

## APPENDIX A

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# Resources and References

The Internet provides a vast library of publications and websites, but the quality of the information is uneven. In research and arguments, you should use information from the highest authority.

The links in this Appendix will take you to documents from government agencies, research authorities, and respected organizations. If you are looking for authoritative publications about “best practices” or guidance and clarification on an issue from the U.S. Department of Education, visit these websites first.

### **U. S Department of Education Websites**

**Office of Special Education and Rehabilitative Services**

[www.ed.gov/about/offices/list/osers/index.html?src=oc](http://www.ed.gov/about/offices/list/osers/index.html?src=oc)

**Office of Elementary and Secondary Education** [www.ed.gov/about/offices/list/oese/index.html](http://www.ed.gov/about/offices/list/oese/index.html)

**Institute of Education Sciences**

[www.ed.gov/about/offices/list/ies/index.html?src=oc](http://www.ed.gov/about/offices/list/ies/index.html?src=oc)

### **IDEA 2004: News, Information and Resources**

#### ***Individuals with Disabilities Education Act***

**IDEA 04 website from the U. S. Department of Education**

<http://idea.ed.gov/>

**Special Education and Rehabilitative Services**

[www.ed.gov/policy/speced/guid/idea/idea2004.html](http://www.ed.gov/policy/speced/guid/idea/idea2004.html)

**IDEA Partnership Project**

[www.ideapartnership.org/](http://www.ideapartnership.org/)

#### ***Federal Regulations***

On August 14, 2006, the Department of Education published the Final Regulations for IDEA 2004 in the *Federal Register*. The Regulations begin at page 46540 and continue to page 46845 of the *Federal Register*.

**Full text of the IDEA 2004 Regulations from the Government Printing Office** <http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/06-6656.pdf>

“Major Changes in the Regulations” provides a quick overview of significant changes. The Table of Contents for the Regulations begins at page 46753. The Index begins at page 46817. We recommend that you download, print and save these documents on your computer so you can easily search for answers to a question.

**Major Changes in the Regulations**

[www.wrightslaw.com/idea/comment/summary.pdf](http://www.wrightslaw.com/idea/comment/summary.pdf)

**Table of Contents**

[www.wrightslaw.com/idea/comment/regs.toc.pdf](http://www.wrightslaw.com/idea/comment/regs.toc.pdf)

**IDEA Regulations**

[www.wrightslaw.com/idea/comment/46755-46817.actual.regs.all.pdf](http://www.wrightslaw.com/idea/comment/46755-46817.actual.regs.all.pdf)

**Index**

[www.wrightslaw.com/idea/comment/regs.index.pdf](http://www.wrightslaw.com/idea/comment/regs.index.pdf)

***Commentary to the Federal Regulations***

The Commentary to the Federal Regulations provides definitions and discussions of legal terms in the IDEA 2004 statute and regulations, and often clarifies the “plain meaning” of a term. If you are doing legal research or looking for the answer to a specific question, the Commentary will be an invaluable resource. The Commentary in the *Federal Register* begins at page 46547 and continues through page 46743.

You can download the full text of the IDEA 2004 Regulations and Commentary as one document:  
<http://a257.g.akamaitech.net/7/257/2422/01jan20061800/edocket.access.gpo.gov/2006/pdf/06-6656.pdf>

You can download the Commentary as eight files on different issues.

**Definitions.** Pages 46547 through 46579 (Regs 1-100)

[www.wrightslaw.com/idea/comment/46547-46579.reg.001-100.definitions.pdf](http://www.wrightslaw.com/idea/comment/46547-46579.reg.001-100.definitions.pdf)

**ESY, LRE, etc.** Pages 46579 through 46629 (Regs 101-230)

[www.wrightslaw.com/idea/comment/46579-46629.reg.101-230.esy.lre.etc.pdf](http://www.wrightslaw.com/idea/comment/46579-46629.reg.101-230.esy.lre.etc.pdf)

**Evaluations, reevaluations.** Pages 46629 through 46661 (Regs 300-311)

[www.wrightslaw.com/idea/comment/46629-46661.reg.300-311.evals.pdf](http://www.wrightslaw.com/idea/comment/46629-46661.reg.300-311.evals.pdf)

