Special Education

A Toolkit for Parents

San Juan Unified
SCHOOL DISTRICT

2024-2025 School Year

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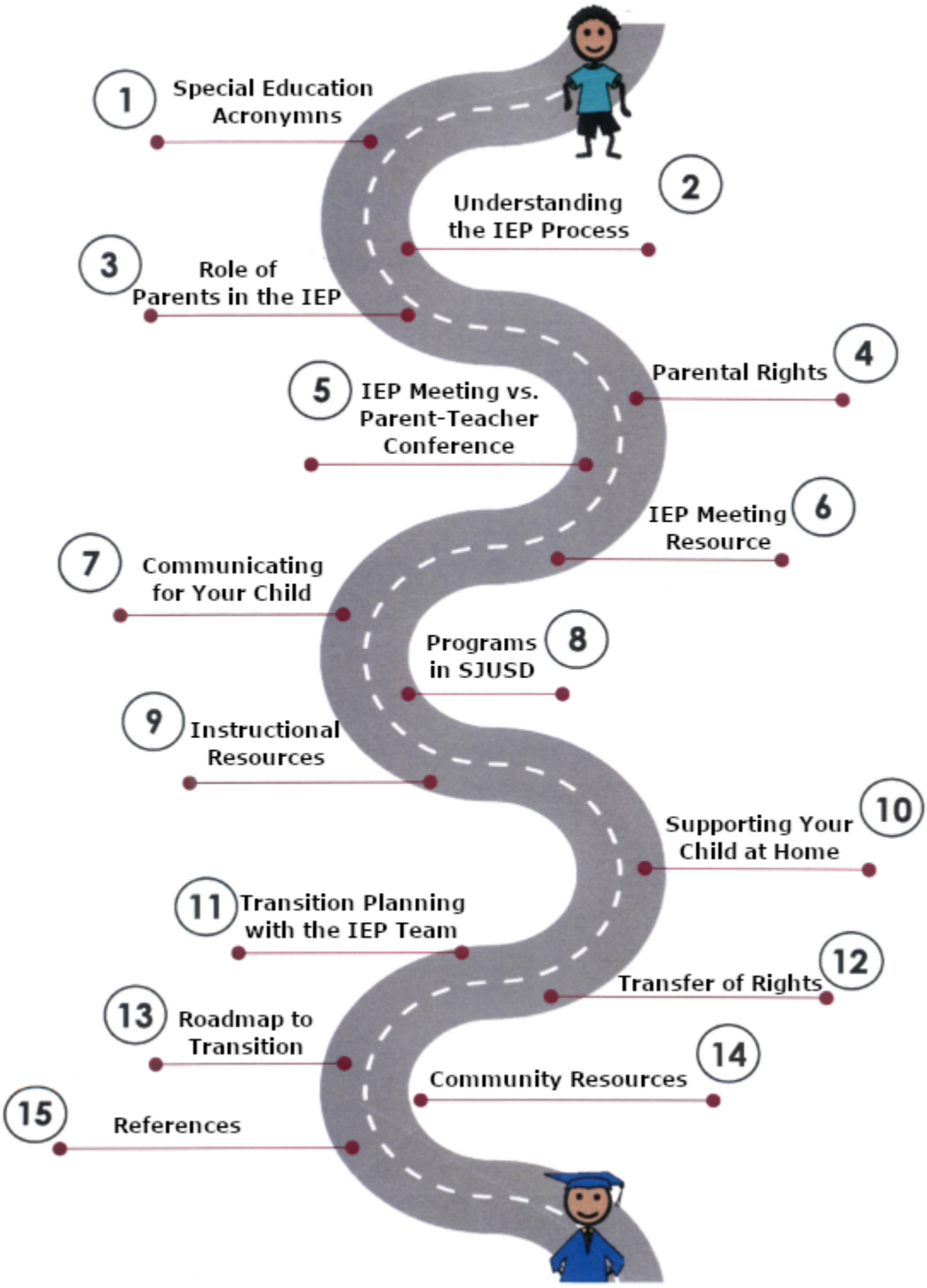
Partnering through the journey paves the way for success both today…



… and into the future!

