

# Parent Friendly Procedural Safeguards

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**Special education information and procedures can be overwhelming. It is recommended that you use this table of contents to find information related specifically to you for an easy-to-read explanation. Direct any questions to your local school district for a full explanation.**

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## INTRODUCTION

This is a companion edition of the Procedural Safeguards set out by the State of Illinois in January 2008. This document is meant to help explain parent/guardian rights in more understanding terms. This is not intended to replace the State of Illinois Procedural Safeguards or override them in any way. Any further explanation should be requested by you to your school district so you can completely be informed of your rights and responsibilities related to your child and special education services.

The school is required to give you a copy of the Procedural Safeguards **once a year** and when there is an initial request for your child to be evaluated.

## PRIOR WRITTEN NOTICE

Your local school district **MUST** provide you with prior written notification when:

- When the district is going to change your child's disability label or their classroom (placement) or if they are going to evaluate your child;
- If they refuse to change your child's disability label or their classroom (placement) or if they are going to evaluate your child;
- One year before your child turns 18 (since all legal rights will transfer to your child).

This written notification must be provided at least **10 days** before any of the above occur. The written notice must be in a language or format you can understand or orally translated for you.

This notification must include:

- A description of what the district plans on doing; what it is and why they will do it or not do it;
- If your child is going to be evaluated there will be a description of what testing procedures your child will complete;
- Any other information that is important;
- A statement that you have Due Process rights and how to get assistance understanding your rights (see pages 9-13 ).

## PARENTAL CONSENT

When you sign paperwork for your child you are signing that you understand what the district plans on doing and that you agree. The State of Illinois mandates specific forms that you must sign:

- **Initial evaluation paperwork,**
- **Initial special education service paperwork and placement** (the classroom your child's education will be given),
- **Reevaluation paperwork.**

There are other times you need to give consent, such as when your school needs to release records to another institution, if your school offers insurance information, or using the current ISFP in place of the IEP.

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Your consent is not required for the district to review your child's information to determine if an evaluation or reevaluation is needed. Your consent is not required when evaluations are provided to all the students and not just your child.

If your child is a ward of the state and does not reside with you then the district will seek written consent from the agency or person that has been appointed to represent your child.

## ABSENCE OF PARENTAL CONSENT

If you refuse to provide your written consent then the following could happen:

- **Initial Evaluation:** If the district requests an initial evaluation and if you refuse or fail to respond then the district can (but legally doesn't have to) use mediation and/or a due process hearing to prove the evaluation is needed. The due process hearing may determine that the school district can proceed with the evaluation without your consent. But, you can appeal this decision (see page 12 ).
- **Initial Services/Placement:** If you refuse to provide consent for the initial provision of special education and/or related services then the district will not provide these services. The district does not have to pursue mediation and/or due process AND the district will not be in violation of the federal law and the district does not have to write an IEP for your child.
- **Reevaluation:** of your student that is already receiving special education services. The district will not be in violation of federal law and does not have to pursue mediation and/or due process if you do not provide consent.

## PARENTAL PARTICIPATION IN MEETINGS

You must be provided with the opportunity to participate in meetings when:

- The school district identifies your child as possibly having a disability;
- Your child is going to be evaluated;
- The eligibility of your child in terms of receiving special services is going to be considered;
- Your child requires a reevaluation;
- The educational placement of your child is being discussed.

In order to ensure that you attend the meeting, the school district must provide you with a **10 day** notice of the meeting, inform you of why the team is meeting, who is invited, the purpose of the meeting, and meet at an agreed upon date and time. **You have the right to invite anyone with special knowledge or expertise about your child to the meeting.**

It is very important that you attend meetings for your child. If you cannot attend the meeting, the school district must use other methods to make sure you are involved such as individual or conference calls.

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The team can make decisions about your child if you do not attend, but the district must keep a record of its attempts to reach you. This may include documentation of phone calls and the result of those phone calls, visits, or correspondence.