**Individualized Education Programs.** Pages 46661 through 46688 (Regs 320-328)

[www.wrightslaw.com/idea/comment/46661-46688.reg.320-328.ieps.pdf](http://www.wrightslaw.com/idea/comment/46661-46688.reg.320-328.ieps.pdf)

**Procedures.** Pages 46688 through 46713 (Regs 501-520)

[www.wrightslaw.com/idea/comment/46688-46713.reg.501-520.procedures.pdf](http://www.wrightslaw.com/idea/comment/46688-46713.reg.501-520.procedures.pdf)

**Discipline.** Pages 46713 through 46730 (Regs 530-537)

[www.wrightslaw.com/idea/comment/46713-46730.reg.530-537.discipline.pdf](http://www.wrightslaw.com/idea/comment/46713-46730.reg.530-537.discipline.pdf)

**Monitoring.** Pages 46730 through 46743 (Regs 600-815)

[www.wrightslaw.com/idea/comment/46730-46743.reg.600-815.monitoring.pdf](http://www.wrightslaw.com/idea/comment/46730-46743.reg.600-815.monitoring.pdf)

***Model Forms***

Congress required the Education Department to develop and publish model IEP, IFSP, Procedural Safeguard Notice, and Prior Written Notice forms “no later than the date that the Secretary publishes final regulations. . .” (20 USC Section 1417(e))

**Introduction to the IDEA 2004 Model Forms**

[www.ed.gov/policy/speced/guid/idea/modelform-intro.pdf](http://www.ed.gov/policy/speced/guid/idea/modelform-intro.pdf)

**Individualized Education Program (IEP)**

[www.ed.gov/policy/speced/guid/idea/modelform-intro.pdf](http://www.ed.gov/policy/speced/guid/idea/modelform-intro.pdf)

**Notice of Procedural Safeguards**

[www.ed.gov/policy/speced/guid/idea/modelform-safeguards.pdf](http://www.ed.gov/policy/speced/guid/idea/modelform-safeguards.pdf)

**Prior Written Notice**

[www.ed.gov/policy/speced/guid/idea/modelform-notice.pdf](http://www.ed.gov/policy/speced/guid/idea/modelform-notice.pdf)

## **Special Education Technical Assistance and Dissemination Network**

The Office of Special Education Programs (OSEP) supports a technical assistance network that is designed to improve results for children with disabilities.

[www.ed.gov/parents/needs/speced/resources.html](http://www.ed.gov/parents/needs/speced/resources.html)

### **IDEA 2004 Topics**

#### ***Access to the General Curriculum***

National Center on Accessing the General Curriculum (NCAC)

[www.cast.org/policy/ncac/index.html](http://www.cast.org/policy/ncac/index.html)

The Access Center: Improving Outcomes for All Students K-8

[www.k8accesscenter.org/](http://www.k8accesscenter.org/)

#### ***Autism***

Professional Development in Autism (PDA) Center

<http://depts.washington.edu/pdacent/>

#### ***Deaf/Blind***

The National Information Clearinghouse on Children Who are Deaf-Blind (DB-LINK)

[www.tr.wou.edu/dblink/](http://www.tr.wou.edu/dblink/)

National Technical Assistance Consortium for Children and Young Adults Who Are Deaf-Blind (NTAC)

[www.tr.wou.edu/ntac/](http://www.tr.wou.edu/ntac/)

#### ***Dispute Resolution and Mediation***

Center for Appropriate Dispute Resolution in Special Education (CADRE)

[www.directionservice.org/cadre/](http://www.directionservice.org/cadre/)

#### ***Dropout Prevention***

National Dropout Prevention Center for Students with Disabilities

[www.dropoutprevention.org/](http://www.dropoutprevention.org/)

#### ***Early Childhood***

National Early Childhood Technical Assistance Center (NECTAC)

[www.ectac.org/](http://www.ectac.org/)

#### ***Educational Reform, Assessment and Accountability***

National Center on Educational Outcomes (NCEO)

