

Individualized Education Program (IEP)

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INTRODUCTION

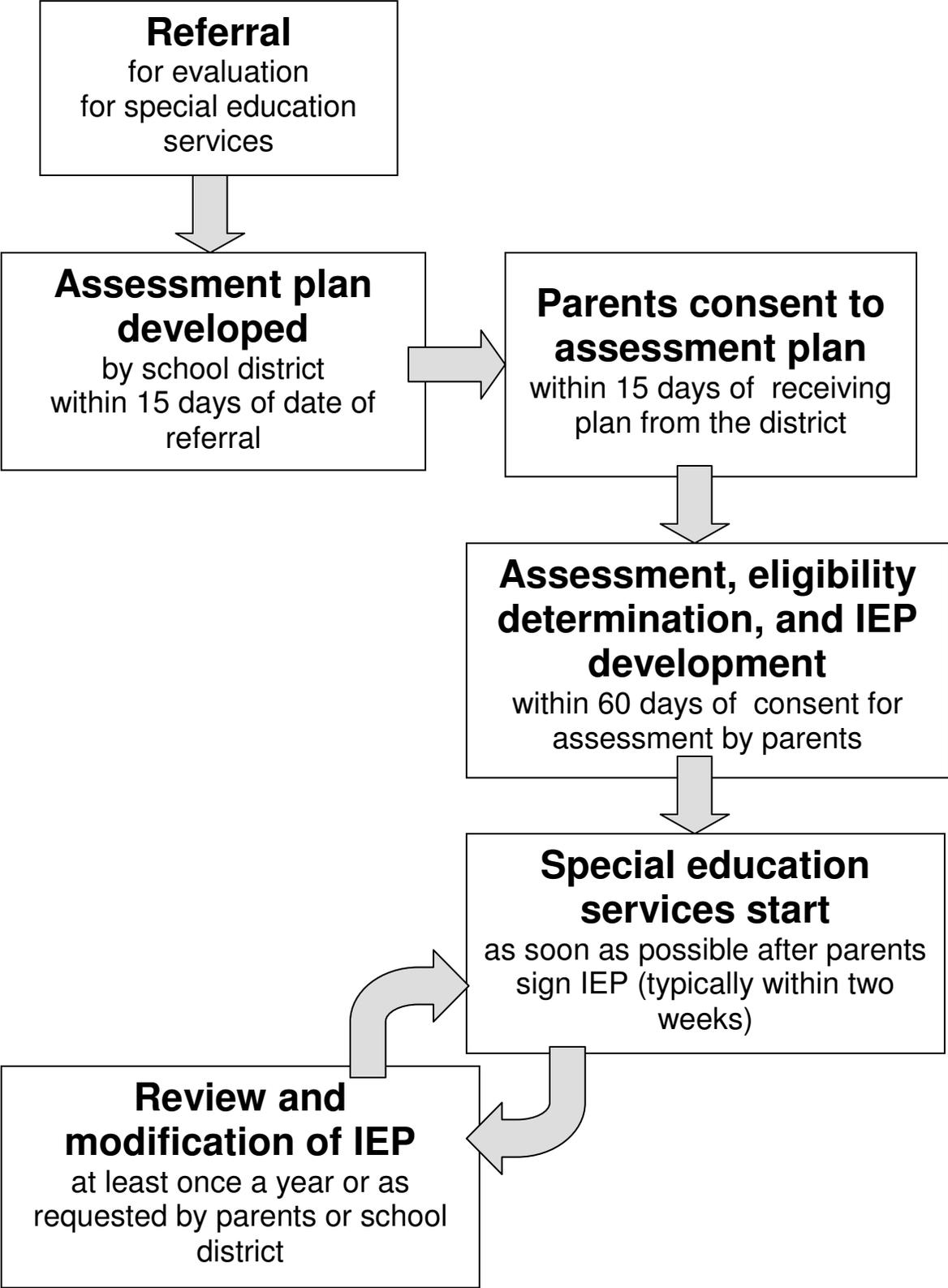
This handbook gives an overview of special education for parents of children with disabilities. Its purpose is (1) to familiarize you with special education law that governs your child's education in the public school system, (2) to inform you of your rights and responsibilities under special education law, and (3) to help you participate in the special education process 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. It required that children with disabilities age three to twenty-two receive appropriate education, which, before its passage, millions of children had not been receiving. The law made parent involvement central to the special education planning process. The Education for All Handicapped Children Act of 1975 was re-authorized in 1990 and renamed the Individuals with Disabilities Education Act (IDEA). IDEA was re-authorized in 1997 and again in 2004 (and renamed the Individuals with Disabilities Education Improvement Act, still commonly referred to as IDEA). IDEA mandates early intervention and special education services for eligible children from birth until they turn 22. Part C governs early intervention services from birth to a child's 3rd birthday. Part B governs special education services from age 3 until a child turns age 22 or graduates from high school.

