

Meeting the Educational Needs of Students With Disabilities in Short-Term Detention Facilities



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PREFACE

This manual is a guide for providing special education services in short-term detention facilities. It presents an overview of the issues and strategies involved in programming education and related services for individuals with disabilities who have special education needs¹. First, the legal mandate for the provision of special education and related services to students with disabilities is reviewed. Additional information about legal requirements can be found by referring to relevant federal and state statutes and their accompanying regulations. Provisions for identifying individuals in need of service through screening and diagnostic evaluations are described next. Then, options for delivering special education services in the detention setting are described, followed by a discussion of issues related to developing support for students transitioning to community programs, public schools, or other correctional agencies.

Special education law and regulations most closely pertain to students with disabilities in traditional school settings and can be difficult to translate into practices for short-term detention facilities. This manual describes the basic components of special education programs and practices for implementing them in short-term detention facilities. The procedures and practices described here are based on available research, best practices, and the experiences of the authors. It will be most useful to educators, administrators, and policymakers in short-term detention facilities who are implementing programs for students who have special education needs.

Some of the components described here may need to be further adapted to suit the special circumstances of individual facilities and programs. Special considerations, such as average length of stay, age, educational history, and likely education or work placement on leaving the facility will influence the number and type of services that are available in each facility. Appendix A contains a list of minimal requirements for providing education services in a short-term detention facility.

The practices at any detention facility will be influenced by the Courts and the timeliness with which they schedule initial and subsequent hearings for youth. The administrative arrangements associated with the provision of education – that is, whether services are provided by a juvenile correctional agency, a public school system, or a private company – will all shape practices in detention centers. The existence of specialized housing units within detention centers for younger detainees, youth committed by the courts but awaiting placement at another facility, and youth charged with sex offenses or receiving services for drug dependency will present challenges to the operation of the program. While a few short-term detention facilities operate their own education programs, this manual assumes that contracts or agreements have been developed with local education agencies (LEAs), school districts, or other local community agencies to provide the education program. A partnership should be formed between the agency

¹ Jails and detention centers both are short-term facilities. Jails generally are used to house adults who have been apprehended and are awaiting trial (pre-trial detention), although some jails house inmates who are serving short sentences (i.e., up to one or two years). Juveniles usually are confined in detention centers, and this population includes youth who are awaiting disposition by the juvenile court, as well as youth who have been adjudicated.

delivering education services and the agency responsible for the short-term detention facility, the staff, and the clients.

Special education law is periodically revised. Depending on current status of special education statutes and regulations, some of the information presented here might be outdated. To insure that the policies and procedures in place in the short-term facility where you work are consistent with the most current federal and state regulations, contact your state department of education and visit the Office of Special Education Programs at the U.S. Department of Education's website at: <http://www.ed.gov/about/offices/list/osers/osep/index.html> and download copies of current law and accompanying regulations.

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CHAPTER 1:

SPECIAL EDUCATION LAW AND EDUCATION PROGRAMMING

To best understand and implement the information in this manual, one should be familiar with the federal and state laws and regulations regarding the provision of special education and related services. This chapter contains sections of relevant federal law concerning special education, but by no means includes everything needed to deliver appropriate education services for students with disabilities in short-term detention facilities. To thoroughly understand state laws and regulations governing local jails and detention facilities, contact your state department of education for references to appropriate documents.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT

The “special” in special education refers to instruction and related services that meet the unique needs of an individual student with disabilities. Federal regulations define special education as "specifically designed instruction, at no cost to the parent, to meet the unique needs of a child with a disability including classroom instruction, home instruction, instruction in hospitals and institutions and in other settings, and instruction in physical education." In other words, special education consists of any service that a student with disabilities needs to progress in the general education curriculum. In addition to academic instruction, special education also includes vocational education, daily living skills, community living skills, behavior support, assistive technology, and any other support service that helps the student make appropriate educational gains. Services provided are highly individualized and based on the unique needs of each student.

The Education for All Handicapped Children Act (EAHCA), passed in 1975, provided funds to states that implemented a plan to provide a free appropriate public education to all children and youth with disabilities. In 1990, EAHCA was amended by changing its title to the Individuals with Disabilities Education Act (IDEA) and by adding the requirement of transition programming. In 1997, IDEA was again amended to include, among other changes, parental and general education staff involvement and specific language to address education in correctional facilities. (Excerpts of the regulations for implementing the 1997 IDEA are included in Appendix B).

IDEA provides substantive and procedural education to children and youth with disabilities and their families. The major purposes of IDEA are to:

- ensure that all children and youth receive a free appropriate public education that is designed to meet their individual needs;
- safeguard the rights of children and youth with disabilities and their families;

-
- assist states and localities in providing education and related services for students with disabilities; and
 - ensure the effectiveness of state efforts to implement IDEA.

Although many factors affect a student's ability to learn, IDEA recognizes 13 categories of eligibility for special education services:

1. Autism
2. Deaf-blindness
3. Deafness
4. Emotional disturbance
5. Hearing impairment
6. Mental retardation
7. Multiple disabilities
8. Orthopedic impairment
9. Other health impairment
10. Specific learning disability
11. Speech or language impairment
12. Traumatic brain injury
13. Visual impairment including blindness

This manual concentrates on the regulations spelled out in IDEA. Other federal legislation, however, also affects the education of children and youth with disabilities:

- Rehabilitation Act of 1973 (Section 504) states that recipients of federal financial assistance may not discriminate on the basis of disability.
- Civil Rights Restoration Act of 1987 amends Section 504 of the Rehabilitation Act to clarify that all portions of an education agency are considered to be part of the program.
- Americans with Disabilities Act (ADA) of 1990 prohibits discrimination on the basis of disability by most employers and public agencies and requires reasonable public accommodations for individuals with disabilities. ADA provides coverage similar to Section 504, but extends these protections and accommodations to agencies or businesses that do not receive federal financial assistance.

Unlike the other federal statutes, IDEA includes an enforceable mandate, with state monitoring requirements and penalties for noncompliance. A state may adopt IDEA in its entirety as the only law applicable for services, or it may elect to modify IDEA on the basis of the perceived unique needs of that state. State law may regulate a stricter adherence to

regulations or practices, but may not preclude or exclude stipulations in the federal law. Contact your state department of education for a copy of your state's modifications to IDEA.

Some sections of IDEA are more relevant to providing services to students in short-term detention facilities than others. Listed below are those sections that the authors feel are the most important in developing a system of special education services in short-term detention facilities.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

Section §300.121 specifies that

Each State must have on file with the Secretary information that shows that, subject to §300.122, the State has in effect a policy that insures that all children with disabilities aged 3 through 21 residing in the State have the right to FAPE, including children with disabilities who have been suspended or expelled from school.

(Students in a custodial setting often have been suspended or expelled.)

Section §300.122 explains three exceptions to FAPE for certain ages:

(1)(i) Children aged 3, 4, 5, 18, 19, 20, or 21 in a State to the extent that its application to those children would be inconsistent with State law or practice, or the order of any court, respecting the provision of public education to children in one or more of those age groups;

(2)(i) Students aged 18 through 21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility—(A) were not actually identified as being a child with a disability under §300.7; and (B) did not have an IEP under Part B of the Act. (ii) The exception in paragraph (a)(2)(i) of this section does not apply to students with disabilities, aged 18 through 21, who—(A) Had been identified as a child with a disability and had received services in accordance with an IEP, but who left school prior to their incarceration, or (B) Did not have an IEP in their last educational setting, but who had actually been identified as a 'child with a disability' under §300.7; and

(3)(i) Students with disabilities who have graduated from high school with a regular high school diploma. (ii) The exception in paragraph (a)(3)(i) of this section does not apply to students who have graduated but have not been awarded a regular high school diploma. (iii) Graduation from high school with a regular diploma constitutes a change in placement, requiring written prior notice in accordance with §300.503.

INDIVIDUALIZED EDUCATION PROGRAM

When students are determined to be eligible for special education and related services, a team of stakeholders develops an Individualized Education Program (IEP). The IEP and the

related legislation that regulates IEPs are described in greater detail in Chapter 3 of this manual. Section §300.340 defines the IEP:

- (a)...the term individualized education program or IEP means a written statement for a child with a disability that is developed, reviewed, and revised in a meeting in accordance with §§300.341-300.350.

RELATED SERVICES

Section §300.24 of IDEA explains the provision of related services. Related services are defined as

- (a) transportation and such developmental, corrective, and other supportive services as are required to assist a child with a disability to benefit from special education, and includes speech-language pathology and audiology services, psychological services, physical and occupational therapy, recreation, including therapeutic recreation, early identification and assessment of disabilities in children, counseling services, including rehabilitation counseling, orientation and mobility services, and medical services for diagnostic or evaluation purposes. The term also includes school health services, social work services in schools, and parent counseling and training.

The Act goes on to define each supportive service listed. Of particular interest is the definition of parent counseling and training:

- (7) Parent counseling and training means—
- (i) Assisting parents in understanding the special needs of their child;
 - (ii) Providing parents with information about child development; and
 - (iii) Helping parents to acquire the necessary skills that will allow them to support the implementation of their child’s IEP...

Section §300.28 defines “supplementary aids and services” as aids, services, and other supports that are provided in general education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.550-300.556.

TRANSITION

The issue of transition and transition planning is discussed in detail in Chapter 5 of this manual. Section §300.29 of IDEA defines transition services as:

- a coordinated set of activities for a student with a disability that—
 - (1) Is designed within an outcome-oriented process, that promotes movement from school to post-school activities, including postsecondary education, vocational

training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;

- (2) Is based on the individual student’s needs, taking into account the student’s preferences and interests; and
- (3) Includes—
 - (i) Instruction; (ii) Related services; (iii) Community experiences; (iv) The development of employment and other post-school adult living objectives; and (v) If appropriate, acquisition of daily living skills and functional vocational evaluation.

Section §300.347(b) explains that

Transition services for students with disabilities may be special education, if provided as specially designed instruction, or related services, if required to assist a student with a disability to benefit from special education.

ADULT FACILITIES

Section §300.311 explains FAPE requirements for students with disabilities in adult prisons.

- (a) Exception to FAPE for certain students. Except as provided in §300.122(a) (2)
 - (ii), the obligation to make FAPE available to all children with disabilities does not apply with respect to students aged 18 through 21 to the extent that State law does not require that special education and related services under Part B of the Act be provided to students with disabilities who, in the last educational placement prior to their incarceration in an adult correctional facility—
 - (1) Were not actually identified as being a child with a disability under §300.7; and
 - (2) Did not have an IEP under Part B of the Act.
- (b) Requirements that do not apply. The following requirements do not apply to students with disabilities who are convicted as adults under State law and incarcerated in adult prisons:
 - (1) The requirements contained in §300.138 and §300.347 (a) (5) (i) (relating to participation of children with disabilities in general assessments).
 - (2) The requirements in § 300.347 (b) (relating to transition planning and transition services), with respect to the students whose eligibility under

Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

(c) Modifications of IEP or placement.

- (1) Subject to paragraph (c) (2) of this section, the IEP team of a student with a disability, who is convicted as an adult under State law and incarcerated in an adult prison, may modify the student's IEP or placement if the State has demonstrated a bona fide security or compelling penological interest that cannot otherwise be accommodated.

SUMMARY

It is not the intention of the authors to interpret IDEA. Instead, what is provided is a discussion of the federal law and recommended best practices for providing appropriate special education and related services to students with disabilities in short-term detention facilities. Appendix B presents relevant sections of IDEA; whenever possible, excerpts of the law are given in the text. As stated previously, however, States have the right to modify IDEA on the basis of their perceived unique needs. Therefore, it is important to also refer to pertinent state laws and regulations regarding the education of students with disabilities.

Information about the Professional Development Series training modules developed by The National Center on Education, Disability, and Juvenile Justice (EDJJ) is also provided (see Appendix C). These training modules are designed to teach juvenile justice staff about students with disabilities and the laws that pertain to their treatment; much of the information is also applicable to staff in other related professions (e.g., police, attorneys, probation and parole officers, and judges). Juvenile detention staff is encouraged to include these professionals in training activities.

Most students in short-term detention facilities are held pending the outcome of judicial proceedings that will determine their guilt or involvement in criminal or delinquent acts. Other detainees may have been committed to a long-term facility or treatment center but remain in a detention center until space is available at their placement. Innocence or guilt in a court of law, however, does not establish rights to special education. All students who have a disability and who do not have a high school diploma are eligible for special education through their 22nd birthday, regardless of their education setting.

Federal law is clear: All students with special education needs who are eligible for services must receive these services, even in correctional settings. Delivering education services for students with special education needs often is a challenge. The challenge increases in short-term detention facility settings where students stay for short periods of time and generally have been disengaged from any learning situation for some time prior to their incarceration.

The following chapters describe research-based practices to facilitate the implementation of IDEA in short-term detention facilities. We begin with the process of identifying students with special education needs.

CHAPTER 2:

IDENTIFYING STUDENTS WITH SPECIAL EDUCATION NEEDS

THE SPECIAL EDUCATION PROCESS

A significant number of students have cognitive, sensory, or behavioral disorders that affect their ability to learn. In the public schools, the prevalence of students with disabilities is estimated to be between 10 and 12 percent. However, in juvenile correctional programs, an average of 34% of the students receive special education services and in some jurisdictions service delivery rates exceed 50% (Quinn, Rutherford, & Leone, 2001). Students with disabilities who have not completed a secondary school curriculum and are within the eligible age range for special education and related services (defined as ages 3 through 21, §300.121, but this may vary depending on state regulations) are entitled to education services just as they would be in a public school setting. To ensure that students receive appropriate education benefits and other treatment services, it is important to determine which students have educational disabilities as described in IDEA.

Implementing education programs for students with disabilities requires a sequence of processes specifically described in IDEA. In this and the following chapters, we provide an overview of current best practices used in each of the processes. Processes addressed include:

- identification;
- evaluation of the student's strengths and weaknesses;
- development of the IEP;
- implementation and evaluation of the IEP; and
- planning and implementing transition services.

This chapter describes the identification of students with special education needs. The resources provided are models and suggestions; they should be supplemented with information from individual state and local education agencies.

ROLE OF THE SHORT-TERM DETENTION FACILITY IN IDENTIFICATION

The identification process involves three steps: screening, identification, and determination of eligibility (or certification). Screening determines which students may have a disability that requires special education. The next process, identification, determines which students actually have a disability that requires special education. Eligibility is the last step,

during which a multidisciplinary team (MDT) agrees to plan and implement an individualized education program to address the special education and related services needs of the student.

Few short-term detention facilities offer comprehensive education programs. Most of these facilities serve as hosts to educators from the LEA. Sometimes the same staff who conduct the screening procedures for the facility also is responsible for providing the education program. At other times, the facility screening is completed prior to the student's reaching the education program. In any case, certain procedures are needed to gain a better understanding of the student's educational needs. An initial step is to obtain and review students' prior school records. Figure 2-1 (p. 24) lists the activities that are necessary to accomplish this process.

TRANSITION INTO THE SHORT-TERM DETENTION FACILITY EDUCATION PROGRAM

The systematic transition of students into short-term detention facilities involves identifying students with possible disabilities, establishing contacts with the students' previous schools, and obtaining education records. Students with disabilities can be identified at several points between arrest and entry into short-term detention facility education programs. Systematic screening procedures at the time of booking and initial intake into the facility assist in identifying individuals with special needs (Burrell & Warboys, 2000). Many youth with disabilities have well-developed coping skills that often confuse law enforcement personnel who might suspect that the youth might have problems communicating. However, law enforcement personnel can be trained to identify certain disabling conditions, even when they are masked by coping skills, at the time of arrest. For example, the Erie County, New York Sheriff's Department and the Phoenix, Arizona, Police Department provide police officers with special training on the characteristics of individuals with special needs. Contact your local law enforcement agencies to see what training and updates are provided for their staff. Also, make them aware of the training modules described in Appendix C of this document.

If identification does not occur upon arrest, it can occur during the judicial process if professionals are trained to identify the symptoms or characteristics of disabilities. Because individuals with cognitive or emotional disabilities are more likely to be apprehended, tried, committed, and serve longer sentences than individuals without educational disabilities, it is important that judicial system practitioners (judges, attorneys, and parole and probation officers) be able to identify individuals with special needs. Comprehensive and coordinated linkages can be developed among the courts, public schools, detention center education programs, and parole or aftercare programs for the identification and appropriate treatment of individuals with education disabilities.