<http://education.umn.edu/nceo/>

#### ***General Information***

National Dissemination Center for Children with Disabilities (NICHCY)

[www.nichcy.org/](http://www.nichcy.org/)

#### ***Higher Education***

HEATH Resource Center

[www.heath.gwu.edu/](http://www.heath.gwu.edu/)

**Midwest Center for Postsecondary Outreach (MCPO)**

[www.mcpo.org/](http://www.mcpo.org/)

**Northeast Technical Assistance Center (NETAC)**

[www.netac.rit.edu/](http://www.netac.rit.edu/)

**PEPNet**

[www.pepnet.org/](http://www.pepnet.org/)

**Postsecondary Education Consortium (PEC)**

<http://sunsite.utk.edu/cod/pec/>

**Western Region Outreach Center and Consortia (WROCC)**

<http://wrocc.csun.edu/>

### ***Inclusion***

**National Institute for Urban School Improvement**

[www.urbanschools.org/](http://www.urbanschools.org/)

**Florida State University Center for Prevention and Early Intervention Policy**

[www.cpeip.fsu.edu/resourceFiles/resourceFile\\_18.pdf](http://www.cpeip.fsu.edu/resourceFiles/resourceFile_18.pdf)

### ***Juvenile Justice***

**National Center on Education, Disability, and Juvenile Justice**

[www.edjj.org/](http://www.edjj.org/)

### ***Learning Disabilities***

**National Research Center on Learning Disabilities**

<http://nrld.org/>

### ***Literacy***

**Reading Rockets**

<http://readingrockets.org/>

**The Center on Accelerating Student Learning (CASL)**

<http://kc.vanderbilt.edu/casl/>

### ***Minorities***

**Linking Academic Scholars to Educational Resources (LASER)**

[www.coedu.usf.edu/LASER/](http://www.coedu.usf.edu/LASER/)

**National Center for Culturally Responsive Educational Systems**

[www.nccrest.org/](http://www.nccrest.org/)

**National Center for Personnel Preparation in Special Education at Minority Institutions of Higher Education (MONARCH Center)**

[www.monarchcenter.org/](http://www.monarchcenter.org/)

### ***Monitoring***

**National Center for Special Education Accountability Monitoring (NCSEAM)**

[www.monitoringcenter.lsuhs.edu/](http://www.monitoringcenter.lsuhs.edu/)

**National Center on Student Progress Monitoring: Improving Proven Practices in the Elementary Grades**

[www.studentprogress.org/](http://www.studentprogress.org/)

## ***Parents***

**Family Center on Technology and Disability**

[www.fctd.info/](http://www.fctd.info/)

**Technical Assistance Alliance for Parent Center National TAC**

[www.taalliance.org/](http://www.taalliance.org/)

**Region 1 TAC - Statewide Parent Advocacy Network (SPAN)**

[www.spannj.org/](http://www.spannj.org/)

**Region 2 TAC - Exceptional Children's Assistance Center (ECAC)**

[www.ecac-parentcenter.org/](http://www.ecac-parentcenter.org/)

**Region 3 TAC – Family Network on Disabilities of Florida**

[www.fndfl.org/](http://www.fndfl.org/)

**Region 4 TAC - Ohio Coalition for the Education of Children with Disabilities (OCECD)**

[www.ocecd.org/](http://www.ocecd.org/)

**Region 5 TAC - PEAK Parent Center**

[www.peakparent.org/](http://www.peakparent.org/)

**Region 6 TAC - Matrix Parent Network and Resource Center**

[www.matrixparents.org/](http://www.matrixparents.org/)

## ***Positive Behavioral Supports***

**OSEP Center on Positive Behavioral Interventions and Supports**

[www.pbis.org/main.htm](http://www.pbis.org/main.htm)

## ***Post School Outcomes***

**National Post-School Outcomes Center**

<http://psocenter.org/>

## ***Professional Development***

**Center for Improving Teacher Quality**

[www.ccsso.org/projects/](http://www.ccsso.org/projects/)

**IRIS Center for Faculty Enhancement**

<http://iris.peabody.vanderbilt.edu/>

**Professional Development in Autism (PDA) Center**

<http://depts.washington.edu/pdacent/>

## ***Reading***

**Guidance for the Reading First Program.** This publication clearly defines the U.S. Department of Education standard for an effective reading program. If a child is falls behind his peers in a classroom program such as this one a more intensive program is necessary.