Special Education Acronyms

The chart below contains some of the most frequently used acronyms in Special Education. If you have questions or if any of the acronyms need further explanation, please contact your child's teacher and/or Special Education Case Manager.

ABA	Applied Behavior Analysis	**IEP**	Individualized Education Program
ABC (data)	Antecedent, Behavior, Consequence	**LEA**	Local Education Agency
ADA	Americans with Disabilities Act	**LRE**	Least Restrictive Environment
ADHD	Attention Deficit Hyperactivity Disorder	**ODD**	Oppositional Defiant Disorder
ASD	Autism Spectrum Disorder	**OHI**	Other Health Impairment
AT	Assistive Technology	**OI**	Orthopedic Impairment
BCBA	Board Certified Behavior Analyst	**OT**	Occupation Therapy or Therapist
BIP	Behavior Intervention Plan	**PECS**	Picture Exchange Communication System
D/B	Deaf/Blind	**PT**	Physical Therapy or Therapist
D/HH	Deaf/Hard of Hearing	**PWN**	Prior Written Notice
ED	Emotional Behavior Disorder	**RTI**	Response to Intervention
ECSE	Early Childhood Special Education	**SDD**	Significant Developmental Delay
EIP	Early Intervention Program	**SI or SLI**	Speech Language Impairment
EL	English Learner	**SLD**	Specific Learning Disabilities
ESY	Extended School Year	**SLP**	Speech-Language Pathologist
FA	Functional Analysis	**SPED**	Special Education
FAPE	Free and Appropriate Public Education	**SST**	Student Support Team
FBA	Functional Behavior Assessment	**SWD**	Students With a Disability
IDEA	Individuals with Disabilities Education Act	**TBI**	Traumatic Brain Injury
IEE	Independent Educational Evaluation	**VI**	Visual Impairment

Understanding the IEP Process

Individuals with Disabilities Education Act (IDEA)

- Federal law enacted to ensure all students with disabilities have access to free public education that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living.
- The IDEA ensures the rights of students with disabilities and their parents are protected.
- Assists states, localities, educational service agencies, and federal agencies in providing for the education of students with disabilities.
- The IDEA ensures efforts are taken to assess and provide education to students with disabilities.

Evaluation and Eligibility

- Evaluations can be requested by you, the parent(s), teachers, or other school personnel.
- Written parental consent is requested to evaluate the student.
- Once parental consent is obtained and received by the school, the school has 60 days to complete the initial evaluation and hold an eligibility meeting to discuss the evaluation results.
- If parental consent is not obtained, evaluations cannot be conducted, and the school will issue a Prior Written Notice (PWN).
- Based on the data presented at the eligibility meeting, the team will determine if the student is eligible for special education services and which category/categories the child meets eligibility criteria.

Eligibility Categories

• Autism • Deaf/Blind • Deaf/Hard of Hearing (D/HH) • Emotional and Behavioral Disorder • Intellectual Disabilities • Orthopedic Impairment	• Other Health Impairment • Significant Developmental Delay • Specific Learning Disability • Speech Language Impairment • Traumatic Brain Injury • Visual Impairment and Blindness

Special Education Local Plan Area (SELPA)

It is the policy of San Juan Unified School District SELPA that a free, appropriate public education is available to all children residing in the SELPA between the ages of three and 21, including students with disabilities who have been suspended or expelled. Appropriate education is a combination of educational and related service(s) which are determined on an individual basis to meet the unique needs of each student.

The SJUSD SELPA is responsible for assuring pupils have full educational opportunities. The Local Educational Agency has available a variety of educational programs and services offered to disabled and non-disabled children, including non-academic and extra-curricular services and activities.

