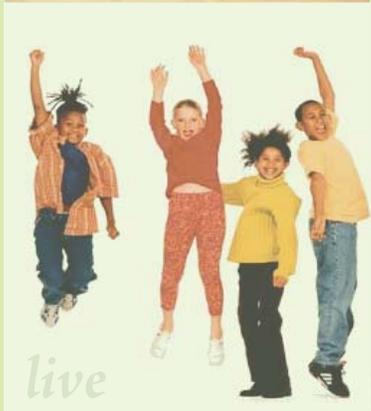
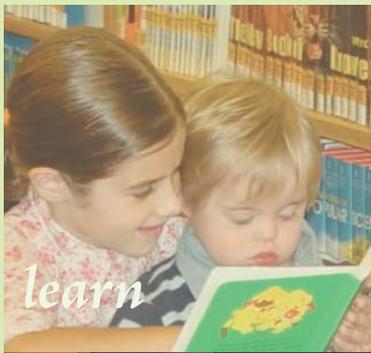


A Parent's Guide to Understanding IDEA 2004: An Overview of Topic Areas

This guide is a brief overview of thirteen topics found within the Individuals with Disabilities Education Improvement Act of 2004 (IDEA '04). For each topic, you will see a definition, find out where to look in IDEA or the federal regulations, and learn what is new in IDEA '04. Certain terms and words that are commonly used--but are not well known to parents in the beginning--are also defined. While this chart is an overview of some broad topics, there is additional information all parents need to have to be better informed. There are helpful sites listed at the end of this chart.

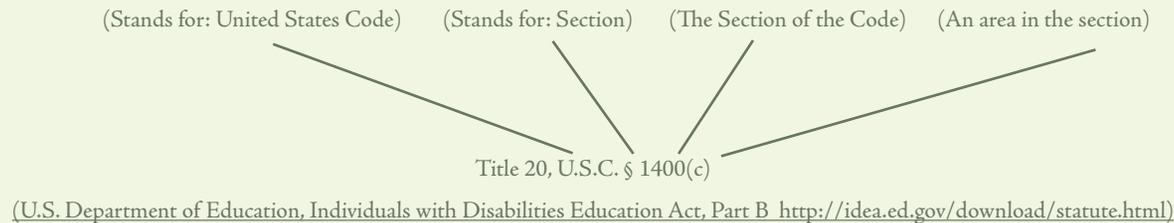
This guide does not include information about Indiana's State Rules, known as Article 7. It is important that any parent, educator, or individual involved in the life of a child receiving special education services learn about Article 7 and its companion, Live, Learn, Work and Play. Both are at <http://www.doe.state.in.us/exceptional/speced/laws.html>



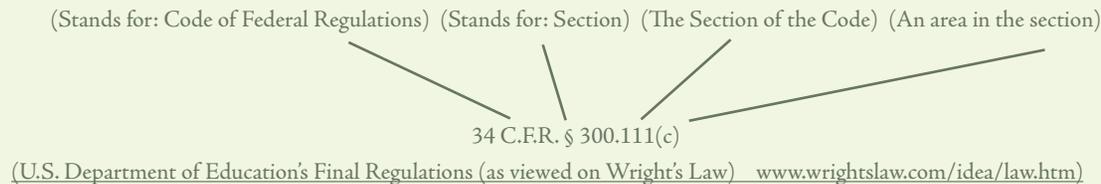
Finding What You Need in the Law

Finding things in IDEA and in the Federal Register can be tricky, especially if you don't know what all of those numbers and letters mean. Below is a guide for you to follow.

When Congress enacts laws and the President signs them, they become "codified". That means the law goes into the United States Code where all of the federal laws are kept. All education laws are in Title 20. The diagram below explains the rest.



The federal regulations come from The United States Department of Education, which is required to provide states with information on how IDEA '04 is to be interpreted and applied in schools. These regulations are codified into the Code of Federal Regulations (C.F.R.). For IDEA, you will find that code in Title 34, Part 300, Section 300 et seq (and following). Just like in the United States Code, the numbers and letters tell you where to go in the section.