There also is a clear and important role for the parents of a youth with disabilities during the judicial process. Questions about special education placement and about a current IEP should be asked in open court during the initial hearing. This will show the parent and the youth that the "system" is interested in this information and in providing appropriate services. It would be most powerful if these questions come from the judge, but if the judge is not aware of the characteristics and impact of disabilities, the public defender should pose these questions. If

detention staff is present in the court, it is a good idea to approach the parents after the hearing and ask them about their child's previous school placement and to get the required permission to test their child if a disability is suspected.

Identification may also occur when the individual is part of the detention facility population, and facility staff identifies the individual as potentially having a disability. The EDJJ Professional Development Series module on the characteristics of exceptional populations (available online at www.edjj.org) is useful for preparing correctional officers and other facility staff to identify detainees who may have potential special needs.

A final point where individuals with special needs may be recognized is on entry to or during enrollment in the short-term detention facility education program. Some disabilities become apparent only in the context of the academic demands placed on a student in a formal education program. This chapter presents procedures for screening and referral for formal evaluation, and Chapter 3 describes procedures for conducting evaluations.

Individuals with communication disorders are misunderstood more frequently than the general population of students with disabilities. Receptive and expressive language disabilities create communication difficulty in stressful situations, such as being held in a detention facility. Intake, evaluation, security, and education staff should be sensitive to the needs and peculiarities of these students, both when they are coming into and going out of the detention facility setting.

Individuals with cognitive disabilities are more likely to be non-readers and to have difficulty adapting to detention facility routines. They may, however, have developed coping mechanisms to make them appear to have appropriate receptive and expressive language skills (i.e., smiling and nodding to the other conversant, repeating the last statement of the conversant). These individuals are more likely to be preyed upon by the general population and therefore need more protection in the facility setting and in the education environment.

SCREENING FOR STUDENTS PREVIOUSLY IDENTIFIED AS HAVING SPECIAL EDUCATION NEEDS

Short-term detention facilities utilize several strategies for screening students who have previously been identified as having special education needs. One strategy is to determine whether the student received special education services in his or her previous school. Inspection of prior school records should answer this question. The checklist presented in Figure 2-1 (p. 32) suggests procedures for requesting these records. Figure 2-2 (p. 34) is a sample letter for requesting educational records from the student's previous school. Another strategy is to interview appropriate staff from the student's previous school. Figure 2-3 (p. 35) is a sample protocol for telephone contact with school district personnel.

In some cases, the student may have been out of school for a long time, may have recently moved from his or her home community, or may have attended a new school for such a short time that the process of records transfer had not been initiated. Electronic transfer of records is widely accepted in the initial process of determining the student's education history. In other cases, receiving schools have agreed to accept a faxed copy of a student's records while

waiting for the originals to be transferred, which allows a smoother continuation of services between facilities. Over time, procedures and relationships should be developed to ensure the efficient transmission of records between schools and the short-term detention facility program.

It is very important for the sending school district to understand that the detention facility is an education agency and therefore is eligible to receive school records and data without parental consent. The State Education Agency (SEA) should provide verifying documentation. The U.S. Department of Education issued an opinion that reads, in part:

"...When a child moves from the jurisdiction of one public agency to another, ..., the new district or public agency must implement the preexisting IEP, pending reevaluation or due process proceedings...In the case of short-term, temporary confinement, the state may meet its obligation under IDEA and Section 504 to ensure that a free appropriate public education is provided to all children with disabilities by implementing the IEP from the previous school district or placement instead of developing a new one. ...an educational agency or institution may disclose education records, or personally identifiable information from education records, without prior consent if the disclosure is ...to officials of another school, school system or institution of postsecondary education..." (U.S. Department of Education, 1994).

Another strategy for screening involves interviewing the student about his or her prior school experience. Often a student is unsure about previous education placements or is preoccupied with other activities and does not give the interviewer all the information necessary to determine eligibility for special education and related services. This is especially true for a student with communication needs or attention deficits. Consequently, the interviewer will need to ask a set of progressively more specific questions. A sample interview format developed for this purpose is displayed in Figure 2-4 (pp. 36-37).

Regardless of the student's response, effort must be made to obtain copies of previous school records immediately. If records cannot be found, more in-depth screening activities need to be conducted (e.g., achievement tests and parental interviews). Time is critical, especially when the student is likely to be in the detention facility for only a short period.

Once it has been determined where the youth previously attended school it is important to obtain education records, especially special education records, as quickly as possible. Most SEAs (generally the state departments of education) can provide contact information for LEA special education program supervisors throughout the state, which is a starting point for obtaining records. Developing a rapport with these individuals can open an informal network that may be as effective as any formal system for retrieval of records.

Everyone with a need to know should be informed of the student's education history and special education needs. Sharing this information with attorneys, judges, and staff who make decisions about sentencing or treatment will help ensure that the student receives appropriate services.

SCREENING FOR STUDENTS NOT PREVIOUSLY IDENTIFIED AS HAVING SPECIAL EDUCATION NEEDS

Experts agree that when compared with the general population, juveniles with educational disabilities are disproportionately represented in correctional or detention facilities. For various reasons, such as erratic school attendance, inadequate or inappropriate assessment practices, or the unavailability of quality special education programs, some students with disabilities slip through the cracks and are not identified in the public school setting. Therefore, screening procedures to identify those students should be in place in detention facilities.

Screening checklists often are helpful in identifying potential learning or behavioral problems. Figure 2-5 (pp. 38-40) is a sample of a screening checklist that may be completed by individuals who have observed the student often enough to gain an impression of his or her functioning in important areas (e.g., understanding oral directions). The student should be observed by more than one person to obtain an accurate impression of his or her functioning.

A number of other activities are useful during the screening process. Because speech and language problems may occur by themselves or in addition to other difficulties, it is important to screen for them. Figure 2-6 (pp. 41-42) is a sample of a speech and language screening checklist. Information about behavioral incidents or referrals also may be relevant to identifying students with disabilities. Most detention facilities have a format for reporting such incidents, which can be used to determine whether or not there is a pattern in the behavior.

The multidisciplinary team (MDT) should review information from these forms and processes. Using this information, the team will decide whether to attempt further interventions with the student or to process a referral for formal evaluation.

ESTABLISHING CONTACTS WITH SCHOOLS

It is important for detention facility staff to make contact with the parents of the youth as soon as possible (within the first 24 hours) to determine the education services that were provided for their child prior to coming to the short-term detention facility. The parents will have important information about their child's last educational experience or placement that will help the detention staff obtain important records and determine an appropriate program of education and related services. If contact with the family is not possible, detention staff will need to interview the student to get information necessary to obtain those records.

Once students have been identified for having a potential disability and in need of special education services, they should be interviewed to learn about previous education placements—where, when, and for how long. Detention facility staff also should check for information about special education diagnostic testing, IEP meetings, and class placement. Often, obtaining some of this information from an interview with the student (see Figure 2-4) speeds up the process of obtaining special education records.

Experienced juvenile justice staff warns that youth coming to a detention center often do not tell the "whole truth" about their last education experience or placement, especially if they were not in school or were receiving special education services. These youth may try to protect themselves by giving the name of a school and a grade level that would be appropriate for their age, but when further questioned will not be able to give the name of a particular teacher or the principal of the school. For these reasons it is often more efficient to interview a parent, if possible. Parents can provide important information and opinions that could contribute to the education programming for the youth.

OBTAINING EDUCATION TRANSCRIPTS AND SPECIAL EDUCATION RECORDS

The IEP (see Chapter 3) is the primary education record to obtain from previous education placements. Equally important is the most complete education transcript available. If the student was enrolled in special education, his/her IEP will document specific education goals and objectives, and the special education program that was implemented when the student was in a public school. Detention facility staff should look for information about transition services and plans already started.

REFERRAL FOR FORMAL EVALUATION

Students identified as potentially eligible for special education must be formally evaluated before special education placement can be made. Sections 300.532 through 535 of IDEA (refer to Appendix B for legislative text) outline the procedures for an initial evaluation. IDEA also requires that students with special education needs that have previously been identified be re-evaluated at least once every three years and more often if the student's parent, or teacher, or the student him/herself (on reaching the age of majority) requests a re-evaluation. In addition, students identified as having special education needs in previous education settings may require a re-evaluation because education delivered in a correctional setting is considered a change in educational placement. IDEA requires that when changes in placement occur, the multidisciplinary team must meet and, if necessary, revise the student's IEP. Many students in short-term detention facilities have been out of school for an extended time, and the IEPs and test results often are out of date. In some cases, obtaining a copy of a previous evaluation might be impossible and a full formal re-evaluation will be required.

Referral for an initial formal evaluation requires permission from a parent or legal guardian (unless the youth is above the age of majority, in which case his or her written permission must be obtained). Parents should be informed of their rights, the rights of their child, and due process procedures concerning referral, evaluation, and special education services. The SEA will have brochures that describe parental rights as recognized by federal and state statutes and regulations. The SEA also should be able to provide a copy of parental rights in languages other than English.

A referral for evaluation is initiated through a formal written process and state and local education agencies have forms that identify a sequence of events. Two forms are especially useful prior to the formal assessment. The first is a referral form that pinpoints why the student is believed to have a disability. It often summarizes the findings from the screening activities and helps the MDT decide which types of assessments are necessary. A second form, usually referred to as Parental Permission for Evaluation, also is necessary. This form outlines the types of assessment that will be conducted (e.g., achievement, aptitude, social, or developmental history) and verifies that the student's parent has given permission for the assessment to take place. Individuals who have reached the age of majority or 18 typically can consent to evaluation procedures themselves and do not need parental consent.

All attempts to contact the parent or guardian should be documented. If repeated attempts to contact and involve the parent or guardian fail, a surrogate parent should be appointed. A surrogate parent is an individual trained in special education law and procedures. This person represents the student's parents or guardian *for special education issues only*. Surrogate parents must not be employees of the detention program or agency that provides educational services. The detention center should contact the local school district or a parent advocacy group for the names of individuals who have been trained as surrogate parents. When requesting a surrogate parent for the student, find out whether the surrogate will volunteer or will be paid. Funds might have to be allocated to pay the surrogate parent for his or her time and services.

CHALLENGES AND SUGGESTIONS

Communicating With Schools

A major challenge in identifying students with disabilities in short-term detention facilities involves contacting the student's previous school agencies to receive education records. Often, the LEA or the SEA can assist through a clarifying memorandum from its office (see Figure 2-7, on p. 43-44, for a sample of such a memo). One of the best strategies to ensure the prompt and reliable delivery of records is establishing a working relationship with appropriate personnel in the public school districts that have served many of the students in the facility. Knowing whom to call and what questions to ask greatly expedites the process, as does knowing where to go for support in the state department of education.

Transporting Incarcerated Students for Evaluation

Getting students to the agency where the assessments will be conducted can be difficult, particularly when transportation and security staff are in short supply. To avoid unsafe transport, try to arrange for evaluations to be conducted at the detention facility. Background checks are typically required for all personnel entering the facility on a regular basis. If the school district has already conducted such checks, the short-term detention facility administrator should use his or her discretion about the acceptability of these checks. Thorough background checks are best, but a list of providers who have cleared state or county child protection should be available through the LEA. Regardless, assessments should be conducted as soon as possible and should

not be held up due to delays in security checks. Accommodations should be made to expedite this process should problems occur.

When professional evaluators are asked to work in the facility, they should be briefed about the facility (e.g., security clearances, procedures for entry and exit) and the arrangements to ensure their safety. Make sure that appropriate arrangements for the assessment are complete and reviewed before the professional arrives.

If having professionals come to the facility is not possible, schedule evaluations in the school district (or other agency) on specific days and times when other students will not be present. Transport several students at once, and try to arrange for several parts of the evaluation to be completed at that time. Keep in mind, however, that it might not be best practice to require students to take multiple tests in one setting. The exact procedures depend on individual circumstances; there are no universal solutions. Perhaps the best suggestion is to implement a process and develop problem-solving strategies as needed.

SUMMARY

Many of the procedures and processes used for students with disabilities in a regular school setting are similar to those that must be used in a short-term detention facility setting. The primary consideration is one of time, since many students are held in detention only for brief periods. It is important for education staff, under the direction of the managing agency, to work as quickly as possible to meet federal and state requirements to address the needs of students with disabilities and to provide transition support both into and out of the facility. Education professionals who work with students with disabilities in short-term detention facilities have two major goals. One is to identify students with special education needs and to ensure that they have up-to-date evaluations and IEPs. The second is to re-engage students in the learning process so they are ready to continue working to complete an appropriate education or vocational program and prepared to enter the community with effective living, learning, and work skills.

In this chapter we have provided an overview of the screening and identification process based on available research and the authors' experiences. Once a student has been screened and has been identified as possibly having an educational disability, a formal evaluation process begins. If that process identifies that the student is eligible for special education and related services, an IEP must be developed. In the next chapter we outline the formal evaluation process and discuss the key components of IEP development.

Figure 2 – 1

Action List to Have School Information Transferred to the Detention Facility Education Program

Begin each of the following activities immediately on the student’s arrival at the detention facility. Each step in the process does not have to be completed before beginning the next one.

| Activity | Person Responsible | Date Initiated | Date Completed |
|---|---------------------------|-----------------------|-----------------------|
| Create an education file. | | | |
| Examine student’s records; interview the student to determine whether to proceed to check eligibility for, or past history of, special education services. | | | |
| Call the school in which the student was last enrolled: <ul style="list-style-type: none"> • Obtain a list of the student's classes and credits. • Check with the school regarding attendance status of the student. If the student is still enrolled, notify the school that the student will be receiving education services while in the detention facility and may return with grades and benchmarks reached. | | | |
| Determine whether the student was receiving or had ever received special education and related services. | | | |
| Determine whether the student has been identified with special education needs. | | | |
| Determine in which institution the student is to be placed (if there is more than one option). | | | |
| Complete the Request for School Records and Information form. Encourage the LEA to send student records electronically to expedite appropriate placement and services. | | | |
| Follow up a telephone call with a fax and regular mail request, as appropriate. | | | |
| After the student has attended the detention center education program for 10 days, notify the school to withdraw the student and enroll him or her in the detention center education program. This is important for funding purposes. | | | |
| Create a special education file for the student. | | | |

Figure 2 – 2

Request for School Records and Information

(Complete on facility or program letterhead)

Date

Name of District:

Address:

Student Name: _____ **Date of Birth:** _____
Student SSN (if known): _____

The above-named student is currently enrolled in the education program at (*name of short-term detention facility*). The student informed us that he/she was previously enrolled in (*school name*) in your district.

To facilitate placement and/or services for this student, we require student records and information. We look forward to a prompt response because of his/her anticipated short stay. Please include the following information:

- Attendance records and information
- Date(s) of enrollment and withdrawal (if appropriate)
- Academic credit earned up to the end of the last semester of attendance
- Recent standardized test scores (last three years)
- Student home language survey and diagnostic test results (if appropriate)
- All special education information and records, including diagnostic reports, related service evaluations, IEP, transition goals, and so on

Because this student is in custody, we require that any procedures regarding the withholding of records and grades for any reasons, including outstanding debts, be waived, as per state department of education regulations.

As per the Family Educational Rights, Privacy Act of 1974, districts may “rediscover” information from a student’s education record to another school under 99.33.(a)(2)(b) without signed parental permission. In accordance with state statutes, (*name of short-term detention facility*) is legal custodian of the above-named student.

If this student was receiving special education services at your school and these files are not within your jurisdiction, please contact us by phone and forward this request to the appropriate individual and department.

Thank you.

Sincerely
(*Signature of appropriate administrator*)

Figure 2 – 3

Protocol for Making Phone Calls to Request Education Records

Student Name: _____ Date of Birth: _____

Student SSN (if known): _____

Interviewer: _____ Date: _____

Obtain the following information from the school district special education records center. Tell the person that there is reason to believe that this student received special education services while attending school in his/her district. Give the name and date of birth of the student and social security number, if you know it. Give the name of the school and possible dates of attendance, if known.