<http://www.ed.gov/programs/readingfirst/guidance.pdf>

## ***Regional and Federal Resource Centers***

The Regional Resource Centers and the Federal Resource Centers provide consultation, technical assistance, and training to State educational agencies, and to school districts and other agencies. Below are links to the Federal Resource Center Website and to a website that networks all of the Resource Centers:

The Federal Resource Center for Special Education (FRC)  
[www.rrfcnecnetwork.org/](http://www.rrfcnecnetwork.org/)

## ***Universal Design***

Center for Applied Special Technology  
[www.cast.org/](http://www.cast.org/)

National Consortium on Universal Design for Learning  
[www.cast.org/pd/consortium/index.html](http://www.cast.org/pd/consortium/index.html)

## **Tool Kit on Teaching and Assessing Students with Disabilities**

The U.S. Department of Education collected documents and published them as the *Tool Kit on Teaching and Assessing Students with Disabilities* (April 2006). The *Tool Kit* contains research briefs, technical assistance, and information for improving instruction, assessment, and accountability for students with disabilities. The information in the *Tool Kit* can be considered “best practice.”

<http://www.osepideasthatwork.org/toolkit/index.asp>

### **Overview**

[www.osepideasthatwork.org/toolkit/pdf/letter.pdf](http://www.osepideasthatwork.org/toolkit/pdf/letter.pdf)

### **Introduction to the Tool Kit**

[www.osepideasthatwork.org/toolkit/pdf/Introduction.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Introduction.pdf)

### **Departmental Investments Supporting Teaching and Assessing Students with Disabilities**

[www.osepideasthatwork.org/toolkit/pdf/Investments.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Investments.pdf)

## ***Models for Large Scale Assessment***

### **Including Students with Disabilities in Large-Scale Assessment: Executive Summary**

[www.osepideasthatwork.org/toolkit/pdf/LSAExecutiveSummary.pdf](http://www.osepideasthatwork.org/toolkit/pdf/LSAExecutiveSummary.pdf)

### **Validating Assessments for Students with Disabilities**

[www.osepideasthatwork.org/toolkit/pdf/Validating\\_Assessments.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Validating_Assessments.pdf)

**Reliability Issues and Evidence** [www.osepideasthatwork.org/toolkit/pdf/Reliability\\_Issues.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Reliability_Issues.pdf)

### **Validity Evidence**

[www.osepideasthatwork.org/toolkit/pdf/Validating\\_Assessments.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Validating_Assessments.pdf)

### **Standards and Assessment Approaches for Students with Disabilities Using a Validity Argument**

[www.osepideasthatwork.org/toolkit/pdf/validity\\_argument.pdf](http://www.osepideasthatwork.org/toolkit/pdf/validity_argument.pdf)

### **A Decision Framework for IEP Teams Related to Methods for Individual Student Participation in State Accountability Assessments**

[www.osepideasthatwork.org/toolkit/pdf/Framework.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Framework.pdf)

### **Professional Development on Assessment Systems**

[www.osepideasthatwork.org/toolkit/pdf/ProfessionalDev\\_Assessment.pdf](http://www.osepideasthatwork.org/toolkit/pdf/ProfessionalDev_Assessment.pdf)

### **Glossary**

[www.osepideasthatwork.org/toolkit/pdf/Glossary.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Glossary.pdf)

## ***Technical Assistance - Assessment***

### ***Large-Scale Assessment***

#### **Online Accommodations Bibliography**

[www.osepideasthatwork.org/toolkit/pdf/Online\\_Accomm\\_Bib.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Online_Accomm_Bib.pdf)

**Universal Design Applied to Large-Scale Assessments**

[www.osepideasthatwork.org/toolkit/pdf/Universal\\_Design\\_LSA.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Universal_Design_LSA.pdf)