A Note About Formatting

In this document, when you see something in quotation marks, it has been pulled directly from IDEA '04. The location (or citation) of that phrase is listed at the bottom of each section along with other helpful citations.



Parent Participation

Common Terms to Know

Case Conference Committee: (called the “IEP team” in IDEA ’04) includes the parents and school personnel. Occasionally others are invited. These individuals discuss the information collected through evaluations and observations and decide if the student is eligible for services. This group also develops, reviews, and revises the student’s individualized education program (IEP).

Manifestation-determination team: this is a team that determines whether this child’s behaviors are a direct result of that child’s disability.

LEA: Local Education Agency, typically a school.

Definition

A significant reason why IDEA was created was to protect the rights of children with disabilities and their parents or guardians.¹ What has remained true is that with this protection comes responsibilities, and some responsibilities have changed with IDEA 2004. The law now requires parents to have “meaningful opportunities to participate in the education of their children at school and at home.”² This includes membership on the evaluation team, the **Case Conference Committee**, and the **manifestation-determination team**. IDEA continues to require the team to reach agreement, and no member has more power or decision-making authority than anyone else.

IDEA also requires LEAs (**local education agencies**), which are typically schools, to make sure parents can be effective members of their child’s evaluation or IEP team. LEAs must do this when there is a proposal to initiate or change, or if the LEA refuses to initiate or change the “identification, evaluation, or educational placement of the child, or the provision of a free appropriate public education of the child.”³

¹ 20 U.S.C. § 1400(d)(1)(B)

² 20 U.S.C. § 1400(c)(5)(B)

³ 20 U.S.C. § 1415(c)

What’s New

The definition of a parent is now broader to include natural, adoptive, legal guardian, and individual acting in the place of a natural or adoptive parent.⁴

Local Education Agencies (schools) can now offer to the parents “alternative means of meeting participation,” including video conferences and conference calls.⁵ This also emphasizes the importance of parent participation in the IEP meeting.⁶ Other examples of parent participation are listed throughout this guide.

⁴ 20 U.S.C. § 1401(23)

⁵ 34 C.F.R. § 300.328(d)

⁶ 34 C.F.R. § 300.322(a)

Least Restrictive Environment

Common Terms to Know

Inclusion: when a student is both physically present and is an active part of the educational setting.

Definition

Identifying the Least Restrictive Environment (LRE) for a student's education is one of the cornerstones of IDEA. LRE is directly linked to **inclusion**. Inclusion is not just being within an environment (in the classroom, on the playground, on the bus, etc); inclusion is also about acceptance. Inclusion is when the environment, the actions of the people within the environment, and the activities going on in that environment naturally involve and engage the child with a disability. So, LRE goes beyond providing an appropriate academic education for the child; LRE is about creating an environment of acceptance and opportunity for all students.

See:
20 U.S.C. § 1412(a)(5)

What's New

The regulations specifically require schools to make sure "to the maximum extent appropriate" that children with disabilities are educated with children who do not have disabilities. Educating a child with a disability in any environment separate from the general education classroom can only happen if additional supports and services "cannot be achieved satisfactorily."¹

States cannot distribute funds to schools based on the setting in which a child is educated. This is to ensure a child is provided every opportunity for a Free and Appropriate Public Education (FAPE) in the most appropriate environment.²

Schools must ensure that children with disabilities can participate with their non-disabled classmates in non-academic settings (the lunch room, recess, etc).³

¹ 34 C.F.R. § 300.114(a)(2)

² 34 C.F.R. § 300.114(b)(1)(ii)

³ 34 C.F.R. § 300.117

Pre-Referral Services

Common Terms to Know

Interventions: services to address learning challenges faced by children.

Early Intervening Services: these are services and/or supports given to any child prior to placement in special education when he or she shows learning or behavioral needs.

Instruction model: For the purposes of IDEA '04, this term means a researched strategy used by educators (anyone who teaches or works with the child) to help that child learn.