1. Name, position, phone and fax numbers of person responding to the questions
2. Name of school district
3. What special education exceptionalities were identified for this student?
4. What percentage of time was this student receiving services in a special education setting?
5. What was the date of the last evaluation?
6. What was the date of the most recent IEP?
7. Were there any related services were recommended in the last IEP?
8. Do you have any additional information that might be relevant for this student? (This might include information such as tested but did not qualify; exited from services; in a treatment center or alternative program.)

Ask the district representative to provide records via fax.

Figure 2 – 4

Student Interview to Determine Possible Eligibility for Special Education

Student Name: _____ Date of Birth: _____

SSN: _____ Date of Entry: _____

Interviewer: _____ Date: _____

Read the following to the interviewee:

Is English your native language? (If student answers yes, begin at A. If student answers no, ask following question.)

Are you comfortable enough with the English language to answer some questions?
(If the student answers no, find an interpreter. If student answers yes, proceed.)

A. I'm going to ask you some questions about your school background. This will help us provide you with the best education services we can while you are with us. If you don't know the answer to a question, that's fine, but please do the best you can to remember. Are you ready?

(If the student answers no, answer any questions he/she has and deal with any concerns before proceeding. If the student answers yes, proceed to questions.)

Read the questions to the student and record the answers.

1) General Education Information

- a) When did you last attend school?
- b) Where did you last attend school? (Ask for city, state, and school name.)
- c) Who was your last teacher?
- d) Who was the principal of the school you last attended?
- e) Who was the principal of any school you attended in the past?
- f) How long did you attend that school? (If the student answers less than three months, ask information about previous schools until you get historical information on a school of attendance that lasted three months or more.)
- g) What was the last grade you completed in school?
- h) Did you graduate from high school or earn a GED?

2) Special Education Information

- a) Were you ever in a special or alternative school? (If the student answers yes, ask name and years in residence.)
- b) Did you ever receive any extra help for any problems you were having either in your class or in a special place? (Probe for speech services, counseling, resource room assistance.)
- c) Did you ever receive special education services? (If the student is unsure or says no but there is reason to suspect that he/she may have been in special education, ask follow-up questions to get more information.)
 - i) Were you in the same class with the same teacher all day long?
 - ii) How many students were in your class?
 - iii) How many teachers were in your class?
- d) Do you know why you were receiving special education services or extra help? (Ask only if the answer to question 2b or 2c is yes. Probe for information about the type of disability for which the student was receiving services.)
- e) Is there anything else that you think we should know that would help us make sure that you get the most appropriate education services while you are here?

Figure 2 – 5

Screening Checklist for Professionals Familiar with the Student

| | |
|---------------|----------------|
| Student Name: | Date of Birth: |
| SSN: | |
| School: | |

Conferences regarding student needs:

| <u>Date</u> | <u>Problem Discussed</u> | <u>Participants</u> |
|-------------|--------------------------|---------------------|
| | | |
| | | |
| | | |

Observations:

Please check items frequently observed; record the date and duration of observations on the line of the observation number.

Observer: _____ Position: _____ Duration: _____

Observer: _____ Position: _____ Duration: _____

| Observation 1 Date: Duration: | Observation 2 Date: Duration: | Characteristic |
|--|--|--|
| | | Poor gross motor control |
| | | Poor fine motor control |
| | | Slow to react to and follow directions |
| | | Reverses or confuses letters, words, numbers |
| | | Frequently loses place when reading |
| | | Appears inattentive, easily distracted |
| | | Poor understanding of vocabulary |
| | | Difficulty following directions in sequence |
| | | Leads, or joins others, in inappropriate behavior |
| | | Engages in destructive and/or aggressive behavior |
| | | Short attention span, frequently off task |
| | | Works one grade level or below in academic subject(s) |
| | | Performs inconsistently from day to day |
| | | Impulsive; talks out; difficulty waiting turn |
| | | Low frustration tolerance |
| | | Difficulty completing assignments |
| | | Poor judgment in social/interpersonal relations |
| | | Constantly seeks attention, especially from adults |
| | | Difficulty expressing ideas |
| | | Inappropriate responses to conversations and questions |

Other behaviors observed:

Observation 1

| |
|--|
| |
| |
| |
| |
| |

Observation 2

| |
|--|
| |
| |
| |
| |
| |

Interventions: Provide dates when the following interventions were implemented.

| Beginning Date | End Date | Intervention | Effective | Not Effective |
|----------------|----------|--|-----------|---------------|
| | | Change in curriculum | | |
| | | Behavior management program | | |
| | | Change in level of instruction | | |
| | | Community agency intervention | | |
| | | Speech/Language Therapy | | |
| | | Tutoring | | |
| | | Preventative Strategies | | |
| | | Title I | | |
| | | Change in student's schedule and/or teacher | | |
| | | Change in instructional techniques | | |
| | | Interventions provided by student services personnel | | |
| | | Other | | |

Interventions attempted were found to be ineffective in meeting student's educational needs.

Yes _____ No _____ Signature _____

Comments:

Figure 2 – 6

Speech/Language Checklist

Student Name: _____ Date of Birth: _____

SSN: _____ School Name: _____

Interviewer: _____ Date: _____

Articulation:

1. Does the student exhibit errors in his/her sound production system? If so, please indicate the sounds you think he/she uses incorrectly.
s, r, l, th, k, g, j, ch,, sh, f, t, d, other _____ (i.e., wabbit for rabbit)
2. Do you frequently have difficulty understanding what the student says?
(Note: Dialectal differences normal to the dialectal community are not to be considered speech or language disorders.)

Voice:

3. Does the student “sound” abnormal for his/her age and sex? If so, please circle one of the areas below and give a brief description:

Hoarse High/Low Raspy Loud/Soft Nasal
Description:

Rate of Speech:

4. Does the student frequently “get stuck” trying to get out the words he/she wants to say (i.e., stuttering)?
5. Does the student appear to have a strange rhythm to his/her speech?

Hearing and Language:

Please make a distinction between the student who habitually does not “listen” and the one who tries to listen but is having difficulty.

6. Does the student appear to have any physically based hearing difficulties?
7. Does the student frequently have difficulty listening and understanding what you say to him/her?

-
8. Does the student frequently have difficulty attending group activities such as films or lectures?
 9. Does the student have difficulty “filtering out” extraneous noise?
 10. Does the student frequently leave out certain words when he/she tries to talk in sentences?
 11. Does the student frequently have difficulty remembering or recalling information?
 12. Does the student frequently have difficulty remembering and following a series of directions in the correct order?
 13. Does the student frequently have trouble answering questions about, or repeating something he/she just heard?
 14. Does the student frequently respond to a question by giving a seemingly inappropriate answer? Give an example, if possible. _____
 15. Does the student seem to know what he/she wants to say, but frequently has trouble getting the words strung together to give you his/her response?
 16. Do you feel that this student has problems in any of the other areas below? If so, please circle.

Academic

Behavioral

Cognitive

Figure 2 – 7

State Department of Education Memorandum Regarding the Transfer of Records to Detention or Correctional Facilities

Date:

To: Special Education Directors of School Districts
School Superintendents
School District Records Supervisors

From: State Department of Education Special Education Director
State Superintendent of Instruction or Education

Re: Transfer of Records Among Schools

The purpose of this memorandum is to clarify the process for the transfer of records between districts, particularly with school programs in correctional facilities in this state. If you have further questions, please direct them to (*state special education director*).

1. Do parents have to give consent for records to be transferred to a student’s new school or education placement?

No. The Family Education Rights and Protection Act (FERPA) requires only that the district do *one* of the following:

- Make a reasonable attempt to notify the parents at their last known address [99.34(a)(1)]; or
- Include in the district’s annual notification (to parents about their rights under FERPA described at 99.7) a statement about the district’s policy of forwarding records of students who are transferring to other schools [99.34(a)(1)(ii)].

2. Can districts release all the evaluations that were considered in making educational decisions about a student?

Yes. FERPA allows districts to “redisclose” information from a student’s education record to another school under 99.33(a)(2)(b).

3. Do districts have a right to withhold records if the student owes fines to the district for lost or damaged instructional materials?

Yes, unless the student has been deemed eligible for free or reduced-price school meals or has been identified by the appropriate state department as being in the custody of the state. This includes students in correctional settings.

4. What happens to the records of a student who is in a jail or a detention center?

The receiving school district (the one whose geographic boundaries encompass the jail or detention center) should have regular contact with that facility and request a transfer of records from the student's last known school(s). The sending district should comply immediately with this request. The receiving district should report any trouble obtaining records to the state Special Education Office so that this office can offer immediate assistance.

5. What happens to the records of a student who is in a long-term correctional facility?

The education program in the facility will request records from the student's last known school. The sending district must comply immediately with this request. The state Special Education Office has asked these programs to inform this office immediately of situations where districts do not comply with transfer of records requests in a timely manner.

CHAPTER 3:

FORMAL EVALUATION AND DEVELOPMENT OF INDIVIDUALIZED EDUCATION PROGRAMS

This chapter describes procedures, based on available research, for identifying and evaluating students involved in the juvenile justice system who require special education and related services. Following an overview of this process, the chapter describes how to:

- conduct the evaluation;
- determine eligibility for special education;
- develop the IEP; and
- overcome challenges.

Recommendations for best practice are made throughout the chapter.

AN OVERVIEW OF THE PROCESS

Once a student meets eligibility criteria for special education and related services, the MDT is formed. As explained in Chapter 2, the MDT coordinates a formal evaluation of the student, including his or her current level of educational performance and learning needs. If the evaluation process indicates that the student has special education needs, the MDT decides the type and extent of special education and related services that should be provided. The MDT, which may be called by different names such as the Student Study Team (SST), Admissions and Release Committee (ARC), or Student Assistance Team (SAT), consists of individuals who:

- have the authority to make and implement educational decisions for the student; and
- have the authority to support such decisions.

The exact membership of the MDT varies from state to state, from one education agency to another, and from student to student, depending on the student needs identified.

IDEA places considerable emphasis on parental involvement (see section §300.345). Parents of students who are under the age of majority must be invited to participate in the MDT meetings. If parents or legal guardians are unable or choose not to participate in the MDT, their written consent is required before any change in the student's education placement can be made. If they cannot be located or the court has terminated their parental rights, the education agency must appoint a surrogate parent. A further explanation of surrogate parents is offered later in this chapter.

The MDT carries out a comprehensive evaluation of the student, including his or her prior educational experience. On the basis of the results of the evaluation and IDEA regulations, the MDT determines whether the student is eligible for special education.

CONDUCTING THE EVALUATION

Role of the MDT in the Evaluation Process

The MDT has the responsibility to ensure that information is collected from a variety of sources, summarized, and analyzed to ensure a comprehensive evaluation of the student's characteristics, current performance levels, and education and transition needs. The MDT should review:

- school and social agency records;
- medical records;
- data from achievement, intelligence, and other diagnostic tests;
- information from diagnostic interviews;
- data from direct observation of the student;
- the language and communication needs of the student; and
- any needs for assistive technology devices and services (see IDEA section §300.320).

After reviewing the available information, the MDT determines whether any additional evaluation procedures are necessary to develop an adequate profile of the student's abilities and needs. Throughout this process, the MDT is responsible for ensuring that procedural safeguards are followed, including due process, nondiscriminatory screening and assessment with regard to race, culture, and socio-economic status, and confidential access to the student's records.

Evaluation Personnel and Procedures

Because evaluation is a comprehensive process, a single professional is unlikely to have the expertise to complete all the necessary assessments. The law requires that a team of qualified personnel conduct the evaluation and that no single procedure be used as the sole criterion for decisions about a student's education program. The student should be assessed in all areas related to the suspected disability. Tests must be administered in the student's native language and be valid and reliable for their stated purpose. In addition to the domains listed, evaluation includes, where appropriate, an assessment of health, vision, hearing, communicative status, and motor abilities. The MDT is responsible for determining the evaluation procedures and personnel to be used with each student.

Assessments for making special education decisions involve individually administered tests and procedures conducted by competent, appropriately certified evaluation personnel.

Group paper-and-pencil tests, such as the Test of Adult Basic Education (TABE), are not appropriate for determining special education eligibility, classification, or treatment decisions. Such tests may be used to provide a rough idea of grade-level placement when a student enters the short-term detention facility education program or they may be used for screening purposes. A student who fails to achieve established criterion levels of performance on such instruments should be observed and tracked for possible special education needs. Other factors, such as lack of academic exposure, withdrawal from substance abuse, and the student's medical and psychological conditions, also should be considered when interpreting results of assessment instruments.

The initial evaluation to determine special education eligibility usually involves a standard assessment battery, including an individual intelligence scale, measures of academic achievement, and tests of psychological processes or personality variables (e.g., Draw-A-Person and Minnesota Multiphasic Personality Inventory). Other domains may be assessed, depending on the referral questions. Most detention programs include a brief medical, psychological, and educational screening procedure during the intake process. Large programs frequently include personality and vocational assessment procedures. Some of the data from these assessments may be used as part of the formal evaluation; however, group screening procedures alone are insufficient for making educational diagnostic decisions.

Local school districts have significant experience in evaluating students to identify and analyze their special education needs. Their expertise and staff resources should be used to conduct appropriate evaluation procedures through contractual agreements, if possible. Diagnostic personnel employed in the short-term detention facility, the court, or other social agencies may conduct portions of the evaluation. For example, a clinical psychologist may conduct the intellectual and perhaps some of the educational assessment; a social worker may complete the family assessment and interview the student; and medical personnel employed by the facility or the courts may complete the medical and sensory evaluation. Professionals in the facility should have as much verbal and written input as possible in planning the education and related services to be provided to students identified with special education needs. Any of these professionals could be a member of the MDT.

The MDT meetings should be conducted in any convenient location. However, the portion of the evaluation that is conducted in the short-term detention facility setting and the portion that is completed in the local schools depend on the personnel involved and the policy of the facility and local schools. Obviously, security needs must be considered and may either suggest or mandate having as much of the evaluation as possible conducted in the facility. Security and education staff must work together to ensure that IDEA requirements are met while maintaining security. It often is helpful to explain to security staff the legal mandates of IDEA and involve them in making decisions regarding policy for conducting IDEA-related tasks.

DETERMINING ELIGIBILITY FOR SPECIAL EDUCATION

As previously noted, the MDT decides whether the student is eligible for special education and which programs and services will be provided. The decision to certify a student's eligibility for special education and related services is made at a meeting of the MDT, including

the parents or surrogate parent and the student (if appropriate). The team reviews the evaluation data, interprets results, and determines eligibility by comparing the student's characteristics and performance with the state definitions and criteria for eligibility.

The MDT also ensures that due process and appropriate procedures are followed throughout the evaluation process. Consult Chapter 1, as well as other portions of this chapter and current state guidelines, for these requirements.

DEVELOPING THE INDIVIDUALIZED EDUCATION PROGRAM

The IEP is a format to identify the scope and nature of the education and related services the student will receive (see IDEA sections §§300.341-300.370). The IEP is developed by a team (usually the same as the MDT) consisting of:

- the parents, guardian, or surrogate parent;
- at least one general education teacher;
- at least one special education teacher;
- a representative of the school agency who is knowledgeable about curriculum and resources;
- an individual who can interpret the instructional implications of evaluation results;
- the student (if appropriate);
- other individuals who have knowledge or expertise regarding the student or related services; and
- transition service participants as appropriate for the student's possible transition needs.

Some team members may fill more than one role at the IEP meeting, especially at small facilities. Be aware that parents who, for whatever reason, have limited proficiency with written language may not respond to a written request. In these cases, use additional strategies (e.g., telephone contact and family visit time) to conduct these meetings.

If the parents cannot or choose not to attend this meeting, they are notified in writing about the recommended service plan. This notification must include:

- a full explanation of the parents' rights;
- an explanation of the proposed education program and the needs it addresses;
- an explanation of what alternative programs or services were discussed by the IEP team and why these alternatives were not selected;
- a description of any tests or reports the IEP team used to make decisions; and
- any other important information.

Sometimes, parents of students with disabilities do not respond to written or telephone notification of IEP meetings. If this happens, the IEP meeting may be held without them. However, it is important to make every effort to contact parents or guardians and maintain a detailed record of attempts to encourage parental participation, including telephone calls, visits, and correspondence. Also consider the option of parental attendance by means of a conference call. Parent advocacy agencies often provide access to telephones for families without telephone service.