IDEA provides important protections and rights:

1. EVERY child is entitled to a free, appropriate public education (FAPE).
2. Identification of children for special education and evaluations to determine eligibility for special education must be nondiscriminatory.
3. All children with disabilities who are eligible for special education services will have an Individualized Education Program (IEP) that is designed to provide each student with an individualized, meaningful educational program.
4. Children with disabilities have the right to be educated to the maximum extent possible with peers without disabilities (i.e. in the "least restrictive environment" or LRE).
5. Parents have due process rights and can challenge decisions of the school system in hearings.
6. Parents or guardians and students can participate in educational decision-making and the development of an Individualized Education Program (IEP).

Steps in the IEP Process



BEGINNING THE SPECIAL EDUCATION PROCESS

Referral

The special education process begins with a referral for evaluation to determine a child's eligibility for special education services. Parents or school district staff may refer a child for evaluation. Parents should always make referrals in writing. Your referral should be addressed to the principal of your child's school or to another appropriate school district administrator (e.g. Director of Special Education), and it should state why you are concerned about your child's learning and why you are referring your child for evaluation for eligibility for special education services. Your child's health care provider and teachers may be able to provide you with information that will help you describe specific concerns you have about your child.

Evaluation

When the school district receives a referral for evaluation for special education services, they have **15 calendar days** (not including school breaks of 5 days or more) to develop a plan to assess your child's educational needs and to send it to you for your review and consent. Even if your child has already been diagnosed with a disability (e.g. autism, Down Syndrome), the school must still evaluate your child to get information about her strengths and areas of educational need in order to make decisions about appropriate educational services.

The assessment plan must address all areas of suspected disability, so it is important to make sure that all of your concerns will be addressed by the planned assessments. If you have concerns about your child's educational needs that will not be addressed by the planned assessments, it is important to share your concerns with the school district and to provide specific reasons (observations) to support your concerns, so that your child can be assessed in any additional areas of need that you have identified.

Once you receive the assessment plan from the school district, you have **15 calendar days** to review the assessment plan, talk to the evaluators, and get any additional information you need before deciding whether or not to give your consent for assessment. You may give consent to all, part or none of the assessment plan. The school district may not assess your child for special education services without your written consent.

If you consent to the assessment plan, the school district has **60 calendar days** (not including school breaks of 5 days or more) to complete the assessment of your child and to hold an IEP (Individualized Education Program) meeting to discuss your child's eligibility for special education services and to develop an IEP, if your child is determined to be eligible for special education services.

When the assessment process has been completed, each professional will write a report describing the assessment results, and copies of these reports must be provided to the parents. You should request to receive the reports before the IEP meeting that you have enough time to read the reports and ask any questions that you may have. You have the right to challenge any results you feel are inaccurate,

Some helpful things to know In reviewing the assessment plan:

- Your child must be assessed in all areas of suspected disability.
- Assessment procedures must be non-discriminatory and must be appropriate for your child's age, level of functioning, attention span, and type of disability or suspected disability.
- There must be more than one assessment procedure used.
- All assessments must be carried out in the primary communication mode that your child uses (e.g. sign language, language other than English, communication device, Braille, etc.)
- District staff must have appropriate credentials, licenses, and qualifications needed to administer the assessments.
- Assessment results are confidential.
- Assessment vs evaluation: assessments provide information that is used in the evaluation or decision-making process.

incomplete, or misleading. If you choose, you also have the right to submit written reports of outside assessments, and this information must be considered by the IEP team. If the school district lacks qualified personnel to conduct an assessment, or if you can demonstrate that the assessment is inaccurate, you can request an independent educational evaluation at school district expense.

Eligibility for Special Education Services

Under IDEA a student must have one of 13 “disabling conditions” in order to be eligible for special education services. The eligibility categories are:

- Autism
- Deafness
- Hearing impairment
- Deaf-blindness
- Vision impairment, including blindness
- Intellectual impairment (mental retardation)
- Specific learning disability
- Speech or language impairment
- Orthopedic impairment
- Multiple disabilities
- Traumatic brain injury
- Other health impairment (including ADD or ADHD)
- Serious emotional disturbance

Eligibility for special education services is a team decision. Parents are part of the team, and parents have the right to challenge an eligibility decision. The decision is based on the results of the assessments of your child, so 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.