Definition

Pre-referral means investigating and identifying the education or behavior needs of a child and giving the necessary supports to that a child before he or she is referred for special education. Pre-referral services are provided because the child is struggling and the parents and teachers want to know why. The supports can be given through **interventions**.

The most important parts of pre-referral services include services or programs that can be made available to the child as initial steps to improve performance including: close monitoring (watching), documenting the student's progress, and examining the instruction provided in the general education classroom. The child's progress needs to be monitored in a clear way so evidence of improvement can be tracked. Also, if the **instruction model** being used does not meet the needs of the child, the child will not progress. A child receiving supports through a pre-referral service will not necessarily need to be referred for special education.

See:

20 U.S.C. § 1400(c)(5)(F)

34 C.F.R. § 300.226(b)

34 C.F.R. § 300.226(c)

What's New

Schools can use up to 15% of their federal education funds to develop and implement coordinated **Early Intervening Services** for children Kindergarten - 12th grade with a particular focus on Kindergarten - 3rd grade.^{1,2} These dollars can be used for teacher training as well as direct services for individual children.³ IDEA requires that all interventions be backed by scientifically-based evidence or research.⁴

¹ 34 C.F.R. § 300.226(a)

² 34 C.F.R. § 300.208(a)(2)

³ 34 C.F.R. § 300.226(b)

⁴ 34 C.F.R. § 300.35



Response to Intervention

Common Terms to Know

Discrepancy model: when there is a significant difference between a child's intellectual ability (often measured by an IQ test) and how that child performs academically (speaking, reading, writing, comprehension, math calculations and reasoning).

20 U.S.C. § 1414(b)(6)

Assessment: the collection of information about a child. This can be done through formal testing with a school psychologist, through observations and note taking by parents or educators, or through a psychologist outside of the school.

IDEA 04 requires local education agencies (typically schools) to stay within certain time frames concerning this topic. It is very important that parents check Indiana's Article 7 to see what time frame Indiana requires.

Definition

Response to Intervention (RTI) is recognized in the Federal Register as one method of data collection to be used along with other collection methods to determine whether or not a child has a disability.¹ States are no longer required to use the **discrepancy model** when **assessing** students who might have a specific learning disability.¹ Before this change, students risked having to fail over long periods of time before they were identified. Also, students who were living in poverty, whose primary language was not English, or who came from culturally different backgrounds were at risk for being over identified (placed in special education when they didn't need to be there) or their abilities were not assessed properly.²

¹ 34 C.F.R. § 300.307(a)

² 20 U.S.C. § 1414(b)(3)(A)(i-iii)

What's New

IDEA '04 suggests schools collect data about a student's performance while using researched-based interventions.¹ Even though RTI and other methods of data collection are expected to occur prior to the student being referred for special education services, a parent can request an evaluation for their child at any time during the data collection process. Education authors have worked to create models for schools to use. These include the steps of screening and group interventions, targeted or specific interventions for the student, and intensive interventions and comprehensive evaluations. It is important for parents to go to the Indiana Department of Education, Center for Exceptional Learners' website to learn how Indiana has chosen to work with this regulation (www.doe.state.in.us/exceptional/speced/welcome.html).

¹ 34 C.F.R. § 300.307(a)

Referral or Request for Evaluation

Common Terms to Know

Child Find: School districts are required to identify, locate and evaluate all children who might be in need of special education services.

Why keep records? This information will be helpful to the parent when asking for specific services and supports. It also shows the school the involvement the parent has in the child's education. In extreme cases, parents have used these records for legal purposes.

Why contact a PTI (Parent Training and Information Center) or parent organization? These organizations connect parents of children with special needs. Often, there are parents who have experienced something like what you're experiencing. They can also provide information about community resources.

Definition

A referral is when a parent or an educator puts in writing a request to have a child evaluated for special education services. No matter who requests the evaluation, this initial evaluation is performed at no cost to the parents, if done at the school.¹

It is very important that parents keep careful records about their child's coursework, evaluation results, meetings with teachers, counselors, specialists, administrators and any decisions that are made regarding the child's education.