The student's active involvement in this process is essential to the development of self-advocacy skills. Most students in short-term detention facilities are nearing the age of majority and will soon be responsible for identifying and procuring the services and supports necessary for them to overcome the effects of their educational disability. Thoroughly understanding the educational disability and the effects of that disability will better prepare the student for this role. Involvement in these meetings also will give the student needed experience in working with the many systems' service providers, case workers, and others who will provide services while they are incarcerated as well as upon their release. Education program staff should prepare the student for the meetings so that the student knows what to expect and is prepared to ask questions, offer suggestions, or make recommendations.

State and local regulations identify the procedures required for conducting both eligibility and IEP meetings. Although combining the two meetings is common practice in short-term detention facility settings, they can be scheduled separately. Federal law requires that education programs hold an IEP meeting within 30 calendar days from the date that eligibility is determined.

THE IEP TEAM

The IEP does not have to be developed by the same individuals who make up the MDT. However, it is more efficient to have the same team oversee the entire evaluation and IEP development process. A common abuse of the IEP process that often works to the disadvantage of the student (and teacher) is to certify the student's eligibility through a meeting of the MDT and then assign a special education teacher the task of writing the IEP alone. Sometimes an agency administrator and a general education teacher or other staff member signs the IEP after it is developed in this manner. This is not consistent with best practice or the legal requirements of IDEA. To prevent this from happening, ensure that adequate numbers of staff from the facility and from the agency delivering education services are available to participate in the IEP meeting.

As mentioned earlier, combining the certification and IEP meetings so that both tasks are accomplished in a single meeting often is a good idea. However, this strategy is appropriate *only* when the parent, the surrogate parent, or the student over the age of majority agrees with the eligibility decision.

COMPONENTS OF THE IEP

Although the IEP format varies among different education programs, IDEA (section §300.347) requires that IEPs include the following components:

- a statement of the child’s present levels of educational performance, including
 - how the child’s disability affects the child’s involvement and progress in the general curriculum (i.e., the same curriculum as for nondisabled children);
- a statement of measurable annual goals, including benchmarks or short-term objectives, related to
 - meeting the child’s needs that result from the child’s disability to enable the child’s involvement and progression in the general curriculum (i.e., the same curriculum as for nondisabled children) and
 - meeting each of the child’s other educational needs that result from his or her disability;
- a statement of the special education and related services and supplementary aids and services to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided for the child
 - to advance appropriately toward attaining the annual goals,
 - to be involved and progress in the general curriculum and to participate in extracurricular and other nonacademic activities, and
 - to be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;
- an explanation of the extent, if any, to which the child will not participate with nondisabled children in the regular class and in the activities described in paragraph (a) (3) of this section;
- a statement of any individual modifications in the administration of state or district-wide assessments of student achievement that are needed for the child to participate in the assessment;
- if the IEP team determines that the child will not participate in a particular state or district-wide assessment of student achievement (or part of an assessment), a statement of
 - why that assessment is not appropriate for the child and
 - how the child will be assessed;
- the projected date for the beginning of the services and modifications described in paragraph (a) (3) of this section, and the anticipated frequency, location, and duration of those services and modifications; and
- a statement of
 - how the child’s progress toward the annual goals will be measured and

-
- how the child's parents will be regularly informed (through such means as periodic report cards), at least as often as parents are informed of their nondisabled children's progress, of
 - their child's progress toward the annual goals,
 - the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year, and
 - transition services (described in Chapter 5 of this manual).

An IEP should include the same level of planning for each goal. Many short-term detention facilities offer treatment services, and these should be included in a student's IEP to ensure that such services are coordinated and evaluated by the IEP team. If such treatment plans are not incorporated in the IEP, often the people providing treatment services are not aware of the individual's special needs. In such circumstances, the IEP team is less likely to be aware of the student's participation and progress in these programs, resulting in a less effective delivery of services.

USING INFORMATION FROM PREVIOUS IEPs

Some students who received special education services in their community school before incarceration have current IEPs. Frequently, these are included in the student's education records requested from his or her previous school. The IEPs from a student's previous school should be reviewed carefully for appropriateness and timeliness prior to developing a new IEP.

Information from a previous IEP may be useful in writing a new one, and an old IEP may be revised to accommodate changes in the student's developmental level, life circumstances, and program. The critical consideration is what services are required to meet the student's education needs. The needs of a 19-year-old who has been out of school for several years will be very different from the needs that individual had at age 15. Use the information at hand as the team develops the IEP, but take into consideration the transition issues that will arise when the student moves to his or her next setting.

SURROGATE PARENTS

If the parents or guardian of a student who is under the age of majority cannot be located, choose not to participate in planning their child's IEP, or have had their parental rights severed, a surrogate parent must be appointed. The surrogate parent acts on behalf of the student in all matters concerning the development of the IEP and the provision of a free appropriate public education. Surrogate parents should have some training in the provisions and requirements of IDEA, as well as in parental rights, due process, and appropriate education provisions. It also is helpful if they understand the legal system and how it relates to education services.

Surrogate parents appointed as part of the MDT or IEP development process only have parental rights related to the provision of a free appropriate public education. If a student is denied access to typical education services because of disciplinary practices, surrogate parents

have the right to request that services be continued in an alternate setting. Surrogate parents must not be employees of the agency serving the student or of the facility responsible for detaining the student. Immediate relatives of agency employees can serve as surrogate parents. However, this may create a conflict of interest and, if possible, this practice should be avoided.

Many detention facility education programs appoint a surrogate parent as a matter of procedure and then use this surrogate as an advocate if parents or guardians do not choose to participate. School districts and some correctional programs often use special educators from other school districts as surrogate parents, and some programs use retired persons or advertise for community volunteers to serve in this capacity. Parent advocacy groups (see Appendix D) are another good source of trained candidates. In some cases, surrogate parents volunteer their services, but generally these individuals are paid for time spent reviewing records, meeting with students, and attending meetings.

To ensure a pool of qualified surrogate parents, maintain a list of potential candidates who can be called as needed. If interested candidates are identified who are not trained, contact family advocacy groups (such as Parent Advocacy Coalition for Educational Rights or National Association of Protection and Advocacy Systems), school districts, or the state department of education's special education office for dates and locations of training programs.

The decision to appoint a surrogate parent can be controversial in some cases. Federal law provides that a surrogate must be appointed when the parents cannot be located or choose not to participate in planning the student's education program. The law does not address whether the appointment of a surrogate is necessary in cases where the parents fail to respond to efforts to engage their participation. The law is also silent about what should be done for a student who is over the age of majority but who lacks the capacity to advocate for himself or herself. Local school districts are of some help, but the most knowledgeable and reliable source of assistance are the state departments of education.

CHALLENGES AND SUGGESTIONS

Evaluation of Students in Short-Term Detention Facility Settings

Evaluating students who may have educational disabilities and developing their IEPs in short-term detention facilities are difficult tasks. Nevertheless, an education program must be designed and implemented to meet the learner's individual needs. The program must be adapted to meet the realities of a detention facility setting, which includes rapid population turnover, limited program space, limited personnel and fiscal resources, and a focus on priorities other than special education (e.g., security and ensuring that detainees appear in court for scheduled hearings). Staff of each detention facility program must decide what *can* be accomplished. The range of options includes screening to identify which students may have special needs and relaying this information to the next agency or program, completing comprehensive evaluations of students for use by other agencies, and developing IEPs for implementation by the detention facility program or by other agencies (Burrell & Warboys, 2000).

Expediting Due Process and Evaluations

The time lag between receiving the appropriate permission to evaluate and implementing the IEP that is customary in the public schools is too long for many short-term detention facility programs. Difficulty in locating schools, notifying parents and receiving information is compounded by the fact that incarcerated students frequently have been out of school for some time, are no longer living with their families, or have moved away from their home communities.

The screening procedures outlined in Chapter 2 can expedite due process and the transmission of information, provided that a member of the detention facility education staff is assigned to implement them. Interagency agreement contracts with the local public schools for evaluation and other services can specify shorter timelines appropriate to the program and the population served. On the basis of the criminal charges and the initial decision of the judge, experienced detention facility staff can formulate a “best guess” of the length of time the student is likely to be in the facility. Knowledge of time limits on evaluation and planning activities will help teams make better decisions about what procedures to accomplish for students incarcerated for various periods of time.

If an individual is detained for 24 hours or less, a medical screening and an interview with a social caseworker might be all that can be accomplished. However, these brief procedures can be sufficient to flag a student who might have a disability, and this information can be relayed at least to the student and his or her parent and sometimes to other agencies or personnel who will continue to be involved with the student. If a juvenile is detained for a longer period (e.g., three to seven days), a more thorough screening of education and related needs can be done.

SUMMARY

This chapter outlined the procedures for identifying students who have a disability. Federal law mandates certain safeguards and procedures. Although often challenged by the short duration of many students’ stay, a lack of resources, and a lack of funding, short-term detention facilities play a critical role in the identification of students with disabilities.

Another critical component of the IEP process is special education programming. This involves providing a range of appropriate special education services, coordinating efforts between agencies responsible for providing services, and considering other factors when implementing these services. Programming for special education is the topic of Chapter 4.

CHAPTER 4:

SPECIAL EDUCATION PROGRAMMING

This chapter provides general information, based on current best practice, about special education programming, in a wide range of short-term detention facilities serving diverse populations. This information can be used as a general guide to programming options, and when consulting with LEA and SEA personnel, to design services for individual programs. These suggestions address a range of potential programming needs. However, the best strategy for designing services to address the education needs of youth with disabilities in short-term detention facilities is to develop broad expertise about academic and social interventions for students.

Instructional procedures for students with disabilities vary according to their individual needs. These procedures include a variety of teaching strategies, specific remedial and compensatory techniques, the use of instructional aides, special accommodations or modifications of curriculum or materials, and any other activity needed to support learning. Instruction occurs in the context of a continuum of special education services.

CONTINUUM OF SPECIAL EDUCATION SERVICES

The type and extent of special education services depends on the needs of the student. Special education typically is implemented through a continuum of service delivery options including:

- consulting teachers;
- itinerant teachers;
- resource teachers; and
- teachers in self-contained classes.

Consulting teachers provide supportive special education services to students with disabilities who are enrolled full time and learning satisfactorily in a general education setting. Some students with disabilities can remain in general education classroom settings if their general education teachers receive direct support from special education consulting teachers on how to deliver effective instruction to students with disabilities within the regular classroom. Consulting teachers help the regular classroom teacher design instruction so that the students with disabilities meet their IEP goals and objectives in the regular classroom setting.

Itinerant teachers usually provide direct services to students with disabilities. Like consulting teachers, they go to where the student is located, but instead of working with the teacher in that setting, itinerant teachers may perform assessments, provide academic tutoring, or counsel and advise students regarding vocational opportunities, transition needs, or other similar

needs. Although itinerant teachers generally work with students individually, they also may conduct sessions with small groups. Itinerant teacher services may be the major special education program available in small short-term detention facilities.

Sometimes, a special educator may work as both a consultant and an itinerant teacher, spending part of his or her time providing direct instruction and part consulting with the detention facility education staff. Small programs may use an itinerant specialist who is an employee of the local school district. This person should be a certified teacher who is qualified to provide special education services to students who have IEPs. Where shortages of qualified staff exist, the itinerant teacher may supervise volunteer tutors (e.g., retired teachers) who are recruited from the community. Security staff may be able to provide supplementary tutoring. In such cases, the itinerant teacher should visit the student several times a week to provide direct instruction and closely monitor the student's learning to ensure that effective instruction is being provided. Hospital programs are another setting in which itinerant teachers are found.

Special educators frequently work collaboratively with the regular classroom teacher in what is known as an inclusion model. In this situation, the regular teacher and the special education teacher work together in one classroom setting, meeting the needs of all students together. Teachers plan together, and each plays a part in delivering and monitoring education services for all students in the class. This is an effective use of consulting teachers in any school setting, but it works particularly well in short-term detention facilities, where class sizes typically are smaller than in public schools. Sometimes, an education assistant works with a general education teacher in an inclusion setting, under the direction of the special education teacher, but this arrangement provides more limited success and support for students.

Resource teachers provide direct educational services to a variety of students with special education needs. They also may provide indirect services, including consultative support and assistance to regular classroom teachers and other professionals who are serving these students. Students in resource programs generally are enrolled in a special education classroom for part of the school day and in general education classes for the remainder of the day. Resource teachers may function in many ways. For example, they may:

- establish and coordinate screening and referral procedures to address the identification of all students with disabilities;
- administer a variety of assessment instruments;
- develop and monitor IEPs;
- provide direct instruction for individual students or small groups of students;
- consult with general education teachers regarding academic and social problems of students in their classrooms; and
- establish and maintain contacts with community schools, agencies, and services for the eventual transition of students to another education setting or community living environments.

In some states, resource teachers are also used in a content mastery model, generally in the higher grades. Content mastery allows the student to attend the general education class for as

much of the lesson as possible and then move to the content mastery class (i.e., special education setting) for reinforcement, support, and other services as needed. Students may receive more extensive guided practice of the skills being taught, take tests in different formats, or have assignments modified. Resource teachers who serve as content mastery teachers work closely with general education instructors to support learning within the regular classroom and to provide direct services to students when necessary.

Teachers in self-contained classrooms provide direct special education services to students with needs that require full-time dedicated support from trained special educators. Students spend the school day in a special education classroom, and the teacher has complete responsibility for most aspects of their education program. A teacher who works in a self-contained classroom has the same responsibilities as a resource teacher; however, the consulting function is more likely to be with counselors, psychologists, and other related services personnel rather than general education classroom teachers. Because of the intensity of the needs of students in self-contained classrooms, one or more instructional aides may be employed to help particular students access an appropriate education.

SPECIAL EDUCATION IN SMALL SHORT-TERM DETENTION FACILITIES

Special education services in small detention facilities may present special challenges when resources are limited. Small detention facilities generally have neither sufficient staff to screen students independently nor the resources necessary to provide comprehensive regular or special education programs. Check with the state department of education to seek solutions to the special challenges that small detention facilities confront.

In small short-term detention facilities, special education services sometimes are provided through the local school district special education program, which assigns part-time itinerant or consulting teachers to the detention facility program. If the detention facility has no general education program, itinerant teachers from the local school district may be responsible, under a memorandum of agreement or understanding, for providing individualized special education services to students who are identified as having a disability (Burrell & Warboys, 2000).

However, state attendance laws or school-age stipulations regarding requirements for students who attend a certified school program must be followed by the agency responsible for education in the detention facility setting. For students detained in adult centers, the educational experience may be the last opportunity for them to receive academic instruction and graduation options. Students often are detained for a longer time in an adult setting, and therefore the need to take advantage of the opportunity to learn and to earn academic credit may be even more critical than in a juvenile detention facility. In both juvenile and adult settings, however, students may be more likely to return to a general education environment on release if they have experienced success in the short-term detention facility school setting. Young adults with a history of unsuccessful or inappropriate educational experiences may select education while in a detention facility because of a lack of alternatives. Take advantage of this opportunity to design

an education program that will appeal to this unique population and to offer opportunities to transition students to agencies and programs outside the facility that can help students continue their learning.

The availability of related services in small facilities often is limited as well. Although most detention facilities have medical and some form of social work or counseling services, audiology, physical, occupational, or speech therapy and individual psychological services may only be available through the local school district or through private agency contracts.

SPECIAL EDUCATION IN LARGE SHORT-TERM DETENTION FACILITIES

The resources available in large detention facilities theoretically permit an expansion of the basic services provided in small facilities. Large detention facilities have more staff, more programs, a larger resident population, and, therefore, a potentially larger number of students eligible for special education services. The continuum of services in large detention facilities may be incorporated into the education program operations of the facility. Special education personnel may be employees of the local school district, another community agency, or the entity managing the detention facility (private, county, state, etc.) and may include full-time resource teachers, instructional aides, and self-contained classroom teachers. The most common model for special education programming in large detention facilities and other correctional programs is for resource and consulting teachers and instructional aides to provide education services for students with disabilities, either through the inclusion model or the more traditional resource room design. In these facilities, students with educational disabilities generally spend part of the school day in the resource classroom and part of the day in general education programs.