**Progress Monitoring in an Inclusive Standards-Based Assessment and Accountability System**

[www.osepideasthatwork.org/toolkit/pdf/ProgressMonitoring\\_InclusiveStandards.pdf](http://www.osepideasthatwork.org/toolkit/pdf/ProgressMonitoring_InclusiveStandards.pdf)

***Alternate Assessment***

**Distribution of Proficient Scores that Exceed the 1% Cap: Four Possible Approaches** [www.osepideasthatwork.org/toolkit/pdf/distribution\\_scores.pdf](http://www.osepideasthatwork.org/toolkit/pdf/distribution_scores.pdf)

**Expectations for Students with Cognitive Disabilities: Is the Cup Half Empty or Half Full? Can the Cup Flow Over?**

[www.osepideasthatwork.org/toolkit/pdf/ExpectationsStudentsCogDisabilities.pdf](http://www.osepideasthatwork.org/toolkit/pdf/ExpectationsStudentsCogDisabilities.pdf)

**Massachusetts: One State's Approach to Setting Performance Levels on the Alternate Assessment**

[www.osepideasthatwork.org/toolkit/pdf/MA\\_ApproachPerformance.pdf](http://www.osepideasthatwork.org/toolkit/pdf/MA_ApproachPerformance.pdf)

**Designing from the Ground Floor: Alternate Assessment on Alternate Achievement Standards**

[www.osepideasthatwork.org/toolkit/pdf/DesigningGrndFloor.pdf](http://www.osepideasthatwork.org/toolkit/pdf/DesigningGrndFloor.pdf)

**Alternate Assessment: Teacher and State Experiences**

[www.osepideasthatwork.org/toolkit/pdf/TeacherStateExperiences.pdf](http://www.osepideasthatwork.org/toolkit/pdf/TeacherStateExperiences.pdf)

***Progress Monitoring***

**What is Scientifically-Based Research on Progress Monitoring?**

[www.osepideasthatwork.org/toolkit/pdf/ScientificallyBasedResearch.pdf](http://www.osepideasthatwork.org/toolkit/pdf/ScientificallyBasedResearch.pdf)

***Response to Intervention***

**Responsiveness to Intervention in the SLD Process**

[www.osepideasthatwork.org/toolkit/pdf/RTI\\_SLD.pdf](http://www.osepideasthatwork.org/toolkit/pdf/RTI_SLD.pdf)

***Instructional Practices***

**K-3 Literacy**

**Proven Ideas from Research for Parents: A Child Becomes a Reader – K-3**

[www.osepideasthatwork.org/toolkit/pdf/Proven\\_Ideas.pdf](http://www.osepideasthatwork.org/toolkit/pdf/Proven_Ideas.pdf)

**Put Reading First: The Research Building Blocks for Teaching Children to Read – K-3**

[www.osepideasthatwork.org/toolkit/pdf/PutReadingFirst.pdf](http://www.osepideasthatwork.org/toolkit/pdf/PutReadingFirst.pdf)

**Adolescent Literacy**

**Never Too Late: Approaches to Reading Instruction for Secondary Students with Disabilities**

[www.osepideasthatwork.org/toolkit/pdf/NeverTooLate.pdf](http://www.osepideasthatwork.org/toolkit/pdf/NeverTooLate.pdf)

**Social Interaction and Communication**

**Tangible Symbol Systems: Making the Right to Communicate a Reality for Individuals with Severe Disabilities**

[www.osepideasthatwork.org/toolkit/pdf/TangibleSymbol%20Systems.pdf](http://www.osepideasthatwork.org/toolkit/pdf/TangibleSymbol%20Systems.pdf)

***Behavior***

**School-Wide Behavioral Interventions**

**School-wide Positive Behavior Support: Implementers' Blueprint and Self-Assessment**

[www.osepideasthatwork.org/toolkit/pdf/SchoolwideBehaviorSupport.pdf](http://www.osepideasthatwork.org/toolkit/pdf/SchoolwideBehaviorSupport.pdf)

## ***Accommodations***

**Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities**

[www.osepideasthatwork.org/toolkit/pdf/AccommodationsManual.pdf](http://www.osepideasthatwork.org/toolkit/pdf/AccommodationsManual.pdf)

## **Topic Briefs**

OSEP has developed a series of topic briefs around several high-interest areas of IDEA. Topic briefs include a summary of all relevant statutory language around that topic, the citations and a cross-reference, when applicable, to other related briefs.