Once a child is found to be eligible for special education services, she must be re-evaluated every three years (triennial evaluation or assessment) to determine if she continues to qualify for special education, to measure progress, and to determine if changes are needed in the child’s educational plan. A triennial evaluation does not have to be done if both parents and the school district agree that it is not necessary.

DEVELOPING THE INDIVIDUALIZED EDUCATION PROGRAM (IEP)

The IEP Meeting

When a child is initially referred for evaluation for special education services, the school district has 60 calendar days (starting from the time that parents have provided their written consent for assessment) to complete assessments and to hold an IEP (Individualized Education Program) meeting. Once a child has an IEP and is receiving special education services, the IEP team, which includes the parents, must meet at least once a year to review and modify the IEP as necessary, but parents or the school district may request an IEP meeting at any time. In California, the school district has 30 days in which to hold an IEP meeting after receiving a written request for an IEP meeting from the parents.

The school district is responsible for scheduling the meeting and coordinating attendance by all the participants. The district 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. Parents must be notified who will be in attendance at the meeting. Parents may invite other people to attend but must notify the IEP team in advance about who will attend. Parents may tape record the IEP meeting but must notify the IEP team 24 hours in advance.

The purpose of the IEP meeting is to (1) review assessments and other information about the child’s educational progress and needs, (2) determine eligibility for special education services (if the child has

not been previously been receiving special education services), (3) discuss the child's educational needs, and (4) develop an Individualized Education Program (the IEP document itself).

Tips for preparing for an IEP meeting

- Read assessment reports carefully and ask about parts you don't understand.
- Ask someone to help you write down and prioritize your concerns to be sure that your greatest concerns will be discussed.
- Ask someone to attend the meeting with you to support you and help you take notes.
- Attend a training about special education and the IEP process.

The IEP Team

Members of the IEP team work together to write the IEP. Each team member contributes important information and shares insights which enhance understanding of the child's needs. Parents are key members of the team, and school districts 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 parents.

Other members of the IEP team include special education teacher(s), a school district representative (administrator or other designated person authorized to commit school district resources and to agree to provide special education services), a person who can interpret assessment results, the student as appropriate, others with special knowledge of the child, a transition services agency representative as needed, and any participants invited by the parents. A general education teacher must be present if the child is participating in the general education environment.

The IEP Document

Once a student is determined to be eligible for special education services, an Individualized Education Program (IEP) is developed. The IEP is a document containing (1) a statement of the child's present levels of performance, (2) a statement of annual goals and, if appropriate, short-term objectives, and (3) a statement of the special education and related services which the child needs.

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. Non-academic areas that may affect a child's educational progress and that may be addressed in the IEP may include behavior which interferes with the child's learning or that of others, limited proficiency in English, the need for instruction and materials in Braille for a child who is blind or has visual impairment, and the need for instruction and devices to meet the communication needs of a child who is deaf or hard of hearing or a child whose language and communication mode requires assistive technology services or devices.

Procedures and forms differ from school district to school district, but IDEA requires that certain information be included in a child's IEP:

1. Present levels of performance

The IEP must contain a statement describing how the child is currently doing in school. This information can be obtained from assessments and reports, classroom observation, and input from parents and service providers. The statement must address how the child's disability affects her ability to participate in the general curriculum. The IEP must include present levels of academic achievement as well as functional performance.

Decoding the Special Education “Alphabet”

OT or **occupational therapy** focuses on fine motor skills (e.g. writing), self-help skills, coordination, and sensory-motor integration.

PT or **physical therapy** focuses on bones, joints, muscles, strength and movement (gross motor skills).

SLP or **speech and language pathologist**. Speech therapy focuses on communication skills including verbal language, sign language or use of communication devices.

ISP or **instructional support personnel**. Qualified school district staff who provides special education services (e.g. school psychologists, counselors, special education teachers, instructional aides).

DHH services are services for children who are **deaf or hard of hearing**.

CI specialist is a teacher specializing in working with children with cochlear implants (surgically implanted electronic devices that give someone with hearing impairment a sense of sound).

VI services are services for students with visual impairments.

AT or **assistive technology** includes devices that a student may need in order to access the curriculum and support learning. Devices range from simple (e.g. pencil grips, slanted surfaces for writing) to complex (e.g. text-to-speech software, modified computer keyboards and displays).