It is also a good idea to contact your local Parent Training and Information Center (PTI). In Indiana, you can contact IN*SOURCE at www.insource.org. Another organization focused on supporting families of children with special needs is About Special Kids (ASK). They can be reached at www.aboutspecialkids.org.

¹ 20 U.S.C. § 1414(a)(1)

What's New

Under the requirements of Child Find, schools now have to include students who are homeless, are wards of the state, or are attending private schools.^{2,3} Schools also have to send a request in writing to the parents and receive informed consent from those parents. If the parent does not respond or doesn't want their child to be evaluated, the school has the choice to move forward with what are called dispute resolution options. These are discussed on page 15 and in the footnote below.⁴

² 20 U.S.C. § 1412(a)(3)(A)

³ 34 CFR § 300.111(a)(1)(i)

⁴ 34 CFR § 300.300(b)

Procedural Safeguards

Common Terms to Know

Procedural safeguards: a document that promotes parent involvement in the education of the child and lists the parents' and children's rights. This document tells parents what their legal rights are so they can make sure their child receives the services he or she needs.

Article 7: Indiana State Board of Education Special Education Rules Title 511, Article 7, Rules 17-31.



Definition

After a parent has requested an evaluation for their child, the parent is given a Notice of **Procedural Safeguards**.

Procedural Safeguard Notices are different in each state because each state is required to have its own set of Rules that guide how schools service children with disabilities. In Indiana the Rules are simply called **Article 7**. All states must provide a copy of the Notice of Procedural Safeguards in the native language of the parents unless the language cannot be easily translated.

See:
20 U.S.C. § 1415

What's New

The specific situations when the Notice of Procedural Safeguards are given to parents and the number of times they are given was changed under IDEA '04. Parents can still request a copy at any time. The notice must be given:

- (a) at the time of the initial referral (when the parents request an evaluation),¹
- (b) once each school year if the child is receiving services under IDEA,²
- (c) if parents file a complaint either with the State or through the due process system,³
- (d) if the student is removed from his or her educational placement because of a violation of school conduct; and,
- (e) when the parent requests a copy.⁴

¹ 34 C.F.R. § 300.504(a)(1)

² 34 C.F.R. § 300.504(a)

³ 34 C.F.R. § 300.530(h)

⁴ 34 C.F.R. § 300.504(a)(4)

Evaluation

Common Terms to Know

Cognitive ability: a person's ability to think, read, reason, remember, imagine or learn. It is very important that parents ask the school psychologist what tests are being used, what those tests will be assessing, and what information those tests will provide to the team about the child.

In Indiana, Article 7 defines the time frame for the initial evaluation.
34 C.F.R. § 300.301(c)(1)(iii)

IDEA '04 requires local education agencies (typically schools) to stay within certain time frames concerning this topic. It is very important that parents check Indiana's Article 7 to see what time frame Indiana requires.

Definition

The evaluation of a child occurs either when the parent has requested it through the referral process, every three years that the child receives services under IDEA, or when the parent and professionals involved in the Case Conference Committee decide together that an additional evaluation would be useful.^{1,2}

The evaluation process should look at all of the child's needs and should be planned as a team. The child's **cognitive ability**, academic skills, language skills, and social and emotional status are all possible areas to consider.³ The evaluation report must be presented free of charge and can be given to the parent ahead of the formal meeting as long as the parent puts this request in writing.^{4,5}

¹ 34 C.F.R. § 300.300(d)(1)(ii)

² 34 C.F.R. § 300.303(b)(2)

³ 34 C.F.R. § 300.304(c)(4)

⁴ 34 C.F.R. § 300.306(a)(2)

⁵ 20 U.S.C. § 1414(b)(4)(B)

See also:

20 U.S.C. § 1414(a)(1)(A)

20 U.S.C. § 1414(a)(1)(C)

What's New

Screenings and other informal assessments (for example hearing tests or in-class exams) are not to be considered as an evaluation for special education. Parental consent is not required for these activities.⁶

Evaluations have to be provided in the language and format most likely to give accurate information about the child. This can include Braille, sign language, or any other foreign language.⁷

Reevaluations are still required at least once every three years, but the parents and educators can override this requirement if they both agree.⁸

Reevaluations cannot be conducted more than once per year unless both the school and the parents agree.⁹

A reevaluation must take place for the child to exit special education services unless the child is exiting because he or she is graduating or reaches the maximum age for services. In these cases, a summary of performance must be written by the school. This gives recommendations for helping the student meet his or her goals after high school.