**Alignment with the No Child Left Behind Act**

[www.ed.gov/policy/speced/guid/idea/tb-nclb-align.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-nclb-align.pdf)

**Changes in Initial Evaluation and Reevaluation**

[www.ed.gov/policy/speced/guid/idea/tb-init-eval.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-init-eval.pdf)

**Children Enrolled by Their Parents in Private Schools**

[www.ed.gov/policy/speced/guid/idea/tb-priv-school.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-priv-school.pdf)

**Discipline**

[www.ed.gov/policy/speced/guid/idea/tb-discipline.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-discipline.pdf)

**Disproportionality and Overidentification**

[www.ed.gov/policy/speced/guid/idea/tb-overident.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-overident.pdf)

**Early Intervening Services**

[www.ed.gov/policy/speced/guid/idea/tb-early-intervent.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-early-intervent.pdf)

**Highly Qualified Teachers**

[www.ed.gov/policy/speced/guid/idea/tb-qual-teachers.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-qual-teachers.pdf)

**Individualized Education Program (IEP), Team Meetings and Changes to the IEP**

[www.ed.gov/policy/speced/guid/idea/tb-iep-meetings.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-iep-meetings.pdf)

**Individualized Education Program (IEP)**

[www.ed.gov/policy/speced/guid/idea/tb-iep.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-iep.pdf)

**Local Funding**

[www.ed.gov/policy/speced/guid/idea/tb-local-fund.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-local-fund.pdf)

**National Instructional Materials Accessibility Standard (NIMAS)**

[www.ed.gov/policy/speced/guid/idea/tb-accessibility.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-accessibility.pdf)

**Part C Amendments in IDEA 2004**

[www.ed.gov/policy/speced/guid/idea/tb-partc-ammend.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-partc-ammend.pdf)

**Part C Option: Age 3 to Kindergarten Age**

[www.ed.gov/policy/speced/guid/idea/tb-partc-opt.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-partc-opt.pdf)

**Procedural Safeguards: Surrogates, Notice and Consent**

[www.ed.gov/policy/speced/guid/idea/tb-safeguards-1.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-safeguards-1.pdf)

**Procedural Safeguards: Mediation and Resolution Sessions**

[www.ed.gov/policy/speced/guid/idea/tb-safeguards-2.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-safeguards-2.pdf)

**Procedural Safeguards: Due Process Hearings**

[www.ed.gov/policy/speced/guid/idea/tb-safeguards-3.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-safeguards-3.pdf)

**Secondary Transition**

[www.ed.gov/policy/speced/guid/idea/tb-second-trans.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-second-trans.pdf)

**State Funding**

[www.ed.gov/policy/speced/guid/idea/tb-state-fund.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-state-fund.pdf)

**Statewide and Districtwide Assessments**

[www.ed.gov/policy/speced/guid/idea/tb-assessments.pdf](http://www.ed.gov/policy/speced/guid/idea/tb-assessments.pdf)

**Other Resources**

**Questions and Answers On Serving Children With Disabilities Placed by Their Parents at Private Schools.** A series of questions and answers addressing the obligation, under IDEA 2004, of states and local education agencies to children with disabilities enrolled by their parents in private elementary schools and secondary schools. (March 2006)

[www.ed.gov/policy/speced/guid/idea/faq-parent-placed.pdf](http://www.ed.gov/policy/speced/guid/idea/faq-parent-placed.pdf)

**National Standards and Quality Indicators: Transition Toolkit for Systems Improvement** by National Alliance for Secondary Education and Transition

[www.nasetalliance.org/toolkit/index.htm](http://www.nasetalliance.org/toolkit/index.htm)

**Identifying & Implementing Educational Practices Supported by Rigorous Evidence: A User Friendly Guide** by Institute of Education Sciences, U.S. Department of Education

[www.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf](http://www.ed.gov/rschstat/research/pubs/rigoroussevid/rigoroussevid.pdf)

**National Institute of Child Health and Human Development**

Locate facts and resources for virtually every health condition, syndrome, and disorder.