SJUSD Local Plan

Understanding the IEP Process

IEPs & Re-Evaluations

- If eligible, a team will meet within 30 calendar days to develop an initial IEP for the student. By law, IEPs must be reviewed annually. IEP meetings can be requested as needed during the year.
- Once the student is determined eligible for special education services and the IEP is developed and offered, parental consent for services must be obtained.
    - If the parent(s) choose not to provide consent for services following the initial IEP meeting, the student will not receive special education services.
- Re-evaluations are conducted every 3 years. New data/information is reviewed to reassess the student's eligibility.
    - New data/information can result in a student being determined ineligible for special education services or eligible in additional areas.
- You, the parent(s), also have the right to revoke consent for special education services.

Components of an IEP

Present Levels of Academic Achievement and Functional Performance (PLAAFP)

This portion of the IEP contains several sections:

- Previous Semester Grades and Current Grades
- Summary of Standardized Test History
- Results of Initial or Most Recent Evaluations
- Description of Academic, Developmental and/or Functional Strengths
- Description of Academic, Developmental and/or Functional Needs
- Parental Concerns Regarding their Child's Education
- Impact of the Disability on an Involvement and Progress in the General Education Curriculum (for preschool, how the disability affects participation in appropriate activities)

Annual Goals & Measuring Progress

- Describe what the student is expected to do or learn within a 12-month period.
- Designed to address the needs of the student.
- Should describe skills that can be observed and measured.
- Must be reviewed at least every 12 months.
- Can be reviewed sooner if the student mastered goals or is making limited progress.

IDEA requires that each student's IEP describe how progress on Annual Goals will be measured.

- How will the student's progress be measured?
    - Examples: Data collection, observation, performance on classwork assignments, standardized testing.
- When will the student's progress be measured?
    - Examples: Throughout the day, during instruction, on the playground, in the cafeteria, etc.
- How well will the student need to perform in order to achieve the IEP goals?
    - Examples: Percentage, 4 out of 5 consecutive data collection opportunities

Understanding the IEP Process

Components of an IEP (continued)

Extended School Year - ESY

ESY is special education and/or related services that are provided beyond the normal school day/year.

- Consideration of ESY is a required part of IDEA
- ESY must be considered at least annually. The IEP team will discuss the following questions:
  - Does the student demonstrate a significant regression of critical skills caused by the normal school break and a failure to recover those lost skills in a reasonable time that limits the student's ability to achieve IEP goals/objectives?
  - Is the student demonstrating less than expected progress related to critical skills that may limit the student's ability to achieve IEP goals and objectives?
  - Is the student at a critical point of instruction, such as the presence of emerging skills or breakthrough opportunities, which require ongoing instruction during the school break?
  - Are there other special circumstances that require ESY, such as age, nature and severity of the disability, transitional needs, delays, or interruptions in services?
- ESY is an IEP team decision based on the student's identified needs and data.
- ESY services are provided at no cost to the family.

Special Considerations

For some students, special factors may prevent a student from performing certain tasks. This section of the IEP guides the IEP team through the following special factors to consider.

- The IEP team will discuss the following areas:
  - Behavior: *Does the student have behavior that impedes their learning or the learning of others?*
  - English Proficiency: *Does the student have limited English proficiency?*
  - Blind or Visual Impairment: *Does the student have blindness or visual impairment?*
  - Communication: *Does the student have communication needs?*
  - Deaf or Hard of Hearing: *Is the student deaf or hard of hearing?*
  - Assistive Technology: *Is the student currently using Assistive Technology?*
  - Alternative Format for Instructional Materials: *Does the student require an alternative format for instructional materials?*

Supplementary Aids & Services

Supplementary Aids & Services are aids, services, and other supports that are provided in a regular education class and nonacademic settings, which enable students with disabilities to be educated with nondisabled students (to the maximum extent appropriate).

- Why are Supplementary Aids and Services important?
  - They are intended to improve access to learning and participation across the spectrum of academic and nonacademic activities and settings.
- What are some examples of Supplementary Aids and Services?
  - Adapted equipment: pencil grip, special seat, adapted desk.
  - Adapted materials: large print, highlighted notes, audiobooks.
  - Training for staff, students, and/or parents.