⁶ 34 C.F.R. § 300.302

⁶ 20 U.S.C. § 1414(a)(1)(E)

⁷ 34 C.F.R. § 300.304(c)(1)(ii)

⁸ 34 C.F.R. § 300.303(b)(2)

⁹ 34 C.F.R. § 300.303(b)

Eligibility Determination

Common Terms to Know

Limited proficiency in English: when a child does not speak English as his or her primary language or that child has a limited ability to read, speak, write, or understand English.

Summary of performance: A “summary of the child’s academic achievement and functional performance” before the child moves to a post-secondary environment. The Summary of Performance (SOP) also must include “recommendations on how to assist the child in meeting the child’s postsecondary goals.”¹

¹ 20 U.S.C. § 1414(c)(5)(B)(ii)

Definition

After the child has been evaluated, there will be a meeting to decide whether or not the child is eligible for special education services. This meeting will involve school personnel and can include the school psychologist who performed the evaluation, the child’s teachers, and/or a school administrator. The time of the meeting needs to take everyone’s schedule into consideration. Parents will receive a notice of the meeting and who will be present. Parents can bring someone with them (an advocate, a private evaluator, a private tutor or another professional familiar with the child).

See:
20 U.S.C. § 1414(a)(4)(A)
20 U.S.C. § 1401(3)

What’s New

The team must consider:

1. information from the formal assessment and
2. input from the parents.

The team also has to be sure that the child has not been affected by:

1. a lack of reading instruction
2. a lack of instruction in math
3. a **limited proficiency in English.**²

There are new requirements for the determination of a specific learning disability (SLD).³

IDEA ‘04 now encourages holding the eligibility meeting and the initial Individual Education Plan (IEP) meeting at the same time. Parents can, however, request that these meetings be held at separate times.⁴

Instead of requiring schools to evaluate a student when he or she graduates with a diploma or ages out of services, schools are now required to provide the students with a **summary of performance** which includes information about the student’s academic achievement and functional performance.

² 20 U.S.C. § 1414(b)(5)

³ 20 U.S.C. § 1401(30)(A)

⁴ 20 U.S.C. § 1414(d)(3)(E)

Individualized Education Plan

Common Terms to Know

Present levels of performance: The skills the child currently demonstrates in the classroom and other academic settings.

Measurable annual goals: These are goals specific to the child's academic needs and can be measured.

Related services:

Services such as transportation and developmental, corrective, or supportive services (e.g., speech, occupational therapy, physical therapy, etc).

20 U.S.C.§1401(26)(A)

Supplementary services: "aids, services, and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate..."

20 U.S.C.§1401(33)

Accommodations: teaching supports and/or services that help show that the student is learning. Accommodations do not change the curriculum.

Modifications: when the curriculum is changed to meet the needs of the student.

Definition

The IEP is a document that defines the services the child will receive. There must be an IEP in place for the child to receive services. Parents are expected to be full participants in the process of developing the IEP. The IEP must contain the following: the student's **present levels of performance**; **measurable annual goals**; how the child's progress will be measured; what special education and **related services, supplementary aids**, and services will be provided; how and why the child will not participate with general education peers or activities (if applicable); appropriate **accommodations**; whether alternate or statewide assessments will be used; and projected dates for services, **modifications** and the frequency, location, and duration of those services and/or modifications.