AAC or **augmentative & alternative communication** includes strategies and devices to assist and support communication by students with severe communication disabilities.

Orientation and mobility services help students who are blind or have low vision learn how to move safely through environments at home, at school and in the community.

2. **Annual educational goals and short term objectives**

Educational goals should reasonably be accomplished in one year. Goals are broad statements of what you would like your child to achieve. The IEP must contain a statement of measurable annual goals, including both academic and functional goals. It must also include a description of benchmarks or short-term objectives if your child takes alternative assessments aligned to alternate achievement standards. Goals generally contain three components: performance of a specific educational task or behavior, conditions under which task or behavior is performed, and criteria for deciding when the goal has been achieved.

EXAMPLE

Too broad and not measurable: Rebecca will learn to speak better.

More specific and measurable: Rebecca will demonstrate spontaneous speech with 85% intelligibility in three consecutive sessions without her peers requesting repetition.

3. **Special education and related services**

Special education is specially designed instruction to meet the unique needs of a child with disabilities. Related services (referred to in California as Designated Instructional Services or DIS) are supplementary aids and services that the child needs in order to benefit from his educational program. Some related services are: speech therapy, occupational therapy, physical therapy, assistive technology, audiology, counseling, mobility and orientation, school health

services (catheterization, medications), transportation, and extended year services. 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 to help the child access education.

4. Least restrictive environment (LRE) and participation with peers without disabilities

IDEA states that children with disabilities should be educated to the greatest extent possible with peers without disabilities. The least restrictive environment (LRE) is the setting in which the child's IEP goals and objectives can be met. The least restrictive environment for a child is discussed as part of the IEP meeting, and the LRE decision is a team decision. Each school district must have a continuum of placements available to meet the individual needs of students with disabilities. Placements range from general education classrooms to special education classes to special education school sites.

The IEP must specify the extent to which your child will NOT participate with children without disabilities in general education or other school activities such as recess and field trips. The time a child spends in a special education setting instead of a general education setting is usually expressed as a percentage of the school day, and it must be accompanied by an explanation why the child is not participating in a setting with children without disabilities. "Pull-outs" or removing your child from a general education setting in order to receive related services like speech therapy are examples of time in a special education setting that would be included in this percentage. "Push-ins" where the speech therapist or other service provider works with your child in a general education setting would not be included in this percentage.

5. Measurement of progress

The IEP is required to include a description of how your child's progress toward meeting annual goals will be measured and when periodic progress reports will be provided to you. Progress reports may include report cards or narrative reports issued at the same time as other students in the district receive report cards. Progress reports must include the extent to which progress is sufficient to enable the child to reach his goals by the end of the year.

6. Participation in State and District assessment programs

The IEP must include a statement of the modifications needed for a 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, the IEP must explain why the team selected a particular alternate assessment and why it is appropriate for the child. Note that while your consent is required for any individual assessment of your child, your consent is not required for assessment programs that involve all students.

7. Transition services (for teens) and age of majority

When the IEP team is developing an IEP that will be in effect when a student turns 16 years of age, the IEP must address the need for transition services, such as the course of study, 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. 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).

SIGNING AND IMPLEMENTING THE IEP

You must consent to the IEP in order for it to be implemented and special education services provided to your child. You may consent to all, part, or none of the IEP. If you consent only to part of the IEP, be sure note clearly which parts you are consenting to and which you are not. You do not have to sign the

IEP at the IEP meeting. You may request a copy to take home to review and then return to the school to sign the IEP

Once you have given your consent and signed the IEP, it must be implemented as soon as possible. Court decisions have generally held that an IEP must be implemented within two weeks after parents have given their consent. The IEP is legally binding on the school district, and the district must provide all the special education and related services that it contains, 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.

You must receive regular progress reports about your child's progress toward his IEP goals. Don't hesitate to remind your child's teacher if you do not receive a progress report. If you feel that your child is not making progress or the IEP goals and services are not meeting your child's needs, you may always submit a written request to the school district for another IEP meeting.

IF THERE ARE PROBLEMS...

In such a complicated process there may sometimes be problems. The district may decide that your child is not eligible for special education services, or you may not be able to reach agreement with the school district on the IEP, or your child may not be receiving the services as written in the IEP. There are a number of options to pursue if you disagree with the school district or you feel that they are not providing the educational program and services promised in the IEP.