Understanding the IEP Process

Components of an IEP (continued)

Accommodations & Assessments

Accommodation:

- A change that helps a student overcome or work around a disability.
- Allows the student access to the material by learning the same material, but in a different way.
- Leveling the playing field for students by changing “how” they work through the general education curriculum.
- Typically physical or environmental in nature.

Assessments:

- Accommodations used for standardized assessment must be consistent with accommodations used for classroom instruction/testing and specified in the IEP.
- Some accommodations used for instruction may not be allowed for statewide assessment, as it will break standardization.
- Two specific questions asked in the IEP:
    - Will the student participate in district/state standardized testing?
    - Is the student being considered for California Alternate Assessment (CAA)?

Least Restrictive Environment (LRE) & Placement Options

Special Education is Not a Place

- Special Education is not to be used as a label or to indicate a place, but rather is a continuum of specialized instructional services, individually designed, to afford each student, regardless of disability, the right to receive a high-quality public education and to participate in the regular education environment to the maximum extent appropriate.

Least Restrictive Environment (LRE)

- Least Restrictive Environment (LRE) means that students with disabilities are educated, to the maximum extent appropriate, with students who are not disabled, and that special classes, special schooling or other removal of students with disabilities from the regular education environment occur only if the nature and severity of the disability are such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- IEP questions asked:
    - Are Special Education Services INSIDE the General Education Classroom required?
    - Are Special Education Services OUTSIDE the General Education Classroom required?

Related Services

Related Services are a wide array of supportive services provided to students with disabilities to assist them in benefitting from special education.

- Related Services are designed to provide extra help and support in identified areas of need.
- Review of all evaluation and assessment information available will enable the IEP team to determine what, if any, Related Services are needed by the student.
- If it is determined that Related Services are needed, those services are included in the student’s IEP and the IEP team determines the frequency, location, and duration of the Related Services, based on the individual needs of the student.

Related Services include, but are not limited to:

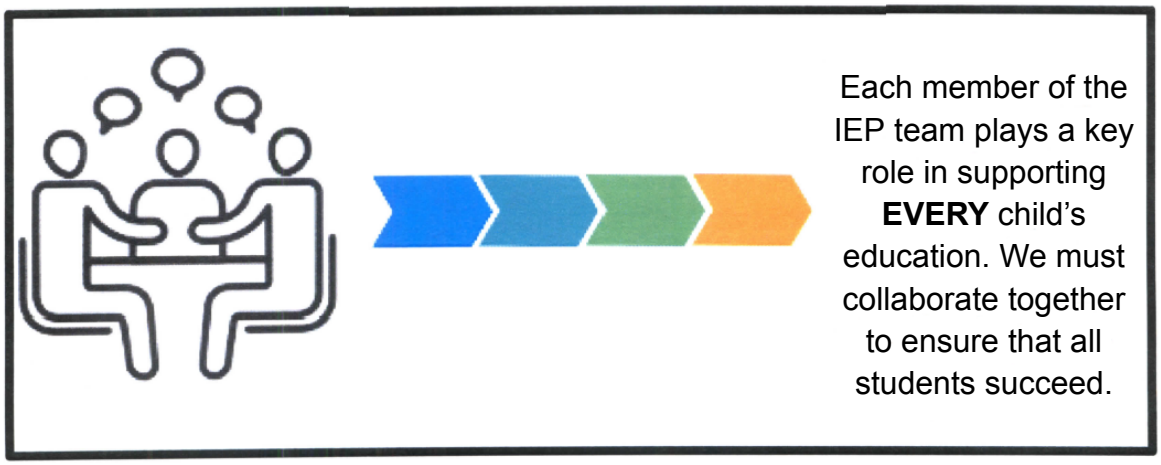
- Psychological Services, Occupational Therapy/Physical Therapy, Sign Language Interpretation Services, and Transportation.

Role of Parents in the IEP

Parents are important, vital members of the IEP Team.