Because of the security rules of the facility and the space in classrooms, class size typically is small (e.g., no more than 12 students). One of the most difficult aspects of providing education services in a short-term detention facility is the availability of classroom space. Delivering education programs in day rooms is not acceptable, particularly for students with disabilities whose ability to concentrate is an issue. Telephone calls, visits from lawyers, psychologists, social workers, and medical staff, and the presence of students in the living unit who are not in the education program are all distractions that interfere with instruction delivery and student learning.

Students with identified special education needs are found in detention facilities in significantly larger numbers than in the regular public school setting; therefore, self-contained classrooms sometimes are located in large facilities. As some detention facility programs now operate, a self-contained classroom might be available for students with emotional disturbance or mental retardation who cannot be integrated into general education or resource classrooms owing to the severity of their education or social skills deficits.

Large facilities frequently have the staff and systematic procedures to routinely screen incoming students to determine their eligibility for special education services. In these facilities, screening is easier because students are more likely to come from the local school district, in

contrast to smaller facilities that often serve a rural regional area with a student base from many different school districts. Also, in large detention facilities, and in adult facilities particularly, students may be detained for a longer time than in small facilities. Judicial processing often takes longer in large urban areas for juveniles; sometimes in adult facilities, residents actually may be sentenced to the detention facility for one or two years. Therefore, procedures that include the full range of special education services are more common.

On-site special education professionals usually develop and implement IEPs in large facilities. Due to the large number of persons who may attend IEP meetings, time constraints in short-term facilities, and security issues, it may be necessary to have one or more groups of individuals attend the IEP meeting through a conference call. Be creative to ensure that attendees, including parents, are represented and fully participate in the meeting.

Related services needed for individual students are identified during the formal diagnostic assessment process and are included in the student's IEP. Most large detention facilities provide limited medical and mental health services; therefore, many of the other related services for students with special education needs must be accessed through the local school district or through privately contracted services.

CHALLENGES AND SUGGESTIONS

Development, implementation, and maintenance of education programs for students with special education needs in short-term detention facilities require the cooperative efforts of many agencies. State protection and advocacy agencies and parent advocacy groups often help to facilitate these cooperative efforts among agencies. Several areas that may require particular attention throughout the development and continued implementation of special education programs in short-term detention facilities are described below.

Interagency agreements

The SEA is the sole state agency responsible under federal law for guaranteeing the availability of a free appropriate public education for every student with a disability. The SEA must ensure that institutions administered by other state or local agencies (e.g., jails, detention facilities, hospitals, correctional facilities, residential treatment facilities) that serve school-aged youth (i.e., up to their 22nd birthday) provide an education program that meets the requirements of IDEA. The SEA should further ensure that contractual interagency cooperative agreements exist among detention facilities, schools, and other local community agencies to provide special education programs for incarcerated students with disabilities. These formal written agreements should clarify the roles and responsibilities of various agencies involved in education programs and services for students with special education needs within the institution.

Detention facility education staff should consult with the SEA to obtain technical assistance in developing interagency agreements with any and all agencies that are responsible for any part of required special education services for students in the institution. Memoranda of Agreement (MOA) or Joint Powers Agreements (JPA) should address such areas as space,

scheduling, materials, staffing, compensation, and security arrangements. These MOAs may also address staff development, photocopying, equipment use, telephones, clerical support, and facility management. Although by no means exhaustive, this list is a starting point for developing required interagency agreements.

Responsibility for the Short-Term Detention Facility Special Education Program

The provision of special education services in detention facilities for youth with educational disabilities is a relatively new undertaking in most states. Local education agencies may not be aware of the need for special education services in detention facilities -- particularly when juveniles are held in adult detention facilities. However, courts in a number of jurisdictions have recognized the entitlement of youth with disabilities to special education services in juvenile and adult short-term facilities. (See *Donnell C. v. Illinois State Board of Education*, 1993; *Alexander v. Boyd*, 1995; *Handberry v. Thompson*, 2000.). Most states have mandated that the responsibility for the education program in detention facilities lies with the LEA whose geographic boundaries encompass the detention facility. Getting LEAs to assume the responsibility to develop, implement, and operate these services often involves enlisting the assistance of the SEA to at least clarify the role of the LEA and to facilitate the negotiation of interagency agreements between detention facilities and the school district. If necessary, the state protection and advocacy agency can clarify the legal responsibilities of both the SEA and the LEA to ensure the availability of appropriate education programs for students with special education needs in short-term detention facilities. As mentioned previously, general education program responsibility for students in juvenile detention facilities typically follows the state's mandatory attendance laws.

Involvement of the SEA

Although SEAs should be aware of the need to serve youth with educational disabilities in short-term detention facilities, the agency may be reluctant to assume responsibility for ensuring that appropriate programs exist for all students in these facilities. State education agencies must include detention facility special education programs in any audit or reporting requirements for LEAs. An initial step in encouraging SEA involvement is for the detention facility administration or education staff to demonstrate the desire to have a program. Administrators who are current with research and trends understand that good programming equates with good resident management and that education is one of the most effective program options inside a facility.

Once the detention facility administration notifies the LEA of its intent to include all legally required education programs in the facility, the LEA or the facility administration contacts the SEA and, if necessary, the state protection and advocacy agency. This ensures that the SEA has a record of the detention facility program for future training, mailing, and audit processes as included in IDEA and case law. The SEA should be available to help negotiate interagency agreements among the LEA, the detention facility administration, and appropriate

governing agencies (county, state, city, private) to develop an appropriate education program for students with disabilities.

The final step is to schedule a monitoring process, through the SEA, that addresses the quality and continuous operation of appropriate education programs in the detention facility setting. Although the LEA generally is responsible for providing special education programs in juvenile and adult detention facilities, it is the responsibility of the SEA to ensure that these programs comply with the provisions of IDEA and other state or local laws and regulations. As with any other general or special education program, the SEA has final responsibility to ensure appropriate, continuous operation. Special education federal law holds the SEA responsible for such monitoring obligations.

Staff Training

Short-term detention facility staff should be aware of the specific needs of students with disabilities. Often students display characteristics in their living environments, as well as in classroom settings, that suggest they have a disability. Some facilities include a presentation by special education staff in new staff orientation training. As mentioned previously, the National Center on Education, Disability, and Juvenile Justice (EDJJ) has a free professional development series (online at www.edjj.org) that addresses the issues related to educating students with disabilities in the juvenile justice system, including short- and long-term facilities. See Appendix C for a list of the modules in this series.

Educators who are members of MDTs also can provide ongoing education to facility staff about the characteristics of and techniques for managing students' social behaviors and cognitive processing. Periodic handouts and "tips of the trade" also work well for the informal education of short-term detention facility staff. Consistent recognition of staff members who work well with students with disabilities reinforces the continued use of good skills and can be a positive experience for detention facility security staff and educators. The SEA or the LEA also can provide in-service training for detention facility staff regarding the characteristics and education and life skill needs of students with disabilities.

Once a special education program is established in the short-term detention facility, special education staff should develop and maintain systematic contacts and communication with detention facility staff regarding the program and the needs of the students in the program. If implemented appropriately, the informal methods suggested previously can be effective, but more formal avenues should also be developed and practiced. Effective education programs in short-term detention facility settings require cooperation and respect between the special education and facility staff. This spirit of interaction and interdependency will foster a positive atmosphere that best meets the needs of students with educational disabilities.

Awareness of LEA Staff

Although it is important for detention facility staff to be aware of the special education and behavior needs of students with disabilities, it is equally important that LEA special

education staff be aware of the operation of the detention facility. The LEA special education staff should have a basic understanding of the criminal and juvenile justice systems in order to better serve students in the facility. Basic knowledge of the criminal and juvenile justice systems and their differences helps special educators work with facility custodial staff, the courts, parole and probation officers, and other professionals in the system. The EDJJ Professional Development Series modules (Appendix C or www.edjj.org) include relevant instructional materials.

Interagency education in-service opportunities help probation and parole officers, district attorneys and public defenders, and facility special educators better understand the regulations, processes, and procedures that affect them. These opportunities also provide avenues for face-to-face meetings and make it easier for staff from one group to call on another group for assistance. The outcome should be seamless services for students with special education needs.

Equality

The amount of contact between males and females in programs in a short-term detention facility usually depends on the size of the facility and the approach and experience of facility administration. Juvenile detention facilities are more likely to offer co-ed programs, at least for formal education services. Because some individuals are serving sentences and expect a long physical separation from the opposite sex, adult detention facility administrative staff often is reluctant to combine males and females for education programs. Because males almost always significantly outnumber females in detention facilities, the majority of programs are designed to meet the needs of the male residents and often ignore the special needs of females.

Some research shows that females with disabilities are more commonly identified through the mental health system and that males are identified through the special education system, largely because males tend to act out. Females, in contrast, often internalize their mental health problems, resulting in eating disorders, self-abusive behaviors, and unprotected sexual behavior. As mental health services shrink, it is important to closely screen females in detention facilities for disabilities. Program administrators are responsible to ensure that females and males receive the same level of services. Special education law does not allow the differentiation of service level based on the gender of the student. The EDJJ website contains valuable information about differentiation of services.

SUMMARY

Instructional methods and the nontraditional education setting are probably the most different parts of special education services in detention facilities. Security and availability of space in a facility often influence class size. Close attention should be paid to these factors because they can affect the implementation of the requirements of the IEP and transition plans. A common trap is to predetermine what is possible and not possible in detention facility settings and to offer special education services accordingly. Education program staff must be willing to think creatively to meet the needs of students, because many options are possible in this unique setting that are not possible in general education settings. *Where* services are delivered (general

vs. special education classroom) is far less important than the *nature and quality* of the services that students receive.

The appropriate implementation of the IEP in a detention facility setting also is important. Pay close attention to the requirements and guidelines provided by the IEP team. Suggested strategies to help staff understand and implement IEP requirements include in-service staff training for all facility staff (both education and corrections personnel), close monitoring of education programs in detention facilities by SEAs, and using consultative special education staff who are not overburdened with direct teaching responsibilities in the facility.

Because students with disabilities in short-term detention facility settings often are older than students in public schools, include the experience and ideas of the students as standard practice in identifying delivery options. With limited access to other programs, students often are motivated to work on academic and social skill development and to understand what will work best for them.

The following final chapter of this manual addresses the transition issues required by IDEA: the transition from a short-term detention facility to either the community or a long-term correctional facility and the transition from one special education program to another. It is critical that the special education staff ensure a smooth transition by working with appropriate community agencies when developing and implementing transition plans.

CHAPTER 5:

TRANSITION

IDEA defines transition services as “a coordinated set of activities designed to help a student with an educational disability move from school to post-school activities, including post-secondary education, vocational training, employment, continuing and adult education, adult service, independent living, or community participation.” (See Section §300.29 of IDEA.). This chapter focuses on the current research and best practices regarding the provision of transition services to youth in detention facilities. Transition services can include direct special education services and related services if they are required to help a student with a disability benefit from his or her education. Transition services must be provided to all students age 14 and older who have been determined eligible for special education and related services under IDEA. The transition services required by the student are addressed in the IEP and are based on the student’s needs, but his or her preferences and interests also should be considered.

According to IDEA, the IEP must include a statement of transition needs, specifically in areas of the IEP that focus on the student’s academic goals. This statement must be updated at least annually. For a student age 16 or older, the requirements are more specific, and the student’s IEP also must address any interagency responsibilities and how the transition plan will be supported. Most SEAs further define transition as a time when a student is making a change in an education placement, such as from preschool programs to kindergarten, from middle school to high school, or from one education setting to the next. Graduation from public school with a diploma also is a transition.

It is important to know that the law also addresses transition services and planning for students with special education needs in adult correctional settings. For instance, FAPE requirements (see Section §300.311 of IDEA) define when transition services are not relevant for students in adult prisons:

(b) ... The following requirements do not apply to students with disabilities who are convicted as adults under state law and incarcerated in adult prisons:(2) The requirements contained in §300.347 (b)(relating to transition planning and transition services), with respect to the students whose eligibility under Part B of the Act will end, because of their age, before they will be eligible to be released from prison based on consideration of their sentence and eligibility for early release.

Other than this exception, most students in a short-term detention facility are eligible for transition services. Students are either in transition into the facility and into the education program, in transition out of education programs because they have received a GED or a high school diploma, or in transition out of the short-term detention facility and into the community or into a long-term adult or juvenile correctional facility. Therefore, transition is an important consideration for all students with disabilities in detention facility education programs.

SHORT-TERM DETENTION FACILITY TRANSITION CONSIDERATIONS

The challenge for educators is to keep all students in school engaged in meaningful education experiences, and prepared for post-secondary education, employment, and independent living. However, developing and implementing transition practices often are difficult in detention facility settings and take considerable effort.

An important step in planning a student's transition is estimating the length of the student's stay in the short-term detention facility. Most education staff in these facilities become familiar with court expectations and base their estimates on what the charges are, what the past history of the student is, and whether the student's attorney is court-appointed or privately retained. Use this information for estimating approximate transfer time, and prepare accordingly.

Because the short-term detention facility is the sending agency, the transfer of the student and his or her paperwork becomes its responsibility. A statement of needed transition services has been required by IDEA since 1990, but transition out of detention facilities is still an area that education program staffs seldom address adequately. For example, with respect to providing a formal transcript of academic credits earned, most detention facility education programs provide information only on length of stay and grades earned and depend on the receiving correctional facility or school district to assign credits. Grades normally are not forwarded with the student unless he or she makes that request. To develop a more effective transition process out of the short-term facility, education program staff should forward certain information to the receiving facility or school district, probation officer, and vocational support agency or job training program as appropriate. This information may include:

- standards and benchmarks met by the student while in detention and grades earned;
- all academic credit information gathered from previous education placements;
- special education status on evaluations and annual IEP reviews;
- a copy of the current IEP and latest diagnostic information;
- a description of the transition support needed from probation and other outside agencies; and
- a graduation plan, if appropriate.

TRANSITION PLAN AS AN INTEGRAL PART OF THE IEP

The IDEA does not refer to a transition plan as a separate plan, apart from an IEP. Rather, the law refers to transition statements that are included in the IEP. Best practice dictates that transition needs drive the IEP goals and objectives from the time the student reaches his or her 14th birthday until the time he or she receives a high school diploma. For this reason, the transition plan and the IEP should be integrated into one document. There are two types of transitions in a short-term detention facility. One transition is into or out of the facility² and the

²Transition issues and procedures regarding the intake of students into short-term detention facility education programs were discussed in Chapter 2.

second is into or out of the education program. Generally these transitions coincide unless the student earns a high school diploma or GED while in the short-term detention facility. Therefore, the detention facility transition issues are interwoven in the IEP and take into account both transitions and the supports needed.

To be meaningfully linked to the student's life, the transition section of the IEP should include specified goals, objectives, and procedures for implementation. Transition considerations should:

- be initiated while the student is in the detention facility education program;
- be developed with persons who have a stake in the student's future adjustment;
- take into account the full range of education, vocational, and other service options available to the student after he or she leaves the facility; and
- include support services that are likely to be needed (e.g., vocational, rehabilitation, and community mental health) .

Representatives from agencies providing these services should be involved in drafting the transition plan, in the manner most convenient for the agency.

Transition Out of the Short-Term Detention Facility Education Program

The post-incarceration transition process has three phases: referral, program placement, and follow-up. For clarity, we describe them in terms of transition into community settings but the same procedures are appropriate when students are transferred into correctional or residential treatment programs.

Referral Phase

The first transition phase, referral, occurs while the student is still in the facility. Referral begins with identifying appropriate community-based education or work-related programs, placements, agencies, and services for a student who has been incarcerated and who is identified as having disabilities. It continues with initiating contact between the student and appropriate programs in the geographic area where he or she will be living. Detention facility education program staff should develop a comprehensive list of potential referral sites and establish and maintain contacts with staff in these programs and agencies. Well-forged relationships and ongoing communication between the special education program staff and agencies external to the facility that will play a role in the transition of the student back into the community will enhance the potential for successful transitions.

Program Placement Phase

Providing only a referral to a receiving agency often is inadequate to support a student with disabilities who is exiting a short-term detention facility setting. Therefore, procedures

should be developed to help the student who has a disability enter and remain in the appropriate community program. A major component of program placement involves ensuring that the student has the skills and knowledge necessary to succeed in a specific community-based program. Enlist the aid of probation officers who may act as case managers. Also, develop a database of the program requirements of potential referral sites and match the student's abilities with those requirements. The matching of required skills and a student's abilities is an important part of meeting the special needs of this student population. Often, required skills can be woven into academic lessons so the student can envision being successfully placed in an appropriate program with agency support.