[www.nichd.nih.gov/health/topics/](http://www.nichd.nih.gov/health/topics/)

**Funding Sources**

Finding things to spend money on isn't hard but finding money can be!. On this site, you will find resources and information to help you navigate through federal and state funding opportunities. Microsoft.com has published a free template to follow to help school districts locate all available funds.

[www.microsoft.com/education/K12Funding.msp](http://www.microsoft.com/education/K12Funding.msp)

***National Center for Education Evaluation and Regional Assistance***

The National Center for Education Evaluation and Regional Assistance (NCEE) is one of the four centers of the Institute of Education Sciences. NCEE is responsible for conducting rigorous evaluations of federal programs, synthesizing and disseminating information from evaluation and research, and providing technical assistance to improve student achievement through the work of the evaluation division and the knowledge utilization division that includes the Regional Educational Laboratory Program; the What Works Clearinghouse, the Educational Resources and Information Center (ERIC), and the National Library of Education.

<http://ies.ed.gov/ncee/aboutus/>

***Statistics***

These websites will be continuously updates as current statistics become available.

**School Matters**

[www.schoolmatters.com/](http://www.schoolmatters.com/)

**National Center for Education Statistics**

<http://nces.ed.gov/>

### ***School Personnel***

**The Secretary's Fourth Annual Report on Teacher Quality**

<https://www.title2.org/titleIIreport05.pdf>

**Educating School Leaders**

[www.edschools.org/reports\\_leaders.htm](http://www.edschools.org/reports_leaders.htm)

**Educating School Teachers**

[www.edschools.org/teacher\\_report.htm](http://www.edschools.org/teacher_report.htm)

**What Education Schools Aren't Teaching About Reading--and What Elementary Teachers Aren't Learning** (National Center for Teacher Quality)

[www.nctq.org/nctq/](http://www.nctq.org/nctq/)

### **Other Federal Statutes**

#### ***Section 504 of the Rehabilitation Act***

**Office of Civil Rights**

[www.ed.gov/about/offices/list/ocr/index.html?src=mr](http://www.ed.gov/about/offices/list/ocr/index.html?src=mr)

**Frequently Asked Questions About Section 504 and the Education of Children with Disabilities**

[www.ed.gov/about/offices/list/ocr/504faq.html](http://www.ed.gov/about/offices/list/ocr/504faq.html)

**Comparison of IDEA, Section 504 and ADA**

[www.cde.state.co.us/cdesped/download/pdf/504Comparison.pdf](http://www.cde.state.co.us/cdesped/download/pdf/504Comparison.pdf)

**An Overview of ADA, IDEA and Section 504**

<http://ericec.org/digests/e606.html>

#### ***No Child Left Behind Act of 2001***

**NCLB and IDEA: What Parents of Students with Disabilities Need to Know and Do** by the National Center on Educational Outcomes in collaboration with the Council of Chief State School Officers (CCSSO) and the National Association of State Directors of Special Education (NASDSE). Supported by the U.S. Department of Education

[www.education.umn.edu/NCEO/OnlinePubs/Parents.pdf](http://www.education.umn.edu/NCEO/OnlinePubs/Parents.pdf)

#### ***Family Educational Rights and Privacy Act***

**Family Educational Rights and Privacy Act (FERPA) Model Notice for Directory Information**

[www.ed.gov/policy/gen/guid/fpco/pdf/ht100902a.pdf](http://www.ed.gov/policy/gen/guid/fpco/pdf/ht100902a.pdf)

#### ***McKinney-Vento Homeless Assistance Act***

**National Center for Homeless Education**

[www.serve.org/nche/](http://www.serve.org/nche/)

**Education for Homeless Children and Youth Program – Title VII-B of the McKinney-Vento Homeless Assistance Act, as amended by the No Child Left Behind Act of 2001 Non-Regulatory Guidance** (July 2004)

[www.ed.gov/programs/homeless/guidance.pdf](http://www.ed.gov/programs/homeless/guidance.pdf)