Parents…

- Provide information on the student's strengths and weaknesses at home.
- Provide background information on the student's physical and social development history.
- Provide information on any family factors that may affect the student's learning.
- Are the only adults in the educational process who have been and will continue to be deeply involved throughout the student's school career.
- Have the opportunity to spend more hours working side by side with the student, observing work at home and in the community.
- Observe the student's learning style in the home/community.
- Collaboratively participate and communicate with educators.
- Be open and willing to ask questions and give feedback during meetings and after progress is provided.
- Should be aware of what your educational rights are as a parent under IDEA.



Parental Rights

- SJUSD has the goal of working collaboratively with parents and coming to a consensus on matters related to Special Education.
- Despite a team's best efforts, there are times when you, the parent(s), may disagree with the determination of the team.
- Should you disagree with the evaluation or IEP, you have dispute resolution options:
    - When a resolution cannot be reached, among the IEP team, IDEA provides for additional processes available to families of students with disabilities.
        - These processes include:
            - Facilitated IEP
            - Formal Complaints
            - Mediation
            - Due Process Hearings

IEP Meetings vs. Parent-Teacher Conferences

	IEP Meeting	Parent-Teacher Conference
Purpose	To create, review, revise and update the student's IEP.	Typically to discuss the student's academic progress in school.
How Long	It depends on what's being discussed. A meeting can be 30 minutes, or it can last an hour or more.	Schools typically schedule 10 to 20 minutes for a parent-teacher conference.
Which Students	Students who are eligible for special education.	All students.
Who Attends	Required members of the IEP Team.	Parent and the student's teacher.
When They Happen	Federal law requires schools to hold annual IEP meetings, but parents or schools can request an IEP meeting any time.	Typically, parent-teacher conferences are held in the fall and spring.
What's Discussed	It depends on the purpose of the IEP meeting.	Many parent-teacher conferences follow a set agenda. The teacher provides basic information about test scores and shares work samples.

IEP Meeting Resources

Resource Name	Description	Resource Link
Pre-IEP Worksheet	This document helps guide parents in gathering their thoughts prior to an IEP meeting.	Pre-IEP Worksheet
IEP Planning Sheet	This document allows the parent to provide input through a planning sheet guide.	IEP Planning Sheet for Parents
Before the IEP Meeting	This tip sheet provides you with a list of "to-do" items prior to the IEP meeting.	Before IEP Tips for Parents
During the IEP Meeting	This tip sheet provides you with a list of reminders to help guide you through the IEP Meeting.	During IEP Tips for Parents
After the IEP Meeting	This tip sheet provides you with a list of "to do" items at the conclusion of the IEP Meeting.	After IEP Tips for Parents
SMART Goals	Review this article to learn more about SMART goals and the components of measurable goals and objectives.	How to Tell if Your Child's IEP Goals are SMART
Extended School Year	This document provides an in-depth review of Extended School Year (ESY).	ESY Fact Sheet
IDEA Fact Sheet	Understand for All, Inc. explains the Individuals with Disabilities Education Act and how it impacts you and your child.	IDEA Fact Sheet
Special Education: Federal Law vs. State Law	This table shows examples of what IDEA provides for, and how states can add their own special education laws to meet students' needs.	Understanding the Law

Communicating for Your Child

Review the tips below to learn more about communicating for your child.

Tip #1: Building Relationships is the Key to Success

- Parents and teachers are a team in the education of a child and must establish the foundational groundwork for a strong relationship.
- Good communication skills are essential to building strong relationships.
- The health of the relationship between home and school can positively affect the academic success of the child.

Tip #2: Don't Wait for the Teacher to Take the First Step

- Make sure you know who your child's teachers are.
- Make an effort from the beginning of the school year to get to know your child's teacher.
- Stay in frequent contact with your child's teacher.
- Partner with your child's teacher to determine how you will stay in touch (email, communication log, phone calls, conferences).

Tip #3: Do Not Avoid Conflict. Seek to Resolve it.

- Despite our best efforts, there may be times that we do not see eye to eye.
- If handled well, conflict can be productive and can lead to deeper understanding, mutual respect, and stronger relationships.
- You have an influence on communication as both the listener and the responder.