Use role-playing and direct instruction in the classroom setting to get the student prepared to take as much responsibility as possible for a successful transition. For example, the teacher can role-play an interview with a Department of Vocational Rehabilitation employee, using the actual forms that guide the process, to help a student prepare for this experience. Before beginning the interview, the teacher can discuss how to arrange transportation to the meeting, how to ask for directions to the office, how to dress, what paperwork to take, and what to do to reschedule a missed interview. The teacher can play the role of the interviewer and encourage the student to prepare answers to questions that may come up during the interview.

Other skills such as self-advocacy and problem solving are necessary for successful transitions. Youth must be able to advocate for themselves to appropriately get the services and supports that they need in order to manage the many post-release requirements. Students should be taught how to ask questions when they are unsure of requirements or to restate the requirements and ask for verification of understanding. Teachers can role-play with the student how to verify an appointment date and time with a probation officer, for example, or how to ask an employer for time off to go to the meeting. In addition to self-advocacy, students will need practice with problem solving skills. Many youth are returned to detention as a result of seemingly minor infractions such as curfew violation. Teaching students to anticipate and plan for situations where post-release requirements might be a challenge will reduce these problems. For example, the teacher might help the student brainstorm all the ways to get home before curfew (e.g., take the bus, call a friend or a family member, or walk).

Another component of program placement involves ensuring that comprehensive and relevant education and vocational information about the student is forwarded to the community program. The effective transfer of education records to receiving agencies is critical to post-secondary success of the student. Frequently, persistence and commitment communicate to the receiving agency the importance of the transition and increases the likelihood that the student will receive appropriate support. Even if previous attempts to get agency representatives to visit the detention facility and meet with students have been unsuccessful, continue to invite them.

In a significant number of cases, the agency receiving the student is a correctional or residential treatment facility. As indicated above, the same procedures apply to facilitating the transition of students into these programs. The efforts of the short-term detention facility education staff to identify students with special education needs, obtain previous education records, conduct diagnostic evaluations, and develop IEPs (time permitting) will reduce delays between intake and the implementation of appropriate special education and related services.

Needed transition services that have been identified with some initial contacts may improve consistency among IEPs and progress toward establishing placement.

Follow-up Phase

Follow-up supervision and contact with the student and local community or residential education or vocational programs are necessary to evaluate and improve the transition process. It is important for communication to continue between the detention facility education program and community programs after the student returns to the community. Detention facility education staff needs constant updates on community programs that have vacancies and are willing to work with students transitioning from correctional settings to promote successful experiences.

The Juvenile Corrections Transition Model (Edgar, Webb, & Maddox, 1987) presents two strategies for obtaining information about possible supporting agencies and programs. The first strategy is identifying all possible community placement options available for students transitioning out of detention facility settings. A Community Placement List (a master list of local programs, placements, agencies, and services for individuals with disabilities in the community) is developed. This list can be developed and maintained by contacting transition and advocacy agencies, the United Way, the SEA, and other state or federal departments such as human services and vocational rehabilitation. Expand the list through direct contacts with various community-based education and vocational programs.

The second strategy is designing and implementing a process to provide facility and school staff feedback on a student's placement at several points after he or she leaves the institution. Use the Community Placement Evaluation Form (CPEF) (see Figure 5-1, pp. 54) to collect information for evaluating a student's status in the community program and then use this feedback to modify the detention facility education program. Telephone contacts using the CPEF should be made soon after the student enters the community program (5 to 10 days), and then after 1 month, 3 months, and 6 months.

TRANSITION CHALLENGES AND SUGGESTIONS

Edgar, Webb, and Maddox (1987) identified the following important issues in the transition of students with disabilities into and out of correctional education programs.

Interagency Awareness of Programs and Services

Sending and receiving agencies and programs must know about one another's organization and services. Client transitions are improved when various agencies communicate with one another about services offered, staffing and facility arrangements, philosophical approach, and type of program planning used (e.g., IEP, Individual Treatment Plan, Individual Family Services Plan). As they establish and maintain effective special education programs in short-term detention facilities, community and correctional agencies must be aware of the goals, objectives, operations, and programs of detention facility education. On-site visits, in-service

training, and written materials describing programs can be developed and shared to promote awareness among programs. Annual or bi-annual meetings of detention facility education staff from across the state or region provide opportunities for information and best practice transfer. Such meetings may be sponsored by the SEA or the local detention facility director or organization.

Differences in Eligibility Criteria Among Agencies

Planning for new placements often requires considering several possible community alternatives. Sending agencies must understand the eligibility criteria of the receiving agency and make valid and realistic referrals. Although the staff of one agency cannot make eligibility determinations for another agency, a working knowledge of eligibility criteria for other programs in the community greatly improves the sending agency's ability to identify realistic options for the transitioning student. For example, a community college probably will require a high school diploma or GED for admission. A local job-training program may require at least a sixth-grade reading level for program admission. Having previous experience working with individual agencies helps detention facility staff ensure smooth access to opportunities for students.

Exchanging Information About Students Prior to Transition

Receiving agencies need information about new clients in order to prepare for their arrival. Names, service needs and history, and assessment and evaluation results can be exchanged between detention facility education programs and community programs. An information exchange prior to transition helps ensure that a student is eligible for referral to the receiving agency. In addition, it allows the receiving agency to plan for the client and ensures that client information gathered in one placement can be used in another. Through consultation, agencies can develop procedures for exchanging student information.

Program Planning Before Transition

Joint pre-placement planning between sending and receiving agencies promotes continuity and informs each agency about what other agencies will be doing. It also helps prevent a gap between services and support. As agencies become familiar with the education and treatment histories of students who are leaving detention facility programs, transition planning and follow-up involvement become routine rather than random. Written documentation and the transfer of education and treatment records facilitate the effective transition of students with special needs into and out of detention facility programs.

Post-Transition Information for Program Evaluation

Tracking former students serves many purposes for the detention facility. Information about student performance in new settings provides important data for evaluating the detention facility program and forms a basis for making program improvements. Information can be

gathered from former students by telephone or mail, or through probation officers. Maintaining communication with probation officers about student functioning, and making contacts with community-based programs serving former students are effective strategies for getting this information. Contacting family members about their son or daughter's adjustment can be useful in gathering information and encouraging ongoing family support of the student.

More students will be released from detention facilities back to the community than will be transferred to long-term correctional facilities. It is important to maintain data on transition planning and effective transition strategies and procedures. In addition, gathering post-transition information provides an opportunity for ongoing communication between agencies.

Formal, Written Transition Procedures

Formal, written procedures for transition options help establish successful and appropriate transition activities between the detention facility education program and support agencies and individuals in a number of ways. When procedures are written, they are not easily overlooked or forgotten. For example, if a particular staff member knows unwritten procedures well, this knowledge is lost when that staff member leaves the agency. Written procedures are easier to evaluate and modify. In addition, written procedures document responsibility and provide a basis for negotiations among agencies.

Return to the Short-Term Facility

It is a sad reality that many attempts to successfully return a youth to the community fail and the youth is returned to the same short-term correctional facility. The cyclic nature of their juvenile justice encounters often mean that many juveniles accrue more education time (e.g., high school credits, GED completion) while in the short-term facility than in the community school. Because of this reality, it is a good idea for teachers in short-term correctional facilities to carefully maintain their own student files so as to enable returning students to more smoothly transition back into the education program at the correctional facility.

SUMMARY

Transition services and support can be incorporated into detention facility programs by education staff, facility staff, probation and parole officers, and community-based program staff. When transition responsibilities are shared by the IEP team and incorporated into existing operating procedures, very little extra help, money, or resources are required. Procedures for the transition of students with disabilities to and from short-term detention facility education programs can be built into routine staff activities, generally without additional personnel. The initial investment of staff time in establishing transition procedures is balanced by the reduction in the time necessary to maintain these procedures once in place.

Edgar, Webb, and Maddox (1987) point out that the transition from a correctional facility to and from community-based programs is an important event in the life of the student with

disabilities. In most detention facilities, no single agency or group is assigned the specific responsibility to ensure that transition services and activities are implemented. The most crucial issue in transition is to identify the primary persons who ensure that systematic transition activities occur. Because of their central role in the transition of individuals with disabilities into and out of detention facility education programs, staffs from these programs “drive” transition. They gather data, direct student involvement, and prepare the student, while he or she is in the detention facility, for successful transition to the next agency or facility. Programs are useful only if they are successful. An ongoing evaluation of the effectiveness of transition strategies for students moving both into and out of the short-term detention facility is a critical component of the education program and transition activities.

Figure 5 – 1

Community Placement Evaluation

Student Name: _____ Date of Birth: _____

Student Address: _____
Student Telephone Contact Information: _____

SSN: _____ Family member contact
information: _____

Last school attended: _____
Dates in detention facility education program: _____
Dates education records sent to community placement: _____

Community placement/agency/service: _____

Address: _____

Contact Person(s): _____
Telephone Number: _____

Date education records received from detention facility education program: _____
Success/failure of student in this placement: _____

Suggestions for detention facility modification based on student success/failure: _____

Community placement/agency/service: _____

Address: _____

Contact Person(s): _____
Telephone Number: _____

Date education records received from detention center education program: _____
Success/failure of student in this placement: _____

Suggestions for detention center modification based on student success/failure: _____

Community placement/agency/service: _____

Address: _____

Contact Person(s): _____
Telephone Number: _____

Use additional pages as needed for additional community contacts.

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APPENDIX A:

MINIMAL REQUIREMENTS FOR THE OPERATION OF AN EDUCATION PROGRAM IN SHORT-TERM DETENTION

- Adequate space for each student, relatively free from distraction.
- Teachers who meet state certification requirements.
- Procedures to obtain records from students' previous school districts.
- An adequate supply of age appropriate curricula and instructional materials for each student.
- A system to identify and provide education and related services to eligible youth.
- Procedures to refer, assess, and identify youth for special education services.
- The ability to grant students credits that transfer to other school districts.

APPENDIX B:

SELECTED IDEA REGULATIONS

§300.532 Evaluation procedures.

Each public agency shall ensure, at a minimum, that the following requirements are met:

- (a)
 - (1) Tests and other evaluation materials used to assess a child under Part B of the Act—
 - (i) Are selected and administered so as not to be discriminatory on a racial or cultural basis; and
 - (ii) Are provided and administered in the child's native language or other mode of communication, unless it is clearly not feasible to do so; and
 - (2) Materials and procedures used to assess a child with limited English proficiency are selected and administered to ensure that they measure the extent to which the child has a disability and needs special education, rather than measuring the child's English language skills.
- (b) A variety of assessment tools and strategies are used to gather relevant functional and developmental information about the child, including information provided by the parent, and information related to enabling the child to be involved in and progress in the general curriculum (or for a preschool child, to participate in appropriate activities), that may assist in determining—
 - (1) Whether the child is a child with a disability under §300.7; and
 - (2) The content of the child's IEP.
- (c)
 - (1) Any standardized tests that are given to a child—
 - (i) Have been validated for the specific purpose for which they are used; and
 - (ii) Are administered by trained and knowledgeable personnel in accordance with any instructions provided by the producer of the tests.
 - (2) If an assessment is not conducted under standard conditions, a description of the extent to which it varied from standard conditions (e.g., the qualifications of the person administering the test, or the method of test administration) must be included in the evaluation report.

-
- (d) Tests and other evaluation materials include those tailored to assess specific areas of educational need and not merely those that are designed to provide a single general intelligence quotient.
 - (e) Tests are selected and administered so as best to ensure that if a test is administered to a child with impaired sensory, manual, or speaking skills, the test results accurately reflect the child's aptitude or achievement level or whatever other factors the test purports to measure, rather than reflecting the child's impaired sensory, manual, or speaking skills (unless those skills are the factors that the test purports to measure).
 - (f) No single procedure is used as the sole criterion for determining whether a child is a child with a disability and for determining an appropriate educational program for the child.
 - (g) The child is assessed in all areas related to the suspected disability, including, if appropriate, health, vision, hearing, social and emotional status, general intelligence, academic performance, communicative status, and motor abilities.
 - (h) In evaluating each child with a disability under §§300.531-300.536, the evaluation is sufficiently comprehensive to identify all of the child's special education and related services needs, whether or not commonly linked to the disability category in which the child has been classified.
 - (i) The public agency uses technically sound instruments that may assess the relative contribution of cognitive and behavioral factors, in addition to physical or developmental factors.
 - (j) The public agency uses assessment tools and strategies that provide relevant information that directly assists persons in determining the educational needs of the child.

§300.533 Determination of needed evaluation data.

- (a) Review of existing evaluation data. As part of an initial evaluation (if appropriate) and as part of any reevaluation under Part B of the Act, a group that includes the individuals described in §300.344, and other qualified professionals, as appropriate, shall—
 - (1) Review existing evaluation data on the child, including—
 - (i) Evaluations and information provided by the parents of the child;
 - (ii) Current classroom-based assessments and observations; and
 - (iii) Observations by teachers and related services providers; and
 - (2) On the basis of that review, and input from the child's parents, identify what additional data, if any, are needed to determine—

-
- (i) Whether the child has a particular category of disability, as described in §300.7, or, in case of a reevaluation of a child, whether the child continues to have such a disability;
 - (ii) The present levels of performance and educational needs of the child;
 - (iii) Whether the child needs special education and related services, or in the case of a reevaluation of a child, whether the child continues to need special education and related services; and
 - (iv) Whether any additions or modifications to the special education and related services are needed to enable the child to meet the measurable annual goals set out in the IEP of the child and to participate, as appropriate, in the general curriculum.
- (b) Conduct of review. The group described in paragraph (a) of this section may conduct its review without a meeting.
 - (c) Need for additional data. The public agency shall administer tests and other evaluation materials as may be needed to produce the data identified under paragraph (a) of this section.
 - (d) Requirements if additional data are not needed.
 - (1) If the determination under paragraph (a) of this section is that no additional data are needed to determine whether the child continues to be a child with a disability, the public agency shall notify the child's parents—
 - (i) Of that determination and the reasons for it; and
 - (ii) Of the right of the parents to request an assessment to determine whether, for purposes of services under this part, the child continues to be a child with a disability.
 - (2) The public agency is not required to conduct the assessment described in paragraph (d)(1)(ii) of this section unless requested to do so by the child's parents.

§300.534 Determination of eligibility.

- (a) Upon completing the administration of tests and other evaluation materials—
 - (1) A group of qualified professionals and the parent of the child must determine whether the child is a child with a disability, as defined in §300.7; and
 - (2) The public agency must provide a copy of the evaluation report and the documentation of determination of eligibility to the parent.
- (b) A child may not be determined to be eligible under this part if—
 - (1) The determinant factor for that eligibility determination is—

-
- (i) Lack of instruction in reading or math; or
 - (ii) Limited English proficiency; and
- (2) The child does not otherwise meet the eligibility criteria under §300.7(a).
- (c)
- (1) A public agency must evaluate a child with a disability in accordance with §§300.532 and 300.533 before determining that the child is no longer a child with a disability.
 - (2) The evaluation described in paragraph (c)(1) of this section is not required before the termination of a student's eligibility under Part B of the Act due to graduation with a regular high school diploma, or exceeding the age eligibility for FAPE under state law.

§300.535 Procedures for determining eligibility and placement.

- (a) In interpreting evaluation data for the purpose of determining if a child is a child with a disability under §300.7, and the educational needs of the child, each public agency shall—
 - (1) Draw upon information from a variety of sources, including aptitude and achievement tests, parent input, teacher recommendations, physical condition, social or cultural background, and adaptive behavior; and
 - (2) Ensure that information obtained from all of these sources is documented and carefully considered.
- (b) If a determination is made that a child has a disability and needs special education and related services, an IEP must be developed for the child in accordance with §§300.340-300.350.

