

SAN DIEGO UNIFIED SCHOOL DISTRICT
Special Education Programs Division
Eugene Brucker Education Center
4100 Normal Street • Annex 6 • San Diego, CA 92103 • (619) 725-7600

NOTICE OF PROCEDURAL SAFEGUARDS

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NOTICE OF PROCEDURAL SAFEGUARDS

INTRODUCTION

This is your Notice of Procedural Safeguards as required under the Individuals with Disabilities Education Act 2004 (IDEA). This notice is also provided for students who are entitled to these rights at age 18. This information provides parents, legal guardians, and surrogate parents of children with disabilities from three years of age through age 21 an overview of their educational rights, sometimes called procedural safeguards. The term "school district" is used throughout this document to describe any public education agency responsible for providing your child's special education program. The term "assessment" is used to mean evaluation.

The IDEA is a federal law that requires school districts to provide a free appropriate public education ("FAPE") to eligible children with disabilities. FAPE means special education and related services provided as described in an individualized education program ("IEP") and under public supervision to your child at no cost to you.

When you have a concern about your child's education, it is important that you call or contact your child's teacher or administrators to talk about your child and any problems you see. Staff in your school district or special education local plan area ("SELPA") can answer questions about your child's education, your rights and procedural safeguards. When you have a concern, it is this informal conversation that often solves the problem and helps maintain open communication. Resources are listed at the end of this document to help you better understand the procedural safeguards.

NOTICE, CONSENT, ASSESSMENT, PARTICIPATION, AND ACCESS

Prior Written Notice

You have the right to receive written notice from the school district before decisions affecting your child's special education are put into place. The District must inform you about proposed evaluations of your child in a written notice or an assessment plan within fifteen (15) days of your written request for evaluation. The notice must be understandable and in your native language or other mode of communication unless it is clearly not feasible to do so.

This notice must be given to you when the school district proposes or refuses to:

- Identify your child as a child with a disability, or change your child's eligibility from one disability to another;
- Assess your child's special education needs;
- Evaluate or reevaluate your child;
- Place your child in a special education program;
- Change your child's special education placement; or
- Provide a FAPE to your child, or change a component of your child's FAPE;
- Cease provision of special education services if you revoke your consent in writing.

The prior written notice must include the following:

- A description of the actions proposed or refused by the school district;
- An explanation of why the action is proposed or refused;
- A description of any other options considered and the reasons those options were rejected;
- A description of each assessment procedure, test, record or report used as a basis for the action proposed or refused;
- A description of any other factors relevant to the action proposed or refused; and
- A statement that parents of a child with a disability are protected by the procedural safeguards
- Sources for you to obtain assistance in understanding the provision in this notice.

If the notice is not in regard to an initial referral for assessment, the notice must provide a statement that you have protection under procedural safeguards; information on how you can obtain a copy of described procedural safeguards; and sources of additional assistance in understanding the procedural safeguards.

Right to Receive Notice of Procedural Safeguards

A copy of the Notice of Procedural Safeguards must be given to you:

- Once each school year;
- Upon initial referral for special education evaluation;
- Upon receipt of the first State complaint in a school year;
- Upon receipt of the first due process complaint in a school year

- Upon decision by the school district to change your child's placement because of a violation of a code of student conduct;
- Each time you request a copy;
- Each time you receive an assessment plan.

Parent Consent

You must provide informed, written consent before the school district takes certain actions with regards to your child's special education. Parents' written approval is required for:

- **First Evaluation:** The school district must have your informed, written consent before it can evaluate your child. You will be informed as to the types of evaluations to be used with your child. You will have at least fifteen (15) days to from receipt of the proposed assessment plan to arrive at a decision. The assessment may begin immediately upon receipt of the consent and must be completed and an IEP developed within sixty (60) days of your consent.
- **Re-Evaluation:** The school district must have your informed, written consent before re-evaluating your child. The school district may re-evaluate your child without your written consent if the school district has taken reasonable measures to get your consent and you have not responded. To avoid confusion, you should inform the school in writing that you refuse consent to a reevaluation.
- **Initial and Continued Placement in Special Education:** You must give informed, written consent before the school district can place your child in a special education program or change your child's placement.