Resources for Communicating with Schools

Resource Name	Description	Resource Link
Letter Writing Tips	This document provides tips for communicating with your child's school in writing.	Considerations when Writing a Letter
Anatomy of an Effective Email to Your Child's Teacher	This document provides a template for how to write an effective email to your child's teacher.	Email Guide

Programs in SJUSD

Resource Program
Deaf and Hard of Hearing Program
Special Day Class - Mild-Moderate Program
Special Day Class - Autism Spectrum Disorder Mild-Moderate Program
Special Day Class - Autism Spectrum Disorder Moderate-Severe Program
Special Day Class - Emotional Disability Program
Special Day Class - Independent Living Skills Program

La Vista Center
Ralph Richardson Center
Laurel Ruff Adult Transition Center

Related Services:

Speech and Language Services, Vision Services, Deaf and Hard of Hearing Services, Adaptive Physical Education, Occupational Therapy, Physical Therapy, Psychological Services, Educationally Related Mental Health Services.

Supporting Your Child at Home

Resources for Students Participating in a General Curriculum		
Resource	**Description**	**Link to Resource**
Dyslexia Information	View information on the website, including a 4-part video series, to learn more about dyslexia.	Dyslexia - CDE
Yale Center Dyslexia Resources	Access this website for a wealth of resources from experts, stories from other parents, and tools you can use to help support your child.	The Yale Center for Dyslexia & Creativity
International Dyslexia Association	View this website to access fact sheets designed to improve understanding of dyslexia.	Dyslexia Fact Sheet
Down Syndrome Information Alliance	The Down Syndrome Information Alliance provides support and resources to empower individuals, their families, and the community.	Down Syndrome Information Alliance
Resources for Students Participating in an Adapted Curriculum		
Strategies for Promoting Independence	View this list of general tips for promoting independence.	Strategies for Promoting Independence
Using Visual Supports at Home	View information about using visual supports to help your child acquire new skills and build independence at home.	Visual Supports
Strategies for Developing Functional Living Skills at Home	This document provides a list of functional living skills to work on with your child at home.	Functional Skills to Work on with your Child
Parent Resource Website	View the SJUSD Special Education website to access resources that are continually updated to help you support your child.	Parent Resources
Down Syndrome Information Alliance	The Down Syndrome Information Alliance provides support and resources to empower individuals, their families, and the community.	Down Syndrome Information Alliance
Resources for Students in the Early Childhood Special Education Program		
Learning Activities and Supports for Home	Visit the site for tips and learning activities to use at home.	Learning Activities and Support Link Tree
The Importance of Play	Visit this site to learn about play and how to support play.	Play-Based Learning
Parent Resource Website	View this website to access resources to help you support your child at home.	Promoting Family Well-Being
Resources for Students with Speech Language Impairment		
Language Development Tips	View this list of general tips for supporting speech-language development in the home.	How to support language development at home
Resources for Students with Social/Emotional/Behavioral Needs		
Building Resilience	View this website to identify ways to help your child build resilience.	Parent Guide to Resilience
Responding to Behavior	View this video series to learn how to support positive behaviors at home.	Positive Behavior Supports at home

Transition Planning with the IEP Team

IDEA mandates transition planning take place by the time students are 16 years old.

- Transition planning begins when students are 16 years old or will be 16 in that period.
- Transition planning takes into consideration the student's preferences, strengths, interests, and course of study based on present levels of performance and age-appropriate transition assessments.
- IEP teams also solicit parent input regarding transition planning.
- Transition planning is individualized and will focus on the following areas, as appropriate for the student:
    - Post-secondary education
    - Employment
    - Independent living

Transition IEP goals will be developed in the following areas, as appropriate:

- Education/Training
- Development of Employment
- Community Participation
- Adult Living Skills and Post School Options
- Related Services
- Daily Living Skills

Transfer of Rights

- When an individual is 18 years old, they have reached the Age of Majority and are therefore considered an adult.
- When a student is 18 years old, educational rights transfer from you, the parent(s), to the student.
- The school system must notify the student and you, the parent(s), of the Transfer of Rights in writing prior to their 18th birthday.
- Beginning no later than one year before the student reaches the Age of Majority under state law, the IEP must include a statement that the student has been informed about the upcoming Transfer of Rights.