APPENDIX C:
PROFESSIONAL DEVELOPMENT SERIES*

National Center on Education, Disability, and Juvenile Justice
(available on-line at www.edjj.org)

Module 1. History of the Criminal Justice System
Will Drakeford and Kristin Friedman

Module 2. Characteristics of Incarcerated Youth with Disabilities
Karen J. Carney

Module 3. Overview of Special Education
Megan McGlynn

Module 4. Overview of IDEA
Carl J. Liaupsin and Lili Garfinkel

Module 5. Assessment of Exceptional Individuals
John Hosp, Michelle Hosp, and Kenneth W. Howell

Module 6. Curriculum for Individuals with Disabilities in the Juvenile Justice System
Jeff Johnston

Module 7. Instructional Methods and Strategies
Joseph Calvin Gagnon

Module 8. Transition Services for Youth with Disabilities in the Juvenile Justice System
Heather Griller-Clark

*** At the time this Manual went to press, an experimental, draft version was available for field testing.**

APPENDIX D:

**PARENT TRAINING INSTITUTES AND STATE
ADVOCACY GROUPS**

Alliance Coordinating Office:

PACER Center

8161 Normandale Blvd
(952) 838-9000 - Voice
(952) 838-0190 - TTY
(952) 838-0199 - Fax
1-888-248-0822 toll free number nationwide
Minneapolis, MN 55437-1044
E-mail: alliance@taalliance.org
Web Site: www.taalliance.org
Paula Goldberg, Executive Director
Sharman Davis Barrett, Project Co-Director;
sharman@pacer.org
Sue Folger, Project Co-Director;
sfolger@pacer.org
Kelly Lorenz; klorenz@pacer.org
Dao Xiong, Multicultural Advisor;
dxiong@pacer.org
Jesús Villaseñor, Multicultural Advisor;
jvillasenor@pacer.org

Northeast Regional Center

Parent Information Center
P.O. Box 2405
Concord, NH 03302-2405
603-224-7005 voice
603-224-4379 fax
E-mail: picnh@aol.com
Judith Raskin, Regional Director
Mary Trinkley, Technical Assistance
Coordinator
Lillye Ramos Spooner, Multicultural TA
Coordinator
CT, DE, DC, ME, MD, MA, NH, NJ, NY,
PA, Puerto Rico, RI, US VI, VT

Midwest Regional Center

Ohio Coalition for the Education of Children
with Disabilities (OCECD)
Bank One Building
165 West Center Street, Suite 302
Marion, OH 43302-3741
(740) 382-5452 voice
(740) 383-6421 fax
E-mail: ocecd@gte.net
Margaret Burley, Regional Co-Director
Lee Ann Derugen, Regional Co-Director
Dena Hook, Technical Assistance
Coordinator
Laura Glenn, Multicultural TA Coordinator
CO, IL, IA, IN, KS, KY, MI, MN, MO, NE,
ND, OH, SD, WI

South Regional Center

Exceptional Children's Assistance Center
(ECAC)
907Barra Row, Suite 102/103
Davidson, NC 28036
Phone: 704-892-1321
Fax: 704-892-5028
E-mail: sregionta@aol.com
Connie Hawkins, Regional Director
Judy Higginbotham, Technical Assistance
Coordinator
Johnny Allen, Multicultural TA Coordinator
AL, AR, FL, GA, LA, MS, NC, OK, SC,
TN, TX, VA, WV

West Regional Center

Matrix Parent Network and Resource Center
94 Galli Drive, Suite C
Novato, CA 94949
(415) 884-3535
(415) 884-3555 fax
E-mail: alliance@matrixparents.org
Alan Kerzin, Regional Director
Nora Thompson, Technical Assistance
Coordinator
AK, AZ, Department of Defense Dependent
Schools (DODDS), CA, HI, ID, MT, NV,
NM, OR, Pacific Jurisdiction, UT, WA, WY

Parent Advocacy State Contacts**Alabama**

Special Education Action Committee Inc.
Mavis Smith, Director
P.O. Box 161274
Mobile, AL 36616-2274
251-478-1208 Voice & TDD
251-473-7877 FAX
1-800-222-7322 AL only
E-mail: seacofmobile@zebra.net
Web Site: home.hiwaay.net/~seachsv/

Alabama (CPRC)

Special Education Action Committee Inc.
Mavis Smith, Director
P.O. Box 161274
Mobile, AL 36616-2274
251-478-1208 Voice & TDD
251-473-7877 FAX
1-800-222-7322 AL only

Alaska

PARENTS, Inc.
Faye Nieto
4743 E. Northern Lights Blvd.
Anchorage, AK 99508
907-337-7678 Voice
907-337-7629 TDD
907-337-7671 FAX
1-800-478-7678 in AK
E-mail: parents@parentsinc.org
Web Site: www.parentsinc.org

American Samoa

Vi'i Aiavao
Fa' Anati Penitusi
P.O. Box 6844
Pago Pago, AS 96799
011-684-699-6946
011-684-699-6952 FAX
E-mail: SAMPAVE@samoatelco.com
Web Site:
www.taalliance.org/ptis/amsamoa/

Arizona

Pilot Parents of Southern Arizona
Lynn Kallis
2600 North Wyatt Drive
Tucson, AZ 85712
520-324-3150
520-324-3152
E-mail: p psa@pilotparents.org
Web Site: www.pilotparents.org
Southern AZ

Arizona

RAISING Special Kids
Joyce Millarde-Hoie
4750 N. Black Canyon Hwy, Suite 101
Phoenix, AZ 85017-3621
602-242-4366 Voice & TDD
602-242-4306 FAX
1-800-237-3007 in AZ
Central and Northern AZ
E-mail: info@raisingspecialkids.org
Web Site: www.info@raisingspecialkids.org

Arkansas

Arkansas Disability Coalition
Wanda Stovall
1123 University Ave., Suite 225
Little Rock, AR 72204-1605
501-614-7020 Voice & TDD
501-614-9082 FAX
1-800-223-1330 AR only
E-mail: adc@alltel.net
Web Site: www.adcpti.org
Statewide
With FOCUS AR

Arkansas

FOCUS, Inc.
Ramona Hodges
305 West Jefferson Ave.
Jonesboro, AR 72401
870-935-2750 Voice
870-931-3755 FAX
888-247-3755
E-mail: focusinc@ipa.net
Web Site: www.grnco.net/~norre/
With Arkansas Disability Coalition AR

California

Exceptional Family Resource Center
Joyce Clark
PO Box 881883
San Diego, CA 92168
Phone: 619-276-44946
Fax 619-276-4494
E-mail: dsad@earthlink.net

California

DREDF
2212 Sixth Street
Berkeley, CA 94710
510-644-2555 (TDD available)
510-841-8645 FAX
1-800-466-4232
E-mail: dredf@dredf.org
Web Site: www.dredf.org
Northern California
With Parents Helping Parents, Santa Clara

California

Exceptional Family Support, Education and
Advocacy Center
6402 Skyway
Paradise, CA 95969
530-876-8321
530-876-0346
1-888-263-1311
E-mail: sea@sea-center.org
Web Site: www.sea-center.org

California

Exceptional Parents Unlimited
Stacey Thacker
4440 N. First St.
Fresno, CA 93726
559-229-2000
559-229-2956 FAX
E-mail: Sthacker@exceptionalparents.org
Web Site: www.exceptionalparents.org
Central California

California (CPRC)

Loving Your Disabled Child
Theresa Cooper
4528 Crenshaw Boulevard
Los Angeles, CA 90043
323-299-2925
323-299-4373 FAX
E-mail: lydc@pacbell.net
Web Site: www.lydc.org
Most of LA County

California

Matrix
Alan Kerzin
94 Galli Drive, Suite C
Novato, CA 94949
415-884-3535
415-884-3555 FAX
1-800-578-2592
E-mail: alliance@matrixparents.org
Web Site: www.matrixparents.org
Northern California
With Parents Helping parents, Santa Clara

California

Parents Helping Parents of San Francisco
Lois Jones
594 Monterey Blvd.
San Francisco, CA 94127-2416
415-841-8820
415-841-8824 FAX
E-mail: sfphp@earthlink.com
Nine counties in the San Francisco Bay area

California

Parents Helping Parents of Santa Clara
Mary Ellen Peterson
3041 Olcott St.
Santa Clara, CA 95054-3222
408-727-5775 Voice / 408-727-7655 TDD
408-727-0182 FAX
E-mail: info@php.com
Web Site: www.php.com
Northern California
With Matrix and DREDF

California (CPRC)

Parents of Watts
Alice Harris
10828 Lou Dillon Ave
Los Angeles, CA 90059
323-566-7556
323-569-3982 FAX
E-mail: egertonf@hotmail.com
With Loving Your Disabled Child

California

Support for Families of Children with
Disabilities
Juno Duenas
2601 Mission #710
San Francisco, CA 94110-3111
415-282-7494
415-282-1226 FAX
E-mail: jduenas@supportforfamilies.org
San Francisco

California

TASK
Joan Tellefsen / Marta Anchondo
100 West Cerritos Ave.
Anaheim, CA 92805
714-533-8275
714-533-2533 FAX
E-mail: h8flying@yahoo.com
Southern California

California

TASK, San Diego
Joan Tellefsen
3750 Convoy St., Suite 303
San Diego, CA 92111-3741
858-874-2386
858-874-2375 FAX
E-mail: taskd1@aol.com
City of San Diego and Imperial counties

California (CPRC)

Vietnamese Parents of Disabled Children
Assoc., Inc. (VPDCA)
My-Lihn Duvan, President
7526 Syracuse Ave
Stanton, CA 90680
310-370-6704
310-542-0522 FAX
E-mail: luyenchu@aol.com
With Loving Your Disabled Child

Colorado

The Denver Outreach Project
Jerri Miller
1177 Grant Street, Suite 104
Denver, CO 80203
Phone: 303-864-1900
Fax: 303-864-0035
E-mail: jmiller@peakparent.org
Web Site: www.peakparent.org

Colorado

PEAK Parent Center, Inc.
Barbara Buswell
611 North Weber, Suite 200
Colorado Springs, CO 80903
719-531-9400 voice / 719-531-9403 TDD
719-531-9452 FAX
1-800-284-0251
E-mail: info@peakparent.org
Web Site: www.peakparent.org

Connecticut

Connecticut Parent Advocacy Center
Nancy Prescott
338 Main Street
Niantic, CT. 06357
860-739-3089 Voice & TDD
860-739-7460 FAX (Call first to dedicate
line)
1-800-445-2722 in CT
E-mail: cpac@cpacinc.org
Web Site: www.cpacinc.org

Delaware

Parent Information Center of Delaware
(PIC/DE)
Marie-Anne Aghazadian
700 Barksdale Road, Suite 16
Newark, DE 19711
302-366-0152 voice / 302-366-0178 (TDD)
302-366-0276 FAX
1-888-547-4412
E-mail: picofdel@picofdel.org
Web Site: www.picofdel.org

District of Columbia

Advocates for Justice and Education
2041 Martin Luther King Ave., SE, Suite
301
Washington, DC 20020
202-678-8060
202-678-8062 FAX
1-888-327-8060
E-mail: sonya.costen@AJE-DC.org
Web Site: www.AJE-DC.org
District of Columbia

FSM

KOSRAE Special Parent Network
Canny Palsis
KOSRAE Special Parent Network
PO Box 224
Kosrae, FSM 96944
Phone: 691-370-3032
Fax: 691-370-2232
E-mail: cpclsis@mail.fm

FSM

Pohnpei Special Parent Network
Mary Ringlan
P.O. Box 516
Kolonias, Pohnpe, FSM 96941
Phone: 691-320-8681
Fax: 691-320-2703
E-mail: tohnleeng@yahoo.com

Florida

Family Network on Disabilities
Jan LaBelle
2735 Whitney Road
Clearwater, FL 33760-1610
727-523-1130
727-523-8687 FAX
1-800-825-5736 FL only
E-mail: fnd@fndfl.org
Web Site: fndfl.org

Florida (CPRC)

Parent to Parent of Miami, Inc.
Isabel Garcia
c/o Sunrise Community
9040 Sunset Drive, Suite G
Miami, FL 33173
305-271-9797
305-271-6628 FAX
E-mail: PtoP1086@aol.com
Miami Dade and Monroe Counties

Georgia

Parents Educating Parents and Professionals
for All Children (PEPPAC)

Linda Sheppard

The Drew Building

5727 Palazzo Way, Suite B

Douglasville, GA 30134

770-577-7771

770-577-7774 FAX

peppac@peppac.org

Web Site: www.peppac.org

Hawaii

AWARE

Jennifer Schember-Lang, Project Director

200 N. Vineyard Blvd., Suite 310

Honolulu, HI 96817

808-536-9684 Voice / 808-536-2280 Voice
& TTY

808-537-6780 FAX

1-800-533-9684

E-mail: ldah@gte.net

Idaho

Idaho Parents Unlimited, Inc.

Martha Hanks

600 N. Curtis Road, Suite 100

Boise, ID 83705

208-342-5884 Voice & TDD

208-342-1408 FAX

1-800-242-4785

E-mail: parents@ipulidaho.org

Web Site: www.ipulidaho.org

Idaho

Native American Together Parent Center

Chris Curry & Susan Banks

129 West Third

Moscow, ID 83843

1-877-205-7501

208-885-3500

208-885-3628 FAX

E-mail: NAFT@moscow.com

Web Site: www.nativefamilynetwork.com

Nation-wide resource for Native American
families, tribes, and communities as well as
parent centers and others needing
information on this subject.

Illinois

Designs for Change

Donald Moore

29 East Madison, Suite 950

Chicago, IL 60602

312-236-7252 voice / 312-857-1013 TDD

312-857-9299 FAX

E-mail: markse@designsforchange.org

Web Site: www.designsforchange.org

Illinois

Family Resource Center on Disabilities

Charlotte Des Jardins

20 E. Jackson Blvd., Room 300

Chicago, IL 60604

312-939-3513 voice / 312-939-3519 TTY &
TDY

312-939-7297 FAX

1-800-952-4199 IL only

E-mail: frcdptil@ameritech.net

Web Site: www.frcd.org

Illinois

Family T.I.E.S. Network

Carol Saines

830 South Spring

Springfield, IL 62704

217-544-5809

217-544-6018 FAX

1-800-865-7842

E-mail: mrsinclusion@aol.com
Web Site: www.taalliance.org/ptis/fties/

Illinois

National Center for Latinos with Disabilities
Everado Franco
1915-17 South Blue Island Ave.
Chicago, IL 60608
312-666-3393 voice / 312-666-1788 TTY
312-666-1787 FAX
1-800-532-3393
E-mail: nclld@nclld.com
Web Site: homepage.interaccess.com/~nclld/

Indiana

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Richard Burden
809 N. Michigan St.
South Bend, IN 46601-1036
574-234-7101
574-239-7275 TDD
574-234-7279 FAX
1-800-332-4433 in IN
E-mail: insourc1@aol.com
Web Site: www.insource.org

Iowa

Access for Special Kids (ASK)
Jule Reynolds
321 E. 6th St
Des Moines, IA 50309
515-243-1713
515-243-1902 FAX
1-800-450-8667
E-mail: ptiiowa@aol.com
Web Site: www.taalliance.org/ptis/ia/

Iowa

The Parent Partner Community Resource
Center Project
Serving: replace with 7 country area
Liz Hooley
Grantwood 4401 6th Street SW
Cedar Rapids, IA 52404-4499
Phone: 800-332-8488 x 6719
Fax: 319 399-6474

E-mail: lhooley@aea10.K12.ia.us
Web Site: www.taalliance.org/ptis/ia/

Kansas (CPRC)

Families ACT
Nina Lomely-Baker
555 N. Woodlawn
Wichita, KS 67203
316-685-1821
316-685-0768 FAX
E-mail: nina@mhasck.org
Web Site: www.mhasck.org
Sedgwick County and Outlying area

Kansas

Families Together, Inc.
Connie Zienkewicz
3340 W Douglas, Ste 102
Wichita, KS 67203
316-945-7747
316-945-7795 FAX
1-888-815-6364
E-mail: fmin@southwind.net
Web Site: www.familiestogetherinc.com

Kentucky

Kentucky Special Parent Involvement
Network (KY-SPIN)
Paulette Logsdon
10301 B Deering Road
Louisville, KY 40272
502-937-6894
502-937-6464 FAX
1-800-525-7746
E-mail: spininc@aol.com
Web Site: www.kyspin.com

Kentucky

FIND of Louisville
Robin Porter
1146 South Third Street
Louisville, KY 40203
502-584-1239
502-584-1261 FAX
E-mail: training@council-crc.org
Web Site: www.council-crc.org