See:

20 U.S.C. 1414(d)(1)(A)

What's New

During the IEP planning, staff members responsible for areas not discussed or modified during the meeting may not need to attend, provided the parents give written approval. Staff members can also provide written input versus attending if the parents provide written approval. If a parent does not want to excuse any staff member from attending the meeting, that parent must put that into writing for the school.

20 U.S.C. § 1414(d)(1)(C)(i-iii)

IDEA '04 requires local education agencies (typically schools) to stay within certain time frames concerning this topic. It is very important that parents check Indiana's Article 7 to see what time frame Indiana requires.

Transition & Students in Private Schools

Transition

Definition

Transition is the movement students and families make through life's stages. Within schools, transition is recognized as the time when children are moving from birth to three services and into preschool or the student is moving from high school (or its equivalent) to post-secondary settings. In the IEP, transition involves the action of setting up services that will help a child be successful in post-secondary settings.

20 U.S.C. § 1401(34)

What's New

Transition services must be included in the child's IEP when the child turns 16. IEP teams can begin this planning at an earlier age and State Rules can require an earlier age.

When students graduate from high school or age out at 22, schools must now provide a summary of performance (described under Evaluation on page 9).

20 U.S.C. § 1414(d)(1)(A)(i)(VIII)

Students in Private Schools: Common Terms to Know

IDEA '04 and Article 7 both require local education agencies (typically schools) to work with private schools. It is very important that parents check Indiana's Article 7 to read Indiana's requirements.

Students can be placed in a private school setting for one of three reasons: (1) voluntary placement by parents,¹ (2) placement necessary to obtain a Free Appropriate Public Education, and (3) Private-School Placement by the Local Education Agent.² Private school placements and the rights involved are complex. Prior to moving the student, the Case Conference Committee must agree on the placement. If the decision is different or is reached in any other way, specific guidelines are provided in IDEA and the Regulations to decide which party (the parent or the school) pays for the placement.³

¹ 20 U.S.C. § 1412(a)(10)(A)

² 20 U.S.C. § 1412(a)(10)(B)

³ 20 U.S.C. § 1412(a)(10)(C)

IDEA '04 has clear provisions to make sure students in private settings have access to special education services and are educated with their nondisabled peers.⁴ There are also stronger requirements that must be followed when a student moves from the public school to a private school.

Public schools must work with private schools in the area of child find.⁵ Beyond that, there are different rules based on whether a child is placed in a private school by the parent⁶ or through a case conference committee process⁷.

⁴ 34 C.F.R. § 300.114 (a)(2)(i)

⁵ 20 U.S.C. § 1412(a)(3)(A)

⁶ 20 U.S.C. § 1412(a)(10)(A)(iii)(VI)

⁷ 20 U.S.C. § 1412(a)(10)(B)

Student Discipline

Student Discipline

Definition

It is generally accepted that a school can discipline children with disabilities “in the same manner and for the same duration” that it disciplines children without disabilities.¹ This simple rule ensures that all students are treated the same way. IDEA, however, goes further and provides three exceptions so students are not prevented from receiving a Free and Appropriate Public Education (FAPE).² 1. Students are guaranteed the rights of services during some periods of suspension or expulsion.² 2. In some circumstances, the school must look into the behaviors the student displayed prior to the disciplinary action. 3. It is not appropriate to discipline a child for behaviors that result from the child’s disability (the term “manifestation of the disability” is used in this case).³

¹ 20 U.S.C. Sec. 1415(k)(C)

² 20 U.S.C. Sec. 1412(a)(1)(A)

³ 20 U.S.C. Sec. 1415(k)(1)

What’s New

Schools can now consider the needs and disability of children with disabilities on a case-by-case basis. This is in response to the zero-tolerance policy many schools have adopted.⁴

When deciding whether the student’s behaviors are linked to the student’s disability (manifestation determination), there must now be “direct and substantial” proof.⁵

⁴ 34 C.F.R. § 300.530(a)

⁵ 34 C.F.R. § 300.530(e)(1)(i)



Dispute Resolution Process

Common Terms to Know

Before Due Process: In IDEA '04, the party complaining (either the parents or the school) can either hold a meeting with the other party or file a child complaint with the Indiana Department of Education or the regional U.S. Department of Education, Office of Civil Rights.