Examples of rights transferred:

- Right to receive notice of and attend IEP Team meetings.
- Right to consent to Evaluations/Reevaluations.
- Right to utilize dispute resolution processes.
- Right to review and inspect education records.
- The adult student may designate parents as members of the IEP team as individuals who have knowledge or special expertise regarding the adult student.

If a conservatorship is awarded by the probate court, provide documentation of the court order to be kept on file at the local school. For more information on how to pursue guardianship or other options please visit:

Helping a person with an impairment or disability

Planning for the Future - Roadmap to Transition

Transition planning is instrumental in ensuring every student with an IEP is prepared for their desired post-secondary outcome upon exiting public school services. These resources will ensure the pathway to success for the following areas: 4-year college, 2-year college, competitive employment, supported employment, inclusive post-secondary education, day program and volunteer work.

Desired Outcome					
College (4 Year)	College (2 Year)	Competitive Employment	Supported Employment	Inclusive Post-Secondary Education (IPSE)	Day Program / Volunteer

Roadmap for Post-Secondary Outcomes

Click here to access a timeline of transition tasks to complete based on the desired post-secondary outcome (College, Employment, Day Program) for students in the 8th-12th grade with prerequisite skills listed for PreK-7th grade. Use this timeline to generate an annual transition plan, annual goals, and activities.

Transition Resources for Parents

Resource Name	Description	Resource Link
Preschooler on the Path to Graduation	This fact sheet provides examples of how to support your child at home beginning in PreK.	Preschool to Graduation Fact Sheet
Elementary Schoolers on the Path to Graduation	This fact sheet provides examples of how to support your child throughout elementary school.	Elementary School to Graduation Fact Sheet
Middle Schooler on the Path to Graduation	This fact sheet provides examples of how to support your child throughout middle school.	Middle School to Graduation Fact Sheet
Encouraging Transition - ES & MS	This document provides a list of skills to work on with your child at home.	What Parents can do at Home to Encourage Transition
Office of Disability Employment Policy	ODEP works to influence national policy and promote effective workplace practices to ensure that today's — and tomorrow's — workforce engages all people, including people with disabilities.	Youth: US Department of Disability
Guideposts for Success	National Collaborative on Workforce and Disability for Youth, which was funded by the Office of Disability Employment Policy in the U.S. Department	The Guideposts for Success

	of Labor. A foundational publication of this Center was the Guideposts for Success. The Guideposts reflect research and practice in support of youth with and without disabilities in their development to succeed in school, work, and civic participation.	

Planning for the Future - Community Resources

Planning for the Future - Community Resource Guide.

College Resources (4 year)		
Resource	Information	Link
University of California	Every UC campus has services to support students with certifiable disabilities. Be sure to contact your campus as early as possible to learn more about the ways your campus can help you succeed.	University of California Office of Student and Equity Affairs
California State University System	Every CSU campus has services to support students with certifiable disabilities. Be sure to contact your campus as early as possible to learn more about the ways your campus can help you succeed.	California State University System CSU Services for Students With Disabilities
College Resources (2 year)		
Resource	**Information**	**Link**
California Community Colleges	Every CCS campus has services to support students with certifiable disabilities. Be sure to contact your campus as early as possible to learn more about the ways your campus can help you succeed.	California Community Colleges Disabled Student Programs and Services (DSPS)
Inclusive Post-Secondary Education Post-Secondary Education experience for students with Intellectual Disabilities to continue academic, career and technical, and independent living instruction.		
Resource	**Information**	**Link**
Think College	Think College is a national technical assistance, research, and evaluation center dedicated to developing, expanding, and improving higher education options for students with intellectual disabilities. *Website is updated frequently	Think College
UC Davis Redwood Seed Scholars	A 4-year non-degree program for students with intellectual disabilities emphasizing independent living, integrated living, integrated participation, and internship experiences.	Redwood Seed Scholars
San Francisco State Inclusion Project	Inclusion Pilot Project facilitates authentic academic and social inclusion of students with intellectual and	SF State Inclusion Project