When your child reaches the age of 14 ½, the notice you receive must indicate that the transition service needs of your child will be discussed. Representatives from service agencies who are invited will also be listed on the notice. The district will ensure that you and your child understand the proceedings at the meeting. **An interpreter will be arranged if you or your child is deaf or your native language is not English.**

The IEP team must meet at least **once a year** and have an IEP in effect for your child by the beginning of each school year. If another meeting is necessary, you may agree to complete an amendment and modify the IEP through a written document. The IEP team members must be informed of the changes.

**You may request an IEP meeting at any time** convenient for you and the school.

### EVALUATION PROCEDURES

Your school must use a variety of high quality tools and procedures when conducting an evaluation of your child. The evaluation must assess your child in all areas related to the suspected disability. The evaluation cannot show bias against your child's race, culture, language, or disability. The evaluation must be given in the language and form that will provide exact information of what your child knows and can do.

#### Initial Evaluation

Either you or the school can request the first evaluation of your child. If an evaluation is needed, the district must complete the evaluation within **60 days** after signing your consent.

The evaluation must be completed by a team of qualified people that also use your input. If your child has limited English or if they have received inappropriate instructions in reading or math; the child will not be determined to have a disability.

#### Reevaluation

Your child must be reevaluated every **3 years**, unless you and the school both agree reevaluation is not necessary.

#### Independent Educational Evaluation

An Independent Educational Evaluation when you hire someone who is not employed by the school to evaluate your child.

You may have the right to get an Independent Educational Evaluation at the school's expense if you disagree with the school's evaluation. The school must pay for the evaluation or go Due Process immediately to prove that their evaluation was appropriate.

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If the school agrees to pay for the independent evaluation, you can ask for information about where to find an appropriate independent evaluator.

If the school starts a Due Process Hearing and the hearing officer orders an evaluation, the school must pay for it. If the decision of the hearing officer shows that the school evaluation was appropriate, you still have the right to get an Independent Evaluation at your own expense.

If you pay for an Independent Educational Evaluator, the results of the evaluation must be considered by the district for a free, appropriate, public education. You may present the Independent Educational Evaluation as evidence in a Due Process Hearing.

### **PRIVATE SCHOOL PLACEMENT**

This section describes your child's rights if you voluntarily place him/her in a private school or a facility.

#### **When a Free and Appropriate Education is NOT an issue:**

- All children who are in need of special services must be located, identified, and evaluated through a process called *Child Find*. If your child is found eligible, this also includes the right to a **three-year reevaluation**;
- In a private school, your child does not have the same rights he or she would have if enrolled in the public school;
- Some services may be available, but the type and amount will be decided by the public school where your child's private school is located;
- The school determines how to use the limited school funds designated for private school services;
- If the public school decides to provide services to your child, then the team will develop a SERVICES PLAN, which will include goals and the services your child will receive.

#### **When a Free and Appropriate Education IS an issue:**

If you enroll your child in a nonpublic elementary or secondary school because you believe that a free, appropriate education was not being provided, the following may apply to you:

- A court or hearing officer may require the district to reimburse you for enrollment costs if it is found that the district did not provide a free, public education in a timely manner prior to that enrollment;
- The amount of reimbursement awarded by the hearing officer may be reduced or denied:
  - If you did not inform the IEP Team that you were rejecting the placement proposed by the district, including stating your concerns and intent to enroll your child in a nonpublic school or facility;

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- If **10 business** days prior to the removal of the student from the public school, you did not notify the district;
- If prior to the removal of your child, the district informed you of its intent to evaluate your child but did not;
- Upon a judicial finding of reasonableness with respect to actions taken by you.

The cost of reimbursement may NOT be reduced or denied if a parent/guardian cannot read and write in English, compliance with the notice requirements would likely result in serious harm to your child, the school prevented you from providing such notice, or you were not made aware of the notice requirement.

### **DISCIPLINE OF STUDENTS WITH DISABILITIES**

If your child's behavior impedes his/her learning or the learning of others, strategies and positive behavioral interventions must be considered during the development of the IEP.

#### **Short Term Removals**

If your child violates the student code of conduct, he/she may be removed from the current placement for **10 days or less** during a school year. During these days, the district is not required to provide educational services.