Mediation: a confidential and legally binding opportunity for both parties to come together to find a solution either before or after the complaining party has filed for due process. Any agreement must be signed by the parents and the local education agency.

Due Process: a formal, legal procedure that can be used by either the parent or the local education agency (the school system) to file a complaint. The complaint is required by both IDEA and Article 7, Indiana's special education law.

Resolution session: If a parent requests a due process hearing, the local education agency must convene, or bring together, the parent(s) and meaningful members of the case conference committee to allow the parents to discuss the facts that form the basis of the hearing request and provide the LEA with an opportunity to resolve the issues. The meeting can be waived through mutual consent of the LEA and the parent or the parties can agree to mediate.

**Remember: these are terms used in IDEA '04. Indiana's Article 7 gives specific guidelines for this process.*

Definition

When parents disagree with the educational or service decisions their child's school has made, they can utilize a system of complaint procedures laid out within IDEA. Each complaint procedure has several steps, requirements, and obligations that parents must know before moving forward. Parents are encouraged to contact their Parent Training and Information Center or their state *Department of Education* to receive complete information. A visual description of the dispute resolution process is on the following page.

Each of the listed steps are fully described by the *Consortium for Appropriate Dispute Resolution in Special Education* at www.directionservice.org/cadre. The site is funded by the U.S. Office of Special Education Programs.

See:
20 U.S.C. § 1415(b)(5-8)

What's New

There are new options available to parents and schools to reach agreement. Now, parents and schools can use mediation as a process to find a solution prior to the filing of a due process complaint.¹ IDEA '04 also added the step of resolution session to help the parties maintain a solutions-based approach.²

The amount of time allowed to request a due process hearing is now limited to two years from the date that parents or the school knew or should have known about the alleged action.³ This timeline can be lessened or extended by state law, so it is important that parents look closely at Article 7 when choosing this complaint procedure.

Within a time span of 15 days after a due process complaint has been filed, the IEP team (parents, relevant members of the IEP team, and a representative with decision-making authority from the school district) must meet for a resolution session to discuss the complaint.⁴

If the attorney representing the parents requests a hearing for reasons that are determined to be frivolous, unreasonable, or without foundation, the hearing officer may award reasonable attorney fees to the state or the school district. If it is determined that the attorney for the parents or the parents request a hearing to harass, cause unnecessary delay or needlessly increase the cost of the litigation, the parent's attorney would be required to pay the award to the state or school district.⁵

¹ 20 U.S.C. § 1415(b)(5)