	developmental disabilities in academic courses and campus life.	
Pathway at UCLA Extension	Pathway at UCLA Extension provides a blend of academic, social, and vocational experiences for students with intellectual and developmental disabilities.	Pathway Program
Fresno State Wayfinders	A two-year, non-degree certificate program for students with intellectual as well as developmental disabilities. Most students graduate with employment or education. Fee for service or vendored through Regional Centers	Fresno State Wayfinders

Planning for the Future - Community Resources

Planning for the Future - Community Resource Guide (continued)

Competitive Employment Full or part-time employment in which individuals are compensated for their work.		
Resource	**Information**	**Link**
CIE Toolkit	The California Department of Education (CDE), Department of Rehabilitation (DOR), and Department of Developmental Services (DDS) are pleased to share the attached Competitive Integrated Employment (CIE) Roadmap for Consumers. The roadmap is designed to assist individuals with intellectual disabilities and developmental disabilities (ID/DD) and their families navigate the service delivery systems of the three departments and locating available employment resources.	CIE Toolkit
Leap Program	The Limited Examination and Appointment Program (LEAP) is a recruitment and hiring program for people with disabilities.	Limited Examination and Appointment Program

Supported Employment Individuals with disabilities who express a desire and have a goal for employment while demonstrating a need for support to locate, obtain, and maintain paid employment.		
Resource	**Information**	**Link**
Department of Rehabilitation (DOR)	The Department of Rehabilitation (DOR) assists Californians with disabilities obtain and retain employment and maximize their ability to live independently. Vocational rehabilitation teams work closely with job seekers to establish the best combination of services and resources necessary to prepare for, find, retain, and advance in employment. Our services are tailored to each individual's strengths and challenges to ensure the greatest chance of success.	Employment Services

Planning for the Future - Community Resources

Planning for the Future - Community Resource Guide (continued)

Day Program A place outside of the home for adults with disabilities to be active in the community and connect with peers.		
Resource	**Information**	**Link**
United Cerebral Palsy	UCP's Adult Day Program gives developmentally disabled adults the chance to increase their independent living skills and reduce their feelings of isolation. Adults who participate in UCP's adult day program work on daily living skills, verbal and non-verbal communication, person-centered planning, and becoming valued members of their community.	UCP Adult Day Programs
Easterseals	Easterseals offers a variety of community-based Adult Day Programs in the greater Sacramento area that promote independence.	Easter Seals
Alta Regional Center	Day programs are community-based programs for individuals served by a regional center. They are available when those services are included in that person's Individual Program Plan (IPP). Day program services may be at a fixed location or out in the community. * DDS Programs are supported via Alta Regional Center	Alta Regional Center Department of Developmental Services

Planning for the Future - Community Resources

Planning for the Future - Community Resource Guide (continued)

Additional Resources		
Resource	**Information**	**Link**
The ARC of California	The ARC of California maintains a strong advocacy network of self-advocates, family members, service providers, and community members dedicated to promoting and protecting the civil rights of people with intellectual and developmental disabilities.	The ARC of California
WarmLine Family Resource Center	WarmLine provides information, education, and support to promote and strengthen the foundation of families and children with developmental disabilities.	WarmLine Family Resource Center

These links are not maintained nor endorsed by the San Juan Unified School District.

References and Resources

- Alta Regional Center
- California Department of Education
- California Hands & Voices
- California State Council on Developmental Disabilities
- California Transition Alliance
- Center for Parent Information
- Down Syndrome Information Alliance
- Parenting Special Needs
- San Juan Unified School District website
- The ARC of California
- United States Department of Education
- WarmLine Family Resource Center
- Wrights Law