1. Informal problem solving

Begin with your child's teacher. Give your child's teacher a chance to help you resolve problems. If your child's teacher is unable to help you, contact the principal, program specialist, or director of special education. Approaching school district staff calmly and respectfully will increase your chances of reaching a solution. Do not accuse or blame. Keep an open mind with regard to possible solutions. Be prepared to suggest solutions, and be willing to negotiate and compromise. Keep a record of your interactions with the school district (e.g. phone log, notes of conversations, copies of all correspondence). 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.

2. Facilitated IEP meeting

Some districts may offer a facilitated IEP meeting as a way to discuss and try to solve problems. In a facilitated IEP meeting an impartial facilitator is brought in to help parents and the school district try to work collaboratively and to reach consensus when possible. A facilitated IEP meeting is intended to resolve complaints without the need to initiate a formal complaint process.

3. Due process – the formal complaint 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 district. The request for a due process hearing should include a description of the problem and proposed resolution. Once parents have formally requested a due process hearing, "stay put" provisions are in effect. "Stay put" means that the child remains in her current placement during until an agreement is reached.

Resolution session -- If a parent requests a due process hearing, the school district must convene a resolution session within 15 days unless it is waived by both parties or if mediation is requested. The resolution session includes parents and relevant members of the IEP team who have specific knowledge of the facts identified in the request. The parents discuss their due process hearing request and the school district 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.

Mediation – Mediation must be made available at the time a due process hearing is requested, but it is voluntary. It is not required that parents or school district use mediation. If parents do not agree to mediation, they proceed to a due process hearing. Mediation is conducted by an impartial, state-appointed mediator.

Due process hearing -- If mediation is not successful, parents and the school district will appear before an impartial hearing officer to present their case. Parents may be represented by an attorney, but they must notify the school district at least 10 days before the hearing. The hearing officer renders a decision which is binding unless appealed in court

4. Compliance complaint

Compliance complaints are filed with the California Department of Education, Special Education Division, Procedural Safeguards Referral Service, (1-800-926-0648). Compliance complaints are filed when a student is not receiving the special education services specified in his IEP, when there is a violation of special education law and regulations, or when a school district refuses to implement a due process hearing order. The complaint should describe the situation that has led you to file the complaint and the parts of the law that have been violated (you do not have to provide the exact sections of the law). If the California Department of Education accepts the complaint, they have 60 days to investigate and resolve the complaint.

TIPS ON BEING AN EFFECTIVE ADVOCATE FOR YOUR CHILD

Parents of children with disabilities have unique rights and responsibilities under IDEA. 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.

Here are some suggestions to help you become an effective advocate for your child and to help your child succeed in school. Above all, never forget that YOU know your child best.

Learn as much as you can about your rights under IDEA.

Learn the basics about special education and related systems so that you know how to navigate the systems which provide services to your child.

Organize your child's records.

Be prepared: have your child's records organized and all information at your fingertips. 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. By keeping records organized in one "master" file, you will be able to locate information you need and will be prepared to participate as a member of the IEP team.

The Family Educational Rights and Privacy Act (FERPA), also known as the Buckley Amendment, mandates that schools keep records on your child and provide them to you when you request. Generally, a "cumulative file" which contains all of your child's records is kept at a central location. It may also have copies of records provided by other

You may want to divide your child's records binder into these sections:

1. Medical records (including birth history)
2. Family history as appropriate
3. Developmental/psychological reports
4. Speech & language reports
5. Occupational therapy reports
6. Physical therapy reports
7. IFSP and/or IEPs
8. Reports cards/progress reports
9. Correspondence

agencies (such as your child's health care provider or the Regional Center). 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 copies but may not deny your request if you are unable to pay. You could also make an appointment at your child's school to review the records. Experienced parents, however, recommend that you maintain your own file.

Develop a collaborative relationship with your child's teachers and service providers.

Offer your insights into your child's strengths and needs, describe his interests and learning style, provide information about what works and what doesn't work at home, and report your observations on whether the child demonstrates skills that are being taught at school. Use a communication notebook which goes to and from school with your child and facilitates exchange of information between you and school staff. Let your child's teacher know of significant events in your family that may affect your child's mood or behavior. Volunteer in your child's classroom if there are opportunities to do so, or try to visit your child's classroom occasionally, making sure that you schedule your visit in accordance with school policies. Participate in school events, such as Back-To-School Night and open houses.

Monitor your child's progress.

Make sure that you receive and review progress reports for your child. Ask your child about her day and what she did at school. Review examples of your child's work that are sent home from school. Keep track of any homework assignments your child receives, and help your child with them or review them with your as necessary. Keep an open mind and be willing to try suggestions made by the IEP team. Be diligent about reinforcing strategies used at school – it can produce positive results for your child.

Become familiar with local support and advocacy programs, and develop a support network, particularly with other parents who share your interests and concerns.

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, and accessing community-based services. Your family support network may include: family members, friends, and neighbors; your church, synagogue or mosque; child care providers; health care providers, Regional Center service coordinator, and school personnel. Most of all, make sure that you take care of yourself and make time for your spouse or partner and your family. Building an effective family support network is an on-going process, and your interests and needs will change as your child grows.

Suggestions for developing your support network

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

Find good child care or respite care. Contact family, friends and neighbors and local child care referral agencies for recommendations.

Connect with a parent support program. Some support programs are disability-specific (e.g. for families of children with Down syndrome or autism), and some support programs encompass families of children with a wide range of disabilities.

Explore community resources for parents and children; add your name to the mailing lists of community-based programs and agencies as a way of making connections and staying informed.

OTHER LAWS RELATED TO PERSONS WITH DISABILITIES

Lanterman Developmental Disabilities Services Act (California law)

This state law is the centerpiece for the services, planning, and advocacy system in California. This law protects the rights of persons with developmental disabilities, and among these rights is the right to treatment and habilitation services under the least restrictive conditions and fostering the developmental potential of the person. The Lanterman Act established the Regional Center system which purchases services for persons who have developmental disabilities. These services should be planned and provided as part of a continuum to meet a person's changing developmental needs..

Section 540 of the Rehabilitation Act of 1973 (federal law)

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 including education, college and post-secondary programs, employment, health, welfare and social service programs and any programs that receive federal funds.

The Americans With Disabilities Act (federal law)

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 in employment, housing, public accommodations, recreation, communication, health services and voting.

The Hughes Bill (A.B. 2586, California law)

This legislation deals with behavior interventions that can be used with students are receiving special education and who have difficulties conforming to acceptable behavior patterns. It requires that when behavioral interventions are used that they are conducted in a manner that respects human dignity and personal privacy, and that ensures a student'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. Based on the assessment, a **Behavior Intervention Plan** is developed, if needed, to address identified behaviors in a positive way. The development of a Behavior Intervention Plan follows IEP procedures and timelines, except in cases of behavioral emergency. In emergency cases 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.

SUMMARY OF SOME IMPORTANT PARENTS' RIGHTS UNDER IDEA

- 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 have the right to be notified in writing before the IEP meeting and to know who will be there.
- You can invite anyone you want to the IEP meeting--friend, relative, expert--as long as you notify the IEP team leader.
- You can bring your child to the IEP meeting so he can learn to speak and advocate for himself.
- You can tape record the IEP meeting, but must notify the team 24 hours in advance.
- You can write your own goals and objectives for the IEP.
- You can disagree with any or all of the IEP. You can partially approve an IEP by identifying items not resolved and following up at another meeting.
- You can request a due process hearing if you and the school cannot agree on services or placement.
- 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

School Districts in Contra Costa County

To refer your child for special education services:

1. Start with the principal of your child's school. He or she is the appropriate person to whom to address your written request for evaluation of your child for eligibility for special education services. If you want information about special education before starting the referral process, the phone numbers below can be a place to start.
2. If your child is 3-5 years old and is not yet attending school, the phone numbers below can provide information about referral for special education preschool services in your school district.

Acalanes Union High School District

Special Education and Auxiliary Services925-280-3900 x4302

Antioch Unified School District

Special Education 925-779-7500 x53500

Brentwood Union School District

Intervention and Special Education925-513-6318

Byron Union School District

Educational Services925-809-7505

Canyon Elementary School District

Principal, Canyon Elementary School925-376-4671

John Swett Unified School District

Special Education510-245-4300 x110

Knightsen School District

General district contact number925-625-0073

Lafayette School District

Student Services925-927-3516

Liberty Union High School District

Special Services925-634-2166 x2033

Martinez Unified School District

Student Services925-335-5917

Moraga School District

Pupil Services925-377-4105

Mt. Diablo Unified School District

Student Services925-682-8000 x4048

Oakley Union Elementary School District

Student Services925-625-7058

Orinda Union School District

Special Services925-258-6216

Pittsburg Unified School District

Special Education925-473-2340

San Ramon Valley Unified School District

Elementary Special Education925-552-5006

Secondary Special Education925-552-2988

Walnut Creek School District

Special Services925-944-6850 x2024

West Contra Costa Unified School District

Elementary Special Education510-307-4640

Secondary Special Education510-307-4641