Consent forms must describe the activity for which consent is sought.. You may refuse consent to an evaluation, a reevaluation, or the placement of your child in special education. If you refuse to consent to the initiation of services, the school district must not provide special education and related services. If you consent to the special education and related services for your child but do not consent to all of the components of the IEP, those components of the program to which you have consented must be implemented without delay. If the school district determines that the proposed special education program component to which you do not consent is necessary to provide a FAPE to your child, a due process hearing must be initiated. The school district may seek to evaluate, re-evaluate, or change the placement of your child through an impartial due process hearing, if it believes the action is necessary for your child to benefit from his/her education. You and the school district may agree to first try mediation to resolve your disagreement.

You can revoke consent at any time, except that revocation is not retroactive, meaning it does not negate actions that occurred after consent was given and before consent was revoked.

Consent Revocation

If at any time after the initial provision of special education and related services you revoke consent in writing for continued provision of special education and related services, the school district must provide you with prior written notice before ceasing the provision of special education and related services to your child and shall not seek to provide services through due process procedures.

Upon written receipt of revocation of consent, the school district:

- May not use procedures indicated in subpart E of Part 300.34 *CFR*, including mediation and due process procedures to obtain an order for providing special education and/or related services. 34 *CFR* Sections 300.507 through 300.516.
- Will not be considered to be in violation of providing a FAPE because of failure to provide your child with further special education and/or related services.
- Is not required to convene an IEP team meeting or develop an IEP for further special education and/or related services. 34 *CFR* Sections 300.320 and 300.324
- Is not required to amend the child's records to remove references to the child's receipt of special education and related services because of the revocation of consent. 34 *CFR* Section 300.9 (c)(3).

Surrogate Parents

School districts must ensure that an individual is assigned to act as a surrogate parent for the parents of a child with a disability when a parent cannot be identified and the school district cannot discover the whereabouts of a parent. The surrogate shall not be an employee of the school district or any other agency that is involved in the education or care of the child. A surrogate parent may also be appointed if the child is an adjudicated dependent or ward of the court under the state Welfare and Institution Code and the child is referred to special education or already has an IEP.

Age of Majority

When your child reaches the age of 18, all rights under Part B of the IDEA will transfer to your child. The only exception will be if your child is determined to be incompetent under state law.

Parent Participation

You have the right to refer your child for special education services. You have the right to participate in any decision-making meetings, including, but not limited to, IEP meetings, with respect to the identification (eligibility), evaluation, and educational placement of your child, and other matters relating to your child's FAPE.

You also have the right to participate in the development of the IEP and to be informed of the availability of a FAPE including all program options and of all available alternative programs, both public and nonpublic.

You have the right to record electronically the proceedings of the IEP team meeting on an audiotape recorder providing the members of the IEP team have been notified of your intent to record the meeting at least 24 hours prior to the meeting.

Assessment

Nondiscriminatory Assessment

You have the right to have your child assessed in all areas of suspected disability. Materials and procedures used for assessment and placement must not be racially, culturally, or sexually discriminatory. Assessment materials must be provided and the test administered in your child's native language or mode of communication unless it is clearly not feasible to do so. No single procedure can be the sole criterion for determining eligibility and developing an appropriate educational program for your child.

Assessment Plan

When the school district is seeking to assess your child, you will be given a written, proposed assessment plan. When the assessment is completed, an IEP team meeting, which includes you, the parent or guardian, and/or your representatives, will be scheduled to determine whether the student qualifies for special education services. The IEP team will discuss the assessment, the educational recommendations and the reasons for these recommendations. A copy of the assessment report and the documentation of determination of eligibility (the IEP) will be given to you.

Independent Educational Evaluation

If you disagree with the results of the assessment conducted by the school district, you have the right to ask for and obtain an independent educational evaluation (IEE) for your child from a person qualified to conduct the assessment at public expense. You are entitled to only one independent educational evaluation at public expense each time the district conducts an evaluation with which you disagree. The school district must respond to your request for an independent educational evaluation and provide you information upon request about where to obtain an independent educational evaluation. If the school district disagrees that an independent assessment is necessary, the school district must request a due process hearing to prove that its assessment was appropriate. If the school district prevails, you still have the right to an independent assessment but not at public expense. The IEP team must consider independent assessments.

School district assessment procedures allow in-class observation of students. If the school district observes your child in his or her classroom during an assessment, or if the school district would have been allowed to observe your child, an individual conducting an independent educational assessment must also be allowed to observe your child in the classroom.

If the school district proposes a new school setting for your child and an independent educational assessment is being conducted, the independent assessor must be allowed to first observe the proposed new setting.