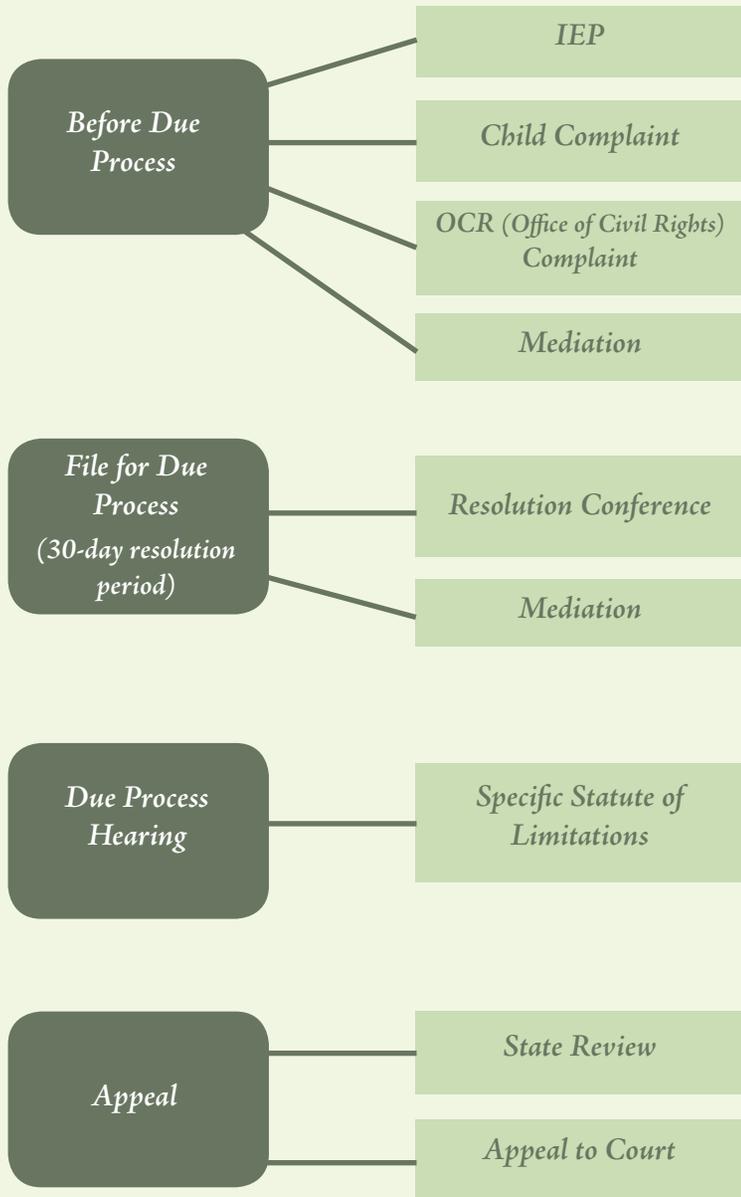
² 20 U.S.C. § 1415(e)(2)(B)(ii)

³ 34 C.F.R. § 300.507(a)(2)

⁴ 34 C.F.R. § 300.508(d)(1)

⁵ 34 C.F.R. § 300.517(a)(1)(ii)

The Dispute Resolution Process in IDEA



Refer to Indiana's Article 7 for Indiana's specific process.

Indiana has many organizations that provide information and resources to parents. Check out the links provided at these two websites to find the right organization for you.

Indiana Department of Education, Center for Exceptional Learners

www.doe.state.in.us/exceptional/speced

317-232-0570 877-851-4106

Indiana's Parent Training and Information Center

www.insource.org

574-234-7101 800-332-4433



Indiana State PIRC

The Indiana Partnerships Center

921 E. 86th Street, Suite 108

Indianapolis, IN 46240

317-205-2595 / 866-391-1039 (Toll free)

317-205-9790 (Fax)

Email: info@fscp.org

Web: www.fscp.org

Thanks to Louise Lord Nelson, Ph.D.



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Parent Information & Resource Center

The Indiana Partnerships Center

This publication was printed with funds from the U.S. Department of Education, Office of Innovation and Improvement, Parental Information and Resource Center program.

Check out the following sites for additional and more in-depth information specifically for parents:

Indiana Parent Training and Information Center

www.insource.org 574-234-7101 800-332-4433

Indiana Department of Education, Center for Exceptional Learners

www.doe.state.in.us/exceptional/speced/welcome.html 317-232-0570 877-851-4106

U.S. Department of Education, Individuals with Disabilities Act, Part B

<http://idea.ed.gov/download/statute.html>

U.S. Department of Education's Final Regulations (as viewed on Wright's Law)

www.wrightslaw.com/idea/law.htm

The National Center for Learning Disabilities

www.nclld.org/images/stories/downloads/parent_center/idea2004parentguide.pdf

FAPE: Helping Parents and Advocates Improve Educational Results for Children with Disabilities

www.fape.org/idea/2004/summary.htm

Wright's Law

www.wrightslaw.com

Individuals with Disabilities Education Act (IDEA) Guide to "Frequently Asked Questions"

www.doe.state.in.us/exceptional/speced/pdf/idea_faq.pdf

Consortium for Appropriate Dispute Resolution in Special Education

www.directionservice.org/cadre/indexidea.cfm

*The foundation of
every state...*



*is in the education
of its youth."
-Diogenes Laertius*