12.ca.us/>
- Cal-Stat Technical Assistance - <http://www.calstat.org/about.html>
- U.S. Department of Education, IDEA page, U.S. Department of Education IDEA Website * <http://idea.ed.gov>
<http://www.ed.gov/about/offices/list/osers/osep/index.html>
- Office for Civil Rights
<http://www.ed.gov/about/offices/list/ocr/index.html>
- Americans with Disabilities Act Homepage - U.S. Department of Justice <http://www.usdoj.gov/crt/ada/adahom1.htm>

Alphabetical Appendix of Webpages, Resources

AAIDD - <http://www.aamr.org/>

ADA - <http://www.usdoj.gov/crt/ada/adahom1.htm>

Advocates for Special Kids - www.advocatesforspecialkids.com -
Special Ed How To's - http://64.177.146.159/links_speced_how_to.htm
ASK IDEA, Sec. 504 Rehab Act, etc. http://64.177.146.159/links_idea.htm

All Kinds of Minds - <http://www.allkindsofminds.org/>

Americans with Disabilities Act Homepage -
U.S. Department of Justice <http://www.usdoj.gov/crt/ada/adahom1.htm>

American Speech Language Hearing Association - www.asha.org

The Arc - <http://www.thearc.org/>

Autism Society of America - <http://www.autism-society.org/site/PageServer>

CA Department of Developmental Services DDS - <http://www.dds.cahwnet.gov/>
Directory of CA Regional Centers <http://www.dds.ca.gov/rc/rclist.cfm>
Harbor Regional Center - <http://www.harborrc.org/>
Westside Regional Center <http://www.westsiderc.org/>
South Central Regional Center - <http://www.sclarc.org/>

CA Dept. of Education Special Ed - <http://www.cde.ca.gov/sp/se/> *
CDE IDEA - <http://www.cde.ca.gov/sp/se/lr/ideareathztn.asp?print=yes> *
CDE Policies, Best Practices, and other Publications
<http://www.cde.ca.gov>
<http://www.ed-data.k12.ca.us/>
Cal-Stat Technical Assistance - <http://www.calstat.org/about.html>

CA Education Code Section 51100 - <http://www.leginfo.ca.gov/calaw.html> - click on
"Education" and then click on CHAPTER 1.5. PARENTAL INVOLVEMENT,
Article 1. General Provisions, Sections 51100-51102

CA Reading Initiative - <http://www.cde.ca.gov/sp/se/sr/documents/readnit.pdf>

CA School Board Association (CSBA) - <http://www.csba.org/>

Cal-TASH - <http://www.tash.org/chapters/caltash/>

Catch Them Before They Fall -

http://www.ldonline.org/indepth/reading/torgeson_catchthem.html

CHADD (ADD/ADHD) - www.chadd.org

Daily Breeze Educational Study Guide -

<http://media.dailybreeze.com/documents/resourceguide2.pdf>

Dyslexia Awareness Resource Center (DARC) -

<http://www.dyslexiacenter.org/main.shtml>

Easter Seals - <http://www.easterseals.com/site/PageServer>

Education Advocacy – Self-Help Tutorial for Parents

<http://www.tourettesyndrome.net/Files/AdvocacyTutorial.pdf>

Families for Effective Autism Treatment - www.FEAT.org,

Getting What Your Child Needs from Schools:

<http://www.uniquelygifted.org/schools.htm>

LA County Office of Education (LACOE) - <http://www.lacoe.edu/>

Learning Disabilities Association (LD Online - www.ldonline.org),

MAAPs - <http://www.maapservices.org/>,

Michelle Garcia Winner’s Social Thinking - www.socialthinking.com.

National Down Syndrome Society - <http://www.ndss.org>;

Natl. Institute on Child Health & Human Development - <http://www.nichd.nih.gov/>

National Dissemination Center for Children with Disabilities NICHCY etc. -

<http://www.nichcy.org/> - En Espanol

A-Z Topics <http://www.nichcy.org/resources/default.asp#A>

IDEA Training <http://www.nichcy.org/training/contents.asp>*

People First Language - <http://www.disabilityisnatural.com/peoplefirstlanguage.htm>*

Positive Environments Network Trainers – <http://www.pent.ca.gov>

People First Language - <http://www.disabilityisnatural.com/peoplefirstlanguage.htm>

Protection and Advocacy (PAI) – (also in Spanish, Chinese, Korean, Vietnamese) Special Education Rights and Responsibilities (SERR) Handbook

<http://www.pai-ca.org/PUBS/>

<http://www.pai-ca.org/PUBS/504001SpecEdIndex.htm>

Reed Martin - <http://www.reedmartin.com/>

Report of the National Reading Panel – Teaching Our Children to Read,

<http://www.nichd.nih.gov/research/supported/nrp.cfm>

Schwab Learning - <http://www.schwablearning.org/>

Section 504 Rehabilitation Act - <http://www.ed.gov/about/offices/list/ocr/504faq.html>

SW SELPA -1401 Inglewood Ave, Redondo Bch, CA 90278 (310) 798-2731

TASH - <http://www.tash.org/index.html>

Understanding the Special Education Process - <http://www.ldonline.org/article/6190>

U.S. Department of Education - www.ed.gov/

IDEA 2004 Page <http://idea.ed.gov>*

Model Forms: Procedural Safeguard form, among others

“Toolkit On Teaching and Assessing Students with Disabilities”

OSEP - <http://www.ed.gov/about/offices/list/osers/osep/index.html>

Office for Civil Rights - <http://www.ed.gov/about/offices/list/ocr/index.html>

Wrightslaw - www.Wrightslaw.org

WebEx Training Special Ed Law/Advocacy

<http://www.wrightslaw.com/webex/law.adv.index.htm>

Wrightlaw’s “From Emotions to Advocacy” - www.fetaweb.org



**Everything You Wanted to Know About Your Special Education Rights,
*But Your School District Was Afraid To Tell You!***

Deborah Blair Porter and Marilyn W. Barraza are parents of young adults who, as students, have experienced all aspects of the world of special education. As parents, and with backgrounds as practicing advocates, Deborah and Marilyn share their positive tips, their experiences and their expertise in helping parents learn about their rights, including how they can act upon them in a manner that will improve their child's chances of receiving a meaningful education with appropriate services and supports.

Monday, September 24, 2007 - 7 PM



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Prepared by Deborah Blair Porter for ASK - September 24, 2007
(Permission to share with any and all parents!)