Louisiana (CPRC)

Pyramid Parent Training Program
Ursula Markey
4120 Eve Street
New Orleans, LA 70125
504-827-0610
504-827-2999 FAX
E-mail: dmarkey404@aol.com

Louisiana

Project PROMPT
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Metairie, LA 70002-3179
504-888-9111
504-888-0246 FAX
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E-mail: fhfgno@ix.netcom.com
Web Site: www.projectprompt.com

Maine

Maine Parent Federation
Janice LaChance
675 Western Avenue
Suite #4
Manchester, ME 04351
207-582-2504
207-582-3638 FAX
1-800-870-7746
E-mail: jlachance@mpf.org
Web Site: www.mpf.org

Maryland

Families Involved Together, Inc.
Diane Sakwa
2219 Maryland Avenue
Baltimore, MD 21218-5627
Phone: 410-235-5222
Fax: 410-235-4222
E-mail: diane@familiesinvolved.org

Maryland

Parents Place of Maryland, Inc.
Josie Thomas
7484 Candlewood Rd Suite S
Hanover, MD 21076-1306
410-859-5300 Voice & TDD
410-859-5301 FAX
E-mail: info@ppmd.org
Web Site: www.ppmd.org

Massachusetts

Federation for Children with Special Needs
Richard Robison
1135 Tremont Street, Suite 420
Boston, MA 02120-2140
617-236-7210 (Voice and TTY)
617-572-2094 FAX
1-800-331-0688 in MA
E-mail: fcsninfo@fcsn.org
Web Site: www.fcsn.org/

Massechusetts

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Carol Kennedy
PO Box 4081
Vineyard Haven, MA 02568
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508-696-5497 - fax
E-mail: ipest@hotmail.com

Massachusetts

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Charlotte R. Spinkston
1472 Tremont
Roxbury Crossing, MA 02120
617-445-3191
617-445-6309 FAX
E-mail: cspinkstion.urbanpride@att.net

Michigan

CAUSE
2365 Woodlake Drive, Suite 100
Okemos, MI 48864
517-706-2287 Voice & TDD & TDY
517-706-2287 FAX
1-800-221-9105 in MI
E-mail: info@causeonline.org
Web Site: www.causeonline.org

Minnesota

Discapacitados Abriendose Caminos
Ana M. Perez de Perez
608 Smith Avenue
St. Paul, MN 55107
Phone: 651-293-1748
Fax: 651-293-1744
E-mail: marlui5459@yahoo.com

Minnesota

PACER Center, Inc.
Paula Goldberg/Virginia Richardson
8161 Normandale Blvd.
Minneapolis, MN 55437-1044
952-838-9000 (Voice); 952-838-0190
(TTY)
952-838-0199 FAX
1-800-537-2237 in MN
E-mail: pacer@pacer.org
Web Site: www.pacer.org

Mississippi

Parent Partners
5 Old River Place, Suite 101
Jackson, MS 39202
(601) 354-3302
(601) 354-2426 FAX
1-800-366-5707 in MS
E-mail: arcpti@parentpartners.org - Parent
Partners General box
Web Site: www.parentpartners.org

Mississippi (CPRC)

Project Empower
Agnes Johnson
PO Box 1733
Greenville, MS 38702
662-332-4852
662-332-1622 FAX
1-800-337-4852
E-mail: empower@tecinfo.com

Missouri

Missouri Parents Act (MPACT)
Janet Jacoby, Executive Director
1 W. Armour Blvd. Suite 302
Kansas City, MO 64111
1-816-531-7070
1-816-531-4777 fax
1-800-743-7634
E-mail: ptijcj@aol.com
Web Site: www.ptimpact.com

Montana

Parents Let's Unite for Kids
Dennis Moore
516 N. 32nd Street
Billings, MT 59101
406-255-0540
406-255-0523 FAX
1-800-222-7585 in MT
E-mail: plukinfo@pluk.org
Web Site: www.pluk.org

Nebraska

PTI Nebraska
Glenda Davis
3135 North 93rd Street
Omaha, NE 68134
402-346-0525 Voice & TDD
402-346-5253 FAX
1-800-284-8520
E-mail: Info@pti-nebraska.org
Web Site: www.pti-nebraska.org

Nevada

Nevada Parents Encouraging Parents (PEP)
Karen Taycher
2810 W. Charleston Blvd., Suite G-68
Quail Park IV
Las Vegas, NV 89102
702-388-8899
702-388-2966 FAX
1-800-216-5188
E-mail: pepinfo@nvpep.org
Web Site: www.nvpep.org

New Hampshire

Parent Information Center
Judith Raskin
P.O. Box 2405
Concord, NH 03302-2405
603-224-7005 (Voice & TDD)
603-224-4379 FAX
1-800-232-0986 in NH
E-mail:
parentinformationcenter@parentinformationcenter.org
Web Site: www.parentinformationcenter.org
(serving Concord, lakes region and central areas of the state)

New Jersey

Statewide Parent Advocacy Network (SPAN)
Debora Fernandez
35 Halsey Street, 4th Floor
Newark, NJ 07102
973-642-8100
973-642-8080 FAX
1-800-654-SPAN
E-mail: span@spannj.org
Web Site: www.spannj.org

New Mexico

Parents Reaching Out
Larry Fuller
1920 "B" Columbia Drive SE
Albuquerque, NM 87106
505-247-0192 Voice & TDD
505-247-1345 FAX

1-800-524-5176 in NM
E-mail: Pprodreamaker@msn.com
Web Site: www.parentsreachingout.org

New Mexico

EPICS Project
Martha Gorospe - Charlie
412 Camino Don Thomas, P.O. Box 788
Bernalillo, NM 87004-0788
505-867-3396
505-867-3398 FAX
1-800-524-5176 in NM
E-mail: epics@swcr.org

New York

The Advocacy Center
Jason Blackwell
277 Alexander St., Suite 500
Rochester, NY 14607
585-546-1700
585-546-7069 FAX
1-800-650-4967 (NY only)
E-mail: archie@advocacycenter.com
Web Site: www.advocacycenter.com
Statewide except for NY city.

New York

Advocates for Children of NY
Ana Espada
151 West 30th Street, 5th Floor
New York, NY 10001
212-947-9779
212-947-9790 FAX
E-mail: aespada@advocatesforchildren.org
Web Site: www.advocatesforchildren.org
Five boroughs of New York City

New York

Resources for Children with Special Needs, Inc.
Karen Schlesinger, Director
116 East 16th St., 5th Fl.
New York, NY 10003
212-677-4650
212-254-4070 FAX
E-mail: info@resourcesnyc.org

Web Site: www.resourcesnyc.org
New York City (Bronx, Brooklyn,
Manhattan, Queens, Staten Island)

New York (CPRC)

United We Stand
Lourdes Rivera-Putz
312 South 3rd Street
Brooklyn, NY 11211
718-302-4313, ext. 562
718-302-4315 FAX
E-mail: uwsofny@aol.com
Web Site: www.taalliance.org/ptis/uws/

North Carolina

ECAC, Inc.
Connie Hawkins
907 Barra Row
Suites 102/103
Davidson, NC 28036
704-892-1321
704-892-5028 FAX
1-800-962-6817 NC only
E-mail: ECAC1@aol.com
Web Site: www.ecac-parentcenter.org/

North Carolina

Hope Network
Vickie Dieter
300 Enola Road
Marganton, NC 28655
Phone: 828-433-2825
Fax: 828-433-2821
E-mail: ybd Dieter@abts.net

North Dakota

ND Pathfinder Parent Training And
Information Center
Kathryn Erickson
Arrowhead Shopping Center
1600 2nd Ave. SW, Suite 19
Minot, ND 58701-3459
701-837-7500 voice / 701-837-7501 TDD
701-837-7548 FAX
1-800-245-5840 ND only

E-mail: ndpath01@ndak.net
Web Site: www.pathfinder.minot.com

Ohio

Child Advocacy Center
Cathy Heizman
1821 Summit Road, Suite 303
Cincinnati, OH 45237
513-821-2400
513-821-2442 FAX
E-mail: CADCcenter@aol.com
Southwestern Ohio, Northern Kentucky,
Dearborn County, Indiana

Ohio

OCECD
Margaret Burley
Bank One Building
165 West Center St., Suite 302
Marion, OH 43302-3741
740-382-5452 Voice & TDD
740-383-6421 FAX
1-800-374-2806
E-mail: ocecd@gte.net
Web Site: www.taalliance.org/PTIs/regohio/

Oklahoma

Oklahoma Parents Center, Inc.
Sharon Bishop
4600 Southeast 29th Street, Suite 115
Del City, OK 73115-4224
405-619-0500
405-670-0776 FAX
1-877-553-IDEA
E-mail: okparentctr@aol.com

Oregon

Oregon COPE Project
Janice Morrow
1745 State Street
Salem, OR 97301
503-581-8156 Voice & TDD
503-391-0429 FAX
1-888-505-COPE
E-mail: orcope@open.org
Web Site: www.open.org/~orcope

Pennsylvania (CPRC)
Hispanos Unidos para Niños
Excepcionales
(Hispanics United for Exceptional Children)

Luz Hernandez
Buena Vista Plaza
166 W. Lehigh Ave., Suite 400
Philadelphia, PA 19133-3838
215-425-6203
215-425-6204 FAX
E-mail: nuneinc@aol.com
City of Philadelphia, occasional service to surrounding counties

Pennsylvania
Parent Education Network
Louise Thieme
2107 Industrial Hwy
York, PA 17402-2223
717-600-0100 Voice & TTY
717-600-8101 FAX
1-800-522-5827 in PA
1-800-441-5028 (Spanish in PA)
E-mail: pen@parentednet.org
Web Site: www.parentednet.org

Pennsylvania
The Mentor Parent Program
Gail Walker
P.O. Box 47
Pittsfield, PA 16340
814-563-3470
814-563-3445 FAX
E-mail: gwalker@westpa.net

Puerto Rico
APNI
Carmen Sellés de Vilá
P.O. Box 21280
Ponce de Leon 724
San Juan, PR 00928-1301
787-763-4665
787-765-0345 FAX
1-800-981-8492
1-800-949-4232

E-mail: apnibr@prtc.net
Web Site: www.apni.org
Island of Puerto Rico

Rhode Island
RI Parent Information Network
Cheryl Collins
175 Main Street
Pawtucket, RI 02860
401-727-4144 voice / 401-727-4151 TDD
401-727-4040 FAX
1-800-464-3399 in RI
E-mail: collins@ripin.org
Web Site: <http://www.ripin.org/>

South Carolina (CPRC)
The Family Resource Center and
Parent Training & Resource Center
Beverly McCarty
MUSC - College of Health Professions,
Research Office
19 Hagood Avenue - Suite 910
P.O. Box 250822
Charleston, SC 29425
843-792-3025
843-792-1107 FAX
E-mail: mccartyb@muscedu
Tri-county: Charleston, Berkeley, and
Dorchester

South Carolina
PRO-PARENTS
Mary Eaddy
652 Bush River Road
Suite 218
Columbia, SC 29210
803-772-5688 Voice
803-772-5341 FAX
1-800-759-4776 in SC
E-mail: proparents@aol.com
Web Site: www.Proparents.org

South Dakota

South Dakota Parent Connection
Lynn Boettcher Fjellanger
3701 West 49th St., Suite 200B
Sioux Falls, SD 57106
605-361-3171 Voice & TDD
605-361-2928 FAX
1-800-640-4553 in SD
E-mail: lynnbf@sdparent.org
Web Site: www.sdparent.org

Tennessee

Nashville Community Parent Resource
Center
Colleen Gibson
1315 8th Avenue South
Nashville, TN 37203
Phone: 615-467-3196
Fax: 615-467-3196
E-mail: cgibson@tnvoices.org
Web Site: SPAN-TN.org

Tennessee

Support and Training for Exceptional
Parents, Inc. (STEP)
Nancy Diehl
712 Professoinal Plaza. Bernard Ave., Suite
3
Greeneville, TN 37745
423-639-0125 voice / 423-639-8802 TDD
423-636-8217 FAX
1-800-280-STEP in TN
E-mail: tnstep@aol.com
Web Site: www.tnstep.org

Texas (CPRC)

The Arc of Texas in the Rio Grande Valley
Parents Supporting Parents Network
Leticia Padilla
601 N Texas Blvd
Weslaco, TX 78596
956-447-8408
956-973-9503 FAX
1-888-857-8688
E-mail: padillal@earthlink.net
Web Site: www.thearcoftexas.org

Texas

Partners Resource Network Inc.
Janice Meyer
1090 Longfellow Drive, Suite B
Beaumont, TX 77706-4819
409-898-4684 Voice & TDD
409-898-4869 FAX
1-800-866-4726 in TX
E-mail: txprn@pnx.com
Web Site: www.PartnersTX.org

Texas

Project PODER
Yvette Hinojosa
1017 N. Main Ave., Suite 207
San Antonio, TX 78212
210-222-2637
210-475-9283 FAX
1-800-682-9747 TX only
E-mail: poder@tfepoder.org
Web Site: www.tfepoder.org
San Antonio, Hondo, & Castroville.
Cameron, Hidalgo, Willacy, & Starr
Counties.

Utah

Utah Parent Center
Helen Post
2290 East 4500 S., Suite 110
Salt Lake City, UT 84117-4428
801-272-1051
801-272-8907 FAX
1-800-468-1160 in UT
E-mail: helenpo@utahparentcenter.org
Web Site: www.utahparentcenter.org

Vermont

Vermont Parent Information Center
Connie Curtin
1 Mill Street, Suite A7
Burlington, VT 05401
802-658-5315 Voice & TDD
802-658-5395 FAX
1-800-639-7170 in VT
E-mail: vpic@vtpic.com
Web Site: www.vtpic.com

Virgin Islands

Country/ Hills Project
Catherine Rehema Glenn
#2 Nye Gade
St. Thomas USVI 00802
Phone: 340-774-1662
Fax: 340-774-1662
E-mail: vifind@islands.vi
Web Site: www.taalliance.org/ptis/vifind/

Virgin Islands

V.I. FIND
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340-774-1662
340-774-1662 FAX
E-mail: vifind@islands.vi
Web Site: www.taalliance.org/ptis/vifind/
Virgin Islands

Virginia (CPRC)

PADDA, Inc.
Mark Jacob
813 Forrest Drive, Suite 3
Newport News, VA 23606
757-591-9119
757-591-8990 FAX
1-888-337-2332
E-mail: webmaster@padda.org
Web Site: www.padda.org

Virginia

Parent Educational Advocacy Training
Center
Cherie Takemoto
6320 Augusta Drive
Springfield, VA 22150
703-923-0010
703-923-0030 FAX
1-800-869-6782 VA only
E-mail: partners@peatc.org
Web Site: www.peatc.org

Washington

All Our Children
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Chattaroy, WA 99003-9734
Phone: 509-464-8215
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Serving: North East Washington Area.

Washington (CPRC)

Parent to Parent Power
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Washington

PAVE/STOMP
Heather Hebdon
6316 South 12th St., Suite B
Tacoma, WA 98465-1900
253-565-2266 Voice & TTY
253-566-8052 FAX
1-800-572-7368
E-mail: hhebdon@washingtonpave.com
Web Site: washingtonpave.org
U.S. Military installations; and as a resource
for parent centers and others needing
information on this subject.

Washington

Washington PAVE
Joanne Butts
6316 South 12th St., Suite B
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253-566-8052 FAX
1-800-572-7368 in WA
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West Virginia

West Virginia PTI
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304-624-1436 Voice & TTY
304-624-1438
1-800-281-1436 in WV
E-mail: wvpti@aol.com
Web Site: www.wvpti.org

Wisconsin

Native American Family Empowerment
Center
Don Rosin
Great Lakes Inter-Tribal Council, Inc.
2932 Highway 47N, P.O. Box 9
Lac du Flambeau, WI 54538
715-588-3324
715-588-7900
1-800-472-7207 (WI only)
E-mail: drosin@glitc.org

Wisconsin (CPRC)

Wisconsin Family Assistance Center for
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Wisconsin (PTI)

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Wyoming

Parent Information Center
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307-684-2277 Voice & TDD
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1-800-660-9742 WY only
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**(CPRC)=Community Parent Resource
Center**