



Special Education Parent Rights at a Glance

Special Education services are designed to provide your child the opportunity to access the grade-level curriculum. As a parent of a child served by Special Education, you have certain procedural rights. This one-page document is an overview of those rights. This is not intended to be a comprehensive explanation of your rights. For more detailed information, see the *Procedural Safeguards Notice: Parent Rights for Special Education K-21* – published by the Oregon Department of Education: <https://www.oregon.gov/ode/rules-and-policies/Pages/Procedural-Safeguards.aspx>

IEP Meetings

You have the right to call an IEP meeting whenever you want to bring the team together to review your child's plan. The school will schedule one annual IEP review. However, if you have significant concerns or questions, you don't need to wait for the annual review. Email your case manager and request to bring the IEP team together.

Changes to IEP

The school/district will never change the IEP without your input. If we have ideas for things that should be changed, we will contact you about making minor revisions or bringing the team together for a more formal IEP review.

Least Restrictive Environment

Your student has a right to receive their services in the Least Restrictive Environment (LRE). This means all placement and service decisions should begin by considering how the student experience can be as similar as possible to grade-level peers.

FAPE

Your student is entitled to a Free Appropriate Public Education (FAPE). This means the services in the IEP will be provided by the district, without cost to you as a parent. It also means the services will be designed for the student to receive a meaningful benefit, making progress toward measurable annual goals related to grade-level content.

Consent

Parents need to provide written consent before the district will conduct an initial evaluation for Special Education services and before certain other assessments. Once a child is found eligible for Special Education, parents also need to provide written consent before the school can begin providing services

Age of Majority

When your child turns 18, they become an adult who is legally responsible for making decisions about their own education – including the IEP process. Parents can still be involved in the conversation, but the adult student is now the legal decision-maker.

Resolving Disagreements

If you disagree with a decision of the IEP team or any other part of the Special Education process, you have a range of options for resolving disagreements. We value our relationship with you and your child. So the first step is always to engage in a conversation with your case manager or a Student Services administrator about your concern. Remember, you can always call an IEP meeting. If these conversations or an additional IEP meeting do not resolve your concern, consult the Procedural Safeguards handbook for information about Mediation, Resolutions, Independent Educational Evaluations, Due Process Hearings, etc.

Discipline

Students served by Special Education are expected to follow the code of conduct as outlined in the Student Handbook. However, if the student's behavior is directly related to their disability, there are certain protections to ensure the student continues to receive IEP services. See the Procedural Safeguards handbook for more information.