Access to Educational Records

You have a right to inspect and review education records regarding the identification, evaluation, and education placement of your child or the provision of a FAPE to your child, and to receive an explanation and interpretation of those records before any meeting about your child's IEP or before any due process hearing. The school district must provide you access to records, without unnecessary delay, and copies if requested, within 5 business days of receipt of an oral or written request. The school district may charge no more than the actual cost of reproducing the records, but if the cost effectively prevents you from exercising this right, then you are entitled to receive a copy or copies at no cost. These rights transfer to a nonconserved pupil who is eighteen years old or attending of institution of post secondary education.

“**Education record**” means those records that are directly related to a pupil and maintained by an educational agency or a party acting for the agency or institutions, and may include (1) the name of the child, the child's parent or other family member(s); (2) the address of the child; (3) a personal identifier such as the child's social security number, student number, or court file number; (4) a list of personal characteristics or other information that would make it possible to identify the child with a reasonable certainty. Both federal and state laws further define a pupil record as any item of information directly related to an identifiable pupil, other than directory information, which is maintained by a school district or required to be maintained by an employee in the performance of his duties whether recorded by handwriting, print, tapes, film, microfilm, computer or by other means. Pupil records do not include informal personal notes prepared and kept by a school employee for his/her own use or the use of a substitute. If records contain information about more than one student, you can have access only to that portion of the record pertaining to his/her child.

Pupil records may be kept at the school site or district office, but a written request for records at either site will be treated as a request for records from all sites. The school district shall provide you with a list of the types and locations of the pupil records, if requested. The school district shall limit access to those persons authorized to review the pupil record, which includes parents of the pupil, a pupil who is at least sixteen years old, individuals who have been authorized by the parent to inspect the records, school employees who have a legitimate educational interest in the records including outside contractors, consultants and agencies outsourced to provide institutional services under district control, post secondary institutions designated by the pupil, and employees of federal, state and local education agencies. Unauthorized access will be denied unless you have provided written consent to release the records or the records are released pursuant to a subpoena or court order. The school district shall keep a log indicating the time, name and purpose for access of those individuals who are not employed by the school district.

Parents who believe that information in the education records collected, maintained or used by the school district is (among other things) inaccurate, misleading or violates the privacy or other rights of the pupil may request in writing that the school district amend the information. If the school district concurs, the record will be amended and you will be informed. Should the school district refuse to make the amendment requested, the school district shall notify you of the right to a hearing, if required, to determine whether the challenged information is inaccurate, misleading, or otherwise in violation of the privacy or other rights of the pupil. If the governing board decides after the hearing that a record will not be amended, you shall have the right to provide what you believe is a corrective written statement to be permanently attached to the record. The school district has policies and procedures governing retention and destruction of records. Parents wishing to request the destruction of records, which are no longer necessary to the school district, may contact the school district. However, the school district is required to maintain certain information in perpetuity.

HOW DISPUTES ARE RESOLVED

Due Process Rights

You have a right to:

- A fair and impartial administrative hearing at the state level before a person who is knowledgeable of the laws governing special education and administrative hearings.
- Be accompanied and advised by an attorney and/or individuals who have knowledge about children with disabilities.
- Present evidence, written arguments, and oral arguments.
- Confront, cross-examine, and require witnesses to be present.
- Receive a written or, at the option of the parent, an electronic verbatim record of the hearing including findings of fact and decisions at no cost to the parent.
- Have your child present at the hearing.
- Have the hearing be open or closed to the public.
- Be informed by the other parties of their issue(s) and proposed resolution(s) at least ten calendar days prior to hearing.
- Receive a copy of all documents, including assessments completed by that date and recommendations, and a list of witnesses and their general area of testimony at least five (5) business days prior to the hearing. You have the right to prohibit introduction of any evidence at the hearing not disclosed at least five business days prior to the hearing.
- Have an interpreter provided at the expense of the California Department of Education.
- Request an extension of the hearing timeline.
- Have a mediation conference at any point during the due process hearing.
- Receive notice from the other party at least ten days prior to the hearing that it intends to be represented by an attorney.

Mediation

At any point during the hearing process, you may ask the school district to resolve disputes through mediation or another form of alternative dispute resolution (ADR), which is less adversarial than a due process hearing. ADR and mediation are voluntary methods of resolving a dispute and may not be used to deny or delay your right to a due process hearing. A mediator is a neutral person who is knowledgeable in laws and regulations relating to special education and trained in strategies that help people come to agreement over difficult issues. At a mediation conference, you or the school district may be accompanied and advised by non-attorney representatives and may consult with an attorney prior to or following the conference. If agreement is reached through the mediation process, the parent(s) and the school district will sign a written, legally binding agreement that prevents disclosure of information from the mediation and forecloses its use in later due process hearings and civil proceedings. If agreement cannot be reached at the mediation conference, either you or the school district may request a due process hearing to resolve the disagreement.

Due Process Hearing

You have the right to request an impartial due process hearing regarding:

- the identification of your child for special education eligibility;
- the assessment of your child;
- the educational placement of your child; or
- the provision of a FAPE for your child.

The request for a due process hearing must be filed within three years (or within two years, after October 9, 2006) from the date you knew, or had reason to know, of the facts that are the basis for the hearing request. If the school district misrepresented that it had resolved the problem or the school district withheld information that should have been provided to you, and that was the cause of your failure to request a due process hearing, the timeline will be extended.

Filing a Written Due Process Complaint

You or your representative need to file a written request for a due process hearing by submitting the following information: the name of the child; the address of the residence of the child; the name of the school the child is attending; and a description of the nature of the problem, including facts relating to the problem(s) and a proposed resolution of the problem(s). You may retrieve filing forms from the school district's website located at www.sandi.net; click on "Offices & Departments"; under "Department Directory" click on "Special Education Programs Division" and then click on the due process link. State and federal law requires that either party filing for a due process hearing or mediation must provide a copy of the written request to the other party. The complaint notice is to be submitted in person or by mail or facsimile to both of the following agencies:

San Diego Unified School District Due Process and Mediation Office 4100 Normal Street, Annex 7 San Diego, CA 92103 Telephone: (619) 725-7794 Fax: (619) 725-7424	and	Office of Administrative Hearings Special Education Division 2349 Gateway Oaks Drive, Suite 200 Sacramento, CA 95833-4231 Telephone: (916) 263-0880 Fax: (916) -0890
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The IDEA mandates a 30-day resolution period prior to the opportunity for an impartial due process hearing. Within 15 days of receipt of the complaint notice, the school district may file an objection to the complaint notice on grounds that the complaint notice does not contain the information required by law. If an objection is filed, the Hearing Office must render a decision on the sufficiency of the notice within five days, and notify both parties of the determination.

Within 10 days of receipt of the Due Process complaint, the school district will respond to the complaint in writing. The response will include, among other things, an explanation of why the school district proposed or refused to take the action raised in the complaint notice. Prior to the setting or conduct of any due process, and within 15 days of receiving notice of the complaint, the school district shall convene a resolution session, unless the parents and school district agree in writing to waive the meeting or agree to use the mediation process instead. The resolution session will include at least one member of the IEP team, a school district representative who has decision-making authority and the parent(s). The school district may not have an attorney present, unless the parents have an attorney present. If a resolution is reached at the resolution session, the parties will execute a legally binding written settlement agreement that is enforceable in a court of law. Either party may void the agreement within three business days of the date on which it was signed.

If the complaint has not been resolved to the satisfaction of the parents within 30 days of the date the school district received the complaint notice, the due process hearing may occur. The hearing will be held at a time and place reasonably convenient to the parent or guardian and the child. It must be held and a written decision mailed to all parties within 45 days of the expiration of the 30-day resolution period, unless the hearing officer grants an extension of time at the request of one of the parties. The written decision shall include reason(s) for any nonpublic school placement or agency services or reimbursement for any nonpublic school placement or agency services. The hearing officer may grant a request for extension of time upon a showing of good cause. Any extension shall extend the time for rendering a final administrative decision for a period only equal to the length of the extension.

You have the right to have a mediation conference at any point during the due process proceeding, during which attorneys and paid advocates may participate. The due process complaint notice may be amended if the school district consents in writing to such amendments and is given the opportunity to resolve the amended complaint notice through a resolution session, or if a hearing officer grants permission to amend the complaint notice no later than five days before the hearing.

The hearing decision is final and binding on both parties. Either party can appeal the hearing decision by filing a civil action in state or federal court within 90 days of the final decision.

Attorneys' Fees

In any action or proceeding regarding the due process hearing, the court, in its discretion, may award reasonable attorneys' fees as part of the costs to you as parent of a child with a disability if you are the prevailing party in the hearing. Reasonable attorney fees may also be made following the conclusion of the administrative hearing with the agreement of the parties.

Fees may be reduced if any of the following conditions prevail: (1) the court finds that you unreasonably delayed the final resolution of the controversy; (2) the hourly attorney fees exceed the prevailing rate in the community for similar services by attorneys of reasonably comparable skill, reputation, and experience; (3) the time spent and legal services provided were excessive; (4) your

attorney did not provide to the school district the appropriate information in the due process complaint. Attorney fees will not be reduced, however, if the court finds that the state or the school district unreasonably delayed the final resolution of the action or proceeding or there was a violation of this section of law.

Attorney fees may not be awarded relating to any IEP team meeting unless a team meeting is convened as a result of a due process hearing proceeding or judicial action. Attorney fees may also be denied if you reject a reasonable settlement offer made by the school district/public agency ten days before the hearing begins and the hearing decision is not more favorable than the settlement offer.

Child's Placement Pending Due Process Review

The child involved in any administrative or judicial proceeding must remain in the current educational placement unless you and the school district agree on another arrangement. As discussed in the next section, this is subject to certain exceptions in disciplinary matters involving the child. If you are applying for initial admission to a public school, your child will be placed in a public school program with parental consent until all proceedings are completed.

SCHOOL DISCIPLINE AND PLACEMENT PROCEDURES FOR STUDENTS WITH DISABILITIES

Children with disabilities may be suspended or placed in other alternative interim settings or other settings to the same extent these options would be used for children without disabilities for up to ten days. After a child with a disability has been removed from his or her current placement for ten (10) school days, during any subsequent days of removal the district must provide services to enable the child to continue to participate in the general education curriculum and progress toward meeting the goals set out in the child's IEP. If a child exceeds ten days in such a placement, IEP meeting must be held to determine whether the child's misconduct is caused by the disability. This IEP meeting must take place immediately, if possible, or within ten days of the school district's decision to take this type of disciplinary action.

As a parent, you will be invited to participate as a member of this IEP team. If the IEP team determines the conduct was a manifestation of the child's disability, the IEP team is required to conduct a behavioral assessment and implement a behavioral intervention plan to address the misconduct. If your child already has a behavior intervention plan, the IEP team must review and modify the plan, as necessary. If the IEP team concludes that the misconduct was not a manifestation of your child's disability, the school district may take disciplinary action, such as expulsion, in the same manner as it would for a child without disabilities. The school district must provide you with written notice of the required action. If you disagree with the IEP team's decision, you may request an expedited due process hearing from the Hearing Office, which must occur within twenty (20) school days of the date on which you requested the hearing.

Placement in an Interim Alternative Educational Setting (IAES)

School personnel may remove a student to an IAES for not more than 45 school days without regard to whether the behavior is determined to be a manifestation of the child's disability, in cases where a child carries or possesses a weapon, knowingly possesses or uses illegal drugs, sells or solicits the sale of a controlled substance, or inflicts serious bodily injury upon another person while at school, on school premises, or at a school function. The school must notify the parent of the disciplinary action promptly. In such instances, the child's IEP team will determine the IAES. If the behavior does not involve a weapon, illegal drugs or infliction of serious bodily injury, the school district must request a hearing if it believes that maintaining the current placement is substantially likely to result in injury to the child or others. In making a determination in such a hearing, a hearing officer may return the child to the placement the child was removed from or order a change in placement to an appropriate IAES for not more than 45 school days.

When, as described above, the parent or school district has filed a due process complaint related to disciplinary matters, the child must, unless the parent and district agree otherwise, remain in the IAES pending the decision of the hearing officer, or until the expiration of the time period of removal, whichever occurs first.

Regardless of the setting, the school district must continue to provide a free, appropriate public education for your child. The IAES, when permissible, must allow the child to continue to participate in the general curriculum and ensure continuation of services and modifications detailed in the IEP.

CHILDREN ATTENDING PRIVATE SCHOOL

The school district is responsible for the full cost of special education in a nonpublic, nonsectarian school, when the school district, together with the IEP team, recommends that this would be the appropriate placement for the student. However, the school district is not obligated to offer a FAPE to a child whose parent(s) have voluntarily and unilaterally enrolled that child in a private or nonpublic school. In such cases, the school district may propose an Individual Services Plan for Private School Students.

Unilateral Parent Placement in Nonpublic or Private School

If you unilaterally place the student in a private or nonpublic, nonsectarian school without school district consent or referral of a court or hearing officer, the school district may only be required to reimburse you if your child received special education and related

services under the authority of a public agency before enrolling in the private school and the court or hearing officer finds that the school district did not make a FAPE available to your child in a timely manner.

Observation of Your Child at a Nonpublic School

If you unilaterally place your child in a nonpublic school and you propose the placement in the nonpublic school to be publicly financed, the school district must be given the opportunity to observe the proposed placement and your child in the proposed placement. The school district may not observe or assess any other child at the nonpublic school without permission from the other child's parent or guardian.

When Reimbursement May Be Reduced or Denied

The court or hearing officer may reduce or deny reimbursement if you did not make your child available for an assessment upon notice from the school district before removing the child from public school. You may also be denied reimbursement if you did not inform the school district that you were rejecting the special education placement proposed by the school district and gave notice of your concerns and intent to enroll your child in a private school at public expense.

Parents are entitled to reimbursement for costs associated with private placement only if a court or hearing officer determines that the public agency has not made a FAPE available to the child. A court or hearing officer may not reduce or deny reimbursement to you if you failed to notify the school district for any of the following reasons: illiteracy and inability to write in English; giving notice would likely result in physical or serious emotional harm to the child; the school prevented you from giving notice; or you had not received a copy of this Notice of Procedural Safeguards or otherwise been informed of this notice requirement.

Notifying the School District

You must notify the school district of your intent to place your child in a private school:

- At the most recent IEP meeting you attended before removing your child from the public school or
- In writing at least ten business days (including holidays) before removing your child from the public school.

State School Information for Pupils Who are deaf, hard of hearing, blind, visually impaired or deaf-blind

The State Special Schools provide services to students who are deaf, hard of hearing, blind, visually impaired or deaf-blind at each of its three facilities: The California School for the Deaf in Fremont and Riverside, and at the California School for the Blind in Fremont. Residential and day school programs are offered from infancy to age 21 at both State Schools for the Deaf and to students aged five through 21 at the California School for the Blind. The State Special Schools also offer assessment services and technical assistance.

California School for the Deaf
39350 Gallaudet Drive
Fremont, CA 94538
Telephone: (510) 794-3666
TTY: (510) 794-3672
www.csdf.k12.ca.us

California School for the Deaf
3044 Horace Street
Riverside, CA 92506
Telephone: (951) 782-6500
www.csdr-cde.ca.gov

California School for the Blind
500 Walnut Avenue
Fremont, CA 94536
Telephone: (510) 794-3800
www.csb-cde.ca.gov

STATE COMPLAINT PROCEDURES

You may file a state compliance complaint when you believe that a school district has violated federal or state special education laws or regulations. Your written complaint must specify at least one alleged violation of federal and state special education laws. The violation must have occurred not more than one year prior to the date the complaint is received by the California Department of Education (CDE). The CDE must investigate the complaint and issue a written report of findings within 60 days of receiving the complaint. When filing a complaint, you must forward a copy of the complaint to the school district at the same time you file a state compliance complaint with the CDE.

Complaints alleging violations of federal and state special education laws or regulations may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 95814

ADDITIONAL INFORMATION

For more information regarding your rights and procedural safeguards, contact:

San Diego Unified School District, Special Education Programs Division (619) 725-7700, or
San Diego Unified School District, Office of the Special Education Ombudsperson (619) 725-8186 or (619) 725-8187

To obtain more information or file for a mediation or a due process hearing contact:

Office of Administrative Hearings
Special Education Division
2349 Gateway Oaks Drive, Suite 200
Sacramento, CA 95833-4231
Telephone: (916) 263-0880
Fax: (916) 263-0890

Complaints alleging violations of IDEA may be mailed to:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service
1430 N Street, Suite 2401
Sacramento, CA 92814
Attention: PSRS Intake

To obtain more information about parental rights or dispute resolution, including how to file a complaint or mail complaints alleging violations of law, use the following contact information:

California Department of Education
Special Education Division
Procedural Safeguards Referral Service (PSRS)
Attention: PSRS Intake
1430 N Street, Second Floor, Suite 2401
Sacramento, CA 95814
Telephone: (800) 926-0648
Fax: (916) 217-3704

Parent Training and Information Centers funded through IDEA:

Team of Advocates for Special Kids (TASK)
3180 University Ave., Suite 430
San Diego, CA 92104
Telephone: (619) 794-2947
FAX: (619) 794-2984

For complaints involving issues not covered by IDEA, consult the school district's Uniform Complaint Procedures.