#### **Long Term Removals**

- If your student is out **10 days or more** in a school year, this may or may not require a change in placement, depending on why your child was removed, their pattern of behavior, and the length of time between the behaviors;
- **After 10 days** of removal from school, the district must continue to provide services to your child. School personnel and at least one of your child's teachers will determine services and how your child will be able to work on his/her IEP goals while removed from school;
- Disciplinary removals beyond a total of **10 days** may be considered a change of placement by school officials. If the decision is made, the school district must provide you with a copy of the procedural safeguards the day the decision to remove is made;
- If appropriate, your child will receive a functional behavioral assessment and behavior intervention services to attempt to prevent the behavior from reoccurring;
- An IEP meeting must occur no later than **10 days** after the decision to remove your student in order to conduct a manifestation determination review.

#### **Manifestation Determination Review**

During a manifestation determination review, the IEP team will decide if your child's behavior was caused by or was related to your child's disability, or if the behavior was a result of the school district's failure to implement your child's IEP. If either of these is applicable, then your child's behavior must be considered a manifestation of his/her disability.

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If the behavior was a manifestation of your child's disability:

- A Functional Behavioral Assessment (FBA) and Behavior Intervention Plan (BIP) will be completed if one had not already been completed;
- The IEP team will review the existing BIP and modify it as necessary to address the behavior;
- Your child will return to school unless you and the district agree to a change of placement, except if your child was removed to an interim alternative education setting for drugs, weapons, and/or serious bodily injury.

If the behavior was **NOT** a manifestation of your child's disability:

- Disciplinary procedures may be applied the same way they would be for students without disabilities except that your child must continue to receive a free appropriate education if removed for more than **10 days**;
- All of your child's records will be considered by the person(s) making the final determination about your child's behavior.

### **Expedited Due Process Hearing**

- If you disagree with any decision made, you have the right to request an expedited due process hearing by making a request in writing;
- The district will request an expedited due process hearing to change your child's placement to an interim alternative education setting if it believes the current placement will hurt your child or others;
- The hearing officer may place your child even if the behavior is a manifestation of your child's disability;
- The hearing must occur within **20 days** of the date the hearing is requested and a decision must be made within **10 school days** after the hearing.

### **Interim Alternative Educational Setting (IAES)**

- An IAES is a different setting where your child will receive services for disciplinary reasons;
- Your child's IEP goals and modifications to the curriculum will be addressed;
- Your child's behavior will also be addressed;
- Your child may be placed in an IAES without your permission if he/she has a weapon at school or at a school function, has, uses, or sells drugs, or has harmed upon another person while at school or at a school function;
- Removal to an IAES will not be more than **45 school days** if your child's behavior **was** or **was not** a manifestation of the disability;
- If you disagree with the decision and request a hearing to challenge it, your child will remain in the IAES while the hearing is pending unless you and the district decide otherwise or if the 45 days expires;
- If your child is believed to still be dangerous after the **45 days expires**, the district may request subsequent expedited hearings and alternate placements.

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## **Protections for Students Not Yet Eligible for Special Education and Related Services**

- If your child has not been found eligible for special education but the district knows your child is disabled before a behavior occurred for which action is being taken, your child has the same protection as a student with a disability.
- The district has knowledge of a disability if:
  - You have expressed your concerns in writing that your child needs services;
  - Your child's behavior or school performance shows a need;
  - You have requested an evaluation;
  - One of your child's teachers or a staff member has requested services.
- The district is not considered to have knowledge of a disability if:
  - You have not allowed an evaluation;
  - You have refused services;
  - The evaluation was conducted and it was determined that your child does not have a disability;
  - It was determined that an evaluation was not needed and you were informed in writing.
- If the school district had no knowledge that the student had a disability before the discipline occurred, the student may have to follow the same guidelines as students without disabilities.
- If a student is being evaluated at the same time as the disciplinary action, the evaluation must be completed more rapidly. During this process, the student would remain in the placement determined by the school until the evaluation is complete.
- If the student is found eligible, the district must provide special education and related services.

## **Referral to and Action by Law Enforcement and Judicial Authorities**

- Local district can report a crime committed by a student with a disability.
- Federal and state laws will be applied to crimes committed by a student with a disability.
- Copies of the special education and disