



Parent Handbook on Special Education



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A Message to our Parents

The mission of the Department of Defense Education Activity (DoDEA) is to provide a quality educational program that prepares all students for success in a global environment. We believe that through equal access to a quality education, all children can be challenged to achieve their best in school, and all children can be successful learners.

In DoDEA, students with disabilities are provided a free, appropriate education in schools where placement and service decisions are based on the individual needs of the student, in the least restrictive environment and in accordance with the system's guiding principles. DoDEA is committed to promoting inclusive education, which is defined as the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs in the general education program, as appropriate.

This *Parent Handbook on Special Education* is designed to help you better understand the special education process and work as a partner with DoDEA educators to help your child with disabilities reach his or her maximum potential. This guide and accompanying series of parent brochures also reference additional resources to help you be informed and actively involved in your child's educational success.

Your Partners at DoDEA

DoD Instruction 1342.12 applies the Individuals with Disabilities Education Act (IDEA) to DoDEA. This instruction directs DoDEA personnel to evaluate and identify students eligible for special education and deliver a free and appropriate education (FAPE). DoDI 1342.12 may be found at: http://www.dodea.edu/foia/iod/pdf/1342_12.pdf

Key Components of the Special Education Process

Child Find

Child Find is an ongoing process used by the Department of Defense (DoD) to identify children and youth from birth through age 21 (inclusive) who may be eligible to receive special education and related services because they have developmental delays or disabilities. Department of Defense Education Activity (DoDEA) is responsible for locating, identifying, assessing, and evaluating (with parental consent) students ages 3-21, inclusive who may have a disability to ensure they receive needed special education and related services.

All schools within DoDEA conduct an awareness campaign as part of Child Find to inform the public that every child with a disability is entitled to a free, appropriate, public education designed to meet the child's individual needs.

If you have a concern about your child, contact your child's school or the pediatric clinic in your military community to request complete information about Child Find and schedule a screening, if needed.

In this Handbook, “your child’s school” refers to schools operated by DoDEA on military installations in the United States and overseas.

Special Education Services

The Child Find process may lead to a formal assessment for the identification of a disability. A Case Study Committee (CSC) will be formed to guide the process and may determine that your child needs special education and related services. Special education is specially designed instruction provided to meet the unique needs of any student with a disability. Special education services include specially designed instruction, support, equipment, related services, assistive



technology, and anything else needed by the student to meaningfully benefit from his or her regular education program. These services are available to children and youth through age 21 (inclusive) determined to be eligible for special education.

The “Case Study Committee” or “CSC” is the team that guides the special education process, from Child Find to monitoring student progress. The CSC team membership may vary, depending on the purpose; however, parental input is always essential.

If your child requires special education and related services, you will be involved in the decisions about what services, instruction, and equipment are to be provided, as well as where these services may take place. DoDEA will ensure that your child's placement in special education is made in the least restrictive



environment. This means your child will receive special education services in an educational setting with non-disabled students his or her own age, as long as your child's specific needs can be met there. DoDEA embraces inclusive education—that is, the participation of all students, including those with disabilities, limited English proficiency, identified gifts and talents, and other special needs—in the general education program, to the maximum extent appropriate.

Disability Categories

In DoDEA, the Case Study Committee (CSC), with your input, will determine whether your child is eligible for special education after reviewing important information about your child, including a comprehensive multi-disciplinary assessment. You must provide written permission for DoDEA to conduct this assessment, which will be completed within 45 school days from the date permission is signed. DoDEA classifies disabilities into the five categories listed below:

In all categories, your child's performance in school must be affected by the presence of a disability in order for the CSC to determine that your child is eligible for special education services.

Category A: Physical Impairments

This category includes physical impairments that require environmental and/or academic modifications and that have a negative impact on a child's educational performance. Examples include, but are not limited to visual, hearing, and orthopedic impairments, and other health impairments. This category also encompasses the disabilities of autism (including those on the autism spectrum disorder), deafness, deaf-blindness, and traumatic brain injury. The disability of Other Health Impairment (OHI) includes attention deficit disorder with or without hyperactivity.

Category B: Emotional Impairment

This category includes conditions that have been confirmed by clinical evaluation and diagnosis and that, over a long period of time and to a marked degree, negatively affect educational performance. One or more of the following characteristics must be present:

1. An inability to learn that cannot be explained by intellectual, sensory or health factors;
2. An inability to build or maintain satisfactory interpersonal relationships with peers and teachers;
3. Inappropriate types of behavior under normal circumstances;
4. A tendency to develop physical symptoms or fears associated with personal or school problems; or
5. A general pervasive mood of unhappiness or depression.

The emotional impairment category includes students who are schizophrenic but does not include students who are socially maladjusted, unless it is otherwise determined that they are emotionally disturbed. The term emotional impairment does not usually include anti-social behavior, parent/child problems, conduct disorders, interpersonal problems, or other problems that are not the result of a severe mental disorder.

Category C: Communication Impairment

This category includes two disabilities: 1) speech disorders and 2) language disorders. To qualify as a disability, the developmental or acquired communication disorder must pertain to voice, fluency, articulation, or



receptive and/or expressive language and must have a negative affect on educational performance. The criteria for speech disorders and language disorders are listed below.

Speech Disorders:

An articulation disorder characterized by substitutions, distortions and/or omissions of phonemes that are not commensurate with expected developmental age norms, that are not the result of limited English proficiency or dialect difference, and that may cause unintelligible conversational speech;

- A fluency disorder characterized by atypical rate, rhythm, repetitions and/or secondary behavior(s) that interferes with communication or is inconsistent with age/development commonly referred to as stuttering;
- A voice disorder characterized by abnormal pitch,

intensity, resonance, duration, and/or quality that is inappropriate for chronological age or gender.

Language Disorders:

Language or phonological disorders are characterized by the impaired or delayed development of receptive and/or expressive language, including semantics, morphology/syntax, phonology and/or pragmatics, which has a negative impact on educational performance. This category does not include language problems due to English being a child's second language or dialect differences.

Category D: Learning Impairment

This category includes two disabilities: 1) specific learning disability and 2) intellectual disability. The presence of either of these disabilities must negatively affect the child's educational performance.



Specific Learning Disability:

A specific learning disability is a disorder in one or more of the basic psychological processes involved in understanding or using spoken or written language. It may manifest itself as an impaired ability to listen, think, speak, read, write, spell, remember, or do mathematical calculations. The term includes such conditions as perceptual disabilities, brain injury, minimal brain dysfunction, dyslexia, and developmental aphasia. The term does not include learning problems that are primarily the result of visual, hearing, or motor disabilities, or mental retardation or emotional disturbance, or of other environmental, cultural or economic influences.

Intellectual Disability:

An intellectual disability is characterized by significantly below-average intellectual functioning along with deficits in adaptive behavior (for example, self-help skills

in dressing or toileting). This is usually seen during the child's developmental period and has a negative impact on the child's educational performance.

Category E: Developmental Delay

This category refers to a significant discrepancy in the actual functioning of an infant, toddler or child (birth through about age 7), when compared with the functioning levels of a non-disabled infant, toddler or child of the same age. To identify developmental delays, the following five areas are assessed using various measures:

1. physical development
2. communication development
3. cognitive development
4. social/emotional development
5. adaptive/self-help development

Developmental delay does not refer to a condition in which a child is slightly or temporarily lagging in development. Rather, it is an indication that the developmental processes are significantly affected and that, without special intervention, the child's educational performance likely will be hindered when he or she reaches school age.

Individualized Education Program (IEP)

After the assessment period, if your child is determined to have a disability and needs special education and related services, you and the CSC will develop an Individualized Education Program (IEP). The IEP is a document that outlines the specially designed instruction (discussed earlier in this Handbook), including related services, required for your child with a disability to succeed in his or her educational program. As a parent, you bring very important information to the IEP meeting. You know your child better than anyone else, and your knowledge can help the CSC create an IEP that will work best for your child.

At your child's IEP development meeting, the CSC will discuss areas of concern and develop annual goals based on your child's identified strengths and current skills. The IEP will include strategies the school will use to determine whether your child has made progress in reaching those goals. In addition, the IEP will include the related services and any classroom modifications, accommodations, or assistive technology service or devices needed by your child, dates when services are expected to begin and end, as well as the amount of time your child will participate with other students in the general education classroom.

As a parent, you are strongly encouraged to be actively involved in the CSC meeting to identify your child's needs and services, and to develop, review and revise your child's IEP. The IEP will go into effect after you agree to the specific services to be provided and sign the IEP form.

The IEP developed for your child must be reviewed at least once each year, and may be reviewed more often, or at any time concerns arise.

Related Services

To help your child benefit from special education, he or she may receive additional help, called "related services". Related services are specific support services provided to students with disabilities to help them be successful in their instructional programs. The need for these related services is assessed through the evaluation process, with the involvement of individuals who have specialized knowledge in a specific area. The Case Study Committee determines whether your child needs a related service, based on the evaluation results. Any such services will be included in the IEP.

As the parent, you are encouraged to share information, ask questions, and offer suggestions at the CSC meeting when developing your child's IEP.

Related services are provided at no cost to you and may include, but are not limited to, the following:

- counseling
- social work services
- audiology
- occupational therapy
- physical therapy
- transportation
- assistive technology

The CSC has a responsibility to review all of the evaluation information to identify any related services your child needs, and to include them in the IEP when appropriate. You can help by providing information from medical records, developmental information, and information about your child's behavioral patterns, relationships within the family, and routines at home.

Assistive Technology

Assistive technology can empower students with disabilities to increase their overall capacity to be successful both in school and in every day life. When considering whether your child requires the use of assistive technology, the CSC will look at assistive technology devices and/or services.

Assistive technology devices refer to any "item,



piece of equipment, or product system” that will help your child increase, maintain, or improve his or her ability to function in some way. These can include anything from a simple low-tech device, like a magnifying glass, to a high-tech device, like a complex communication system.

Assistive technology services refer to any service that directly assists your child with the selection, acquisition or use of a device. Examples of these services include evaluating your child for assistive technology needs, selecting or fitting a device, and training you or your child in the use of a device.

An assistive technology assessment should be conducted to determine your child’s assistive technology needs. This assessment will take place in your child’s customary environment (e.g., home, school, or community). It is important that the assessment address your child’s strengths and deficits. The end result of the assessment is a recommendation for specific devices and services.

Assistive technology can be an invaluable component in your child’s daily life, allowing your child to participate more fully with his or her peers and increase your child’s functional skills. Schools throughout DoDEA have access to a variety of assistive technology devices and services.

Due Process in Special Education

Due process refers to the formal procedures for acting on concerns you may have as a parent about your child’s educational services. However, there are many informal steps you can take to work collaboratively

with your child’s teachers to resolve differences that may arise. A great place to start is to request a meeting or conference with the person most directly involved with your child. Always begin by working with the local school staff first.

Effective communication between parents and teachers forms a basis for positive working relationships, and will often resolve concerns, eliminating the need to move to a more formal dispute resolution.

If issues remain unresolved, you may want to use the DoDEA chain of command for assistance. As in the military, there is a chain of command in DoDEA schools beginning with the teacher and then the school administrator. Each school reports to a district superintendent, each district reports to an area director, and each area reports to DoDEA Headquarters in Arlington, Virginia. This information can be found at www.dodea.edu.

If, after conferencing and negotiation, issues remain unresolved, the more formal procedures of impartial mediation and a formal hearing before an independent hearing officer become options. In addition, you may file an administrative appeal from the decision of the hearing officer. Ultimately, you can file a civil proceeding in a court of law to resolve disagreements related to the identification, evaluation and provision of a free, appropriate education for your child.

For more information on your due process rights and responsibilities, please refer to the DoD Instruction 1342.12 “Provision of Early Intervention and Special Education Services to DoD Dependents” that contains a number of procedural safeguards designed to protect the rights of all students with disabilities and to ensure your continuous involvement as a parent in your child’s education. All of the procedural safeguards contained in DoDI 1342.12 must be afforded to students with disabilities and you, the parent.

You can get additional information on any of the topics covered in this document by talking to your school administrator or by using the resources listed at the end of this Handbook.

Steps in the Special Education Process

For you to be an effective partner in the special education process, you must know how the process works. This part of the *Handbook* describes the various steps, beginning with what happens before a formal referral for special education assessment is made and ending with the three-year reevaluation process.

Pre-referral Interventions

If you feel your child is having difficulties with his or her academic achievement, difficulty with controlling behavior, or is not making developmental progress, you should contact your child's teacher or guidance counselor to arrange a conference and discuss your concerns. Some of the behavioral difficulties and learning problems that may indicate the need for this type of discussion may include:

- Lack of focus usually seen in children the same age
- Persistent difficulty following direction
- Frequent outbursts for no apparent reason
- Difficulty keeping up with classmates in math and reading
- Inability to talk as well as children the same age
- Unusual play with toys and other objects
- Difficulty with changes in routine or familiar surroundings
- Repetitive body movements or behavior patterns
- Physical or emotional problems that are out of the ordinary
- Difficulty relating to people, objects and events

The conference with the teacher or counselor provides an opportunity for you to explore strategies that can help your child be more successful in school. In addition, a team at your child's school may be asked to review your concerns and make additional suggestions about procedures and practices that your child's teacher can implement to address any difficulties your child is experiencing.

If these interventions are successful, a formal referral for special education is not needed. However, if there is



no noticeable improvement in your child's learning, the actions taken by your child's school to address his or her difficulties in the classroom may become part of the pre-referral documentation used to support a formal referral to the CSC.

DoDEA policy calls for teachers to try a variety of educational interventions, accommodations, modifications, and other strategies to remediate or address your child's needs before considering special education.



Referral

In cases where pre-referral interventions fail to address your child's difficulties in the classroom, his or her teacher will discuss with you any continuing concerns and the possibility of referring your child to the CSC. Be sure you clearly understand why your child is being referred, and don't hesitate to ask questions. You will work closely with the school to decide whether additional support services are appropriate, or whether your child requires a comprehensive individual evaluation.

Assessment

When your child is referred to the CSC, he or she may receive a full and comprehensive diagnostic evaluation of the suspected disability and of his or her educational needs. This diagnostic evaluation will be based on an assessment plan developed by the CSC to address the suspected area(s) of disability and your related concerns as the parent. (The disability categories are described in Section 1 of this *Handbook*.)

Your written consent is needed prior to beginning the administration of assessments. You will receive an explanation of the reasons the CSC wants to assess your child, the areas in which your child will be assessed, and the type of assessment(s) to be administered. This evaluation process will provide insight into factors influencing your child's academic and behavioral problems that may be interfering with his or her educational success. Your child will be evaluated in all areas

related to the suspected disability.

You are encouraged to ask questions to ensure that you understand what this diagnostic evaluation means so you can provide informed consent. Any assessments will be completed by a trained team of professionals within 45 school days from the date that you sign the "Parent Permission to Assess" form.

Eligibility Determination

After the assessment is completed, you and other members of the CSC will review all of the information collected about your child. The results of the assessment must relate to your child's classroom and academic performance, and should identify both strengths and deficits. You should ask enough questions that you fully understand the results of the assessments given to your child. A general education teacher, a special education teacher, your child as appropriate, and the DoDEA administrator or the administrator's representative will be present at the CSC meeting to determine whether your child has a disability and is eligible for special education and related services.

Not all children who are evaluated meet the eligibility criteria for special education services. If your child is determined by the CSC to be ineligible, he or she may be a candidate for non-special education services, programs and interventions available in your school. These may be discussed at the eligibility meeting.

Development of an Individualized Education Program (IEP)

After determining your child's eligibility and need for special education, the CSC must develop an Individualized Education Program (IEP) for your child in order for him or her to receive special education and related services. As an equal partner in the CSC, you will work with school personnel in developing your child's IEP, and will be actively involved in the CSC meetings. When appropriate (particularly for older students), your child may also be involved in the devel-



component of his or her IEP. The IEP includes the following components:

- your child's present levels of educational performance
- a statement of annual goals
- the educational services your child will need to participate in the general education curriculum
- the special education and related services deemed necessary for your child to advance appropriately toward the stated goals
- the supplementary supports and services your child will need to be included in the general education curriculum
- the extent, if any, to which your child will not participate with non-disabled children in the general education environment and in extracurricular or non-academic activities
- how your child's progress toward annual goals will be measured and how you will be kept informed of your child's progress
- the physical education (PE) program to be provided

Special Education Process

Child Find: Identification of child suspected of having a disability

Pre-referral interventions (initiated with parent knowledge)

If interventions do not improve performance, formal referral is made to the Case Study Committee (CSC)

CSC reviews referral and develops assessment plan

Parent consent for assessment is obtained; assessments are conducted

Eligibility meeting conducted

Meeting to determine student's Individualized Education Program (IEP); **administrator must attend initial IEP meeting**

IEP implemented and progress monitored

Annual review of IEP

Student continues to receive special education and related services or exits special education services

Section 2

- any special transportation requirements needed by your child
- the date the services will begin and end
- any assistive technology devices and services your child may need
- once your child is age 14, a statement of transition services needed for your child to succeed after graduation

The IEP goes into effect after you agree to the services outlined in the program and sign the IEP form. Your child's IEP must be reviewed at least annually but may also be reviewed any time concerns arise regarding the services being provided. You will receive a copy of the IEP after it is finalized.

Least Restrictive Environment (LRE)

The CSC must decide where your child's services stated in the IEP will be provided. Your knowledge of your child will help inform this decision. To the maximum extent appropriate, children with disabilities are educated in the least restrictive environment with non-disabled children. Special classes, separate schools or other segregation of children with disabilities from the general education environment may occur only when the nature or severity of the disability is such that education in the regular class, even with the use of supplementary supports and services, cannot be achieved satisfactorily.

Annual Review

Your child's IEP must be formally reviewed and revised at least once a year by the CSC. The purpose of this review is to see whether your child is making progress toward the stated annual goals. At the annual review, you should share your observations about any changes in your child's education, both positive and negative. You can prepare for the review meeting by reading your child's current IEP and listing considerations for the development of the next IEP. During the annual review, the CSC will consider your child's strengths, your ideas for improving your child's education, results of any recent evaluations, and how



your child has performed on system-wide and local assessments.

Three-year Reevaluation

In keeping with the mandates of IDEA, DoDEA requires that a student with a disability be reevaluated every three years (or more often, if conditions warrant) to determine whether he or she continues to have a disability and continues to need special education and related services. This process may be referred to as the triennial reevaluation.

This reevaluation is a time to look critically at your child's progress and instructional needs, and determine the effectiveness of the services that are being provided. The scope of the reevaluation is determined individually at a CSC assessment planning meeting and is based on your child's performance, behavior and needs. Information that you provide to the CSC is also very important during this process.

Age-specific Components of Special Education

Preschool Services for Children with Disabilities

DoDEA offers Preschool Services for Children with Disabilities (PSCD) to provide individually designed special education and related services to young children ages 3 through 5 years with developmental delays and disabilities. These services may occur in a variety of settings, including your home, the school, and various sites within your community.

This section addresses preschool services only for children with disabilities and not universal preschool programs for typically developing youngsters.

Your child may be determined eligible to receive PSCD in one of two ways. First, your child may have been identified as having special needs as an infant or toddler (between the ages of birth and 35 months) and received services in an early intervention program. These child and family services are provided after assessment and the development of an Individualized Family Services Plan (IFSP). When your child is around 30 months old, the early intervention providers begin discussions with you and DoDEA to set in motion the process of determining whether your child may be eligible to receive services in PSCD beginning at age 3.

In military communities where DoDEA schools are located, Early Intervention (EI) services are provided by the Military Services.

The second way your child may be determined eligible to receive PSCD is through a referral directly to the school, once your child is 3 years of age. If you are concerned that your child is not developing at the same



pace or in the same way as most other children, he or she may have special needs. You should request a meeting with your child's teacher, guidance counselor or principal to discuss your concerns and determine whether a pre-referral assessment screening is needed. Likewise, if someone who knows your child well, like a pediatrician or child care provider, has expressed concerns about your child's behavior or ability to learn, you should address the issue with your child's local school.

Section 3

Your active participation is important to your child's success during early intervention services, preschool services, and the transition to school.

Transition Beyond High School

Secondary transition is a coordinated set of activities for your child to promote his or her movement from high school to post-school activities. The goal of transition is that students acquire skills that are valued in the adult world so they will become independent, productive adults and assume responsibility for their behaviors and accomplishments.

Post-school activities include post-secondary education, vocational training, integrated employment (including support employment), continuing adult education, adult services, community participation, and independent living. A coordinated set of transition activities must be based on your child's needs, taking into account his or her preferences and interests, and must include:

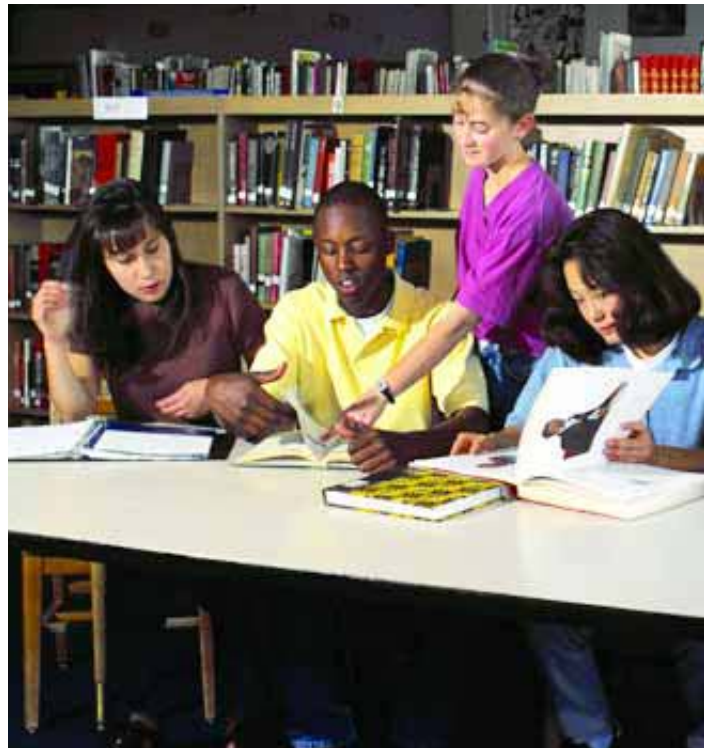
- instruction,
- community experiences, and
- the development of employment and other post-school adult living objectives.

Transition planning may begin when your child turns 14 years old. The CSC, including you and your child, will develop a transition plan that identifies your child's transition goals and service needs. The transition plan will focus on determining a course of study and whether that course of study will lead your child where he or she wants to go upon graduation.

A course of study includes educational and vocational experiences your child needs to prepare for the transition from secondary education to post-secondary life.

The transition plan may also include transition services in the areas of daily living skills, functional vocational evaluation, and inter-agency linkages.

DoDEA is committed to encouraging your child's involvement in making decisions about his or her educational programs and long-term goals. Whenever



possible, the transition team should also include representatives from high school and post-secondary environments desired by your child, so that they can establish contacts and become familiar with the requirements of the programs your child wants to enter.

Age of Majority

In DoDEA, a child reaches the age of majority (legal adulthood) at age 18. When a child with a disability becomes an adult, the rights granted to you as a parent by special education policies and procedures automatically transfer to your child. DoDEA will notify you and your child about this transfer of rights at least one year before your child's 18th birthday. In certain cases, a child with a disability who has reached the age of majority may not have the ability to provide informed consent. In these cases, the parent will continue to provide consent for their child.

Remember, the DoDEA staff is available to help you and your child and committed to ensuring your child receives the appropriate education to which he or she is entitled.

Parent Resources

DoDEA Brochures

A series of ten parent brochures, listed below, was developed to supplement this guide. You can request these brochures from your child's school or download them from the DoDEA special education website at http://dodea.edu/instruction/curriculum/special_ed/index.htm.



- 1.**
**Assistive
Technology:
Assessment,
Devices, and
Available
Services**



- 5.**
**Moving:
Things to
Remember
When
Relocating**



- 8.**
**Related
Services:
Understanding
the Purpose of
these Services**



- 2.**
**Communicating
Effectively:
Steps Before a
Special Education
Referral/Assessment**



- 6.**
**Parents Rights and
Responsibilities:
Insights into Your
Rights and
Responsibilities**



- 9.**
**Resolving
Disputes:
Your Role in
Reaching
Resolutions**



- 3.**
**Individualized
Education
Program (IEP):
Your Role in
the Process**



- 7.**
**Pre-referral
Interventions:
Steps Before a
Special Education
Referral/Assessment**



- 10.**
**Transition:
Planning for
Life After
High School**



- 4.**
**Early Intervention
Services:
Transitioning to
Preschool
Services for
Children with
Disabilities**

Where to Find More Information

DoDEA Website

Department of Defense Education Activity (DoDEA) serves the children of U.S. military service members and Department of Defense civilian employees throughout the world.

<http://dodea.edu/index.htm>

The following links will take you directly to the page as indicated.

DoDEA Special Education.

http://dodea.edu/instruction/curriculum/special_ed/index.htm

DoDEA Regulations Specific to Special Education.

http://dodea.edu/instruction/curriculum/special_ed/regulations.htm

DOD Instruction 1342.12, "Provision of Early Intervention and Special Education Services to Eligible DoD Dependents in Overseas Areas" dated April 11, 2005.

http://www.dodea.edu/foia/iod/pdf/1342_12.pdf

DoDEA Regulation 2500.10 **Special Education Dispute Management System.**

http://www.dodea.edu/foia/iod/pdf/2500_10.pdf

DoDEA Special Education Procedural Guide.

http://www.dodea.edu/foia/iod/pdf/2500_13.pdf

Early Intervention, Special Education and Medically Related Services in OCONUS Communities.

http://dodea.edu/instruction/curriculum/special_ed/pdf/OCONUSdirectory.pdf

DoDEA Area Offices, District Offices, and Schools.

<http://www.dodea.edu/data/allsites.cfm>

Additional Sites for DoD Families

Military HOMEFRONT Exceptional Family Member Information Portal is the official Department of Defense website for U.S. military troops and their families.

<http://www.militaryhomefront.dod.mil/efm>

Military OneSource provides consultations by phone and online, and can help answer questions or concerns related to children with special needs. Translation services are available in most languages. Call 1-800-655-4545 (U.S. and overseas) or visit.

<http://www.militaryonesource.com>

Specialized Training of Military Parents (STOMP) is a parent organization that provides information, training, and assistance to military families who have children with disabilities, including specific information about region or state special education services.

<http://www.stompproject.org>

National Dissemination Center for Children and Youth with Disabilities (NICHCY) is a clearinghouse of information for parents, including information about specific disabilities, points of contact in each state, and summaries of key topics regarding the education of children with disabilities.

www.nichcy.org

IDEA Partnerships is a portal to resources related to IDEA, the law, national technical assistance providers, state and local organizations and agencies, and the U.S. Office of Special Education Programs (OSEP).

<http://www.ideapartnership.org>

U.S. Department of Education has information related to special education, parent involvement, education research, laws and regulations.

www.ed.gov

The National Center on Dispute Resolution (CADRE) encourages the use of mediation and other collaborative strategies to resolve disagreements.

<http://www.directionservice.org/cadre>

Non-DoD informational references are being provided as required by IDEA but their inclusion in this material does not constitute any endorsement by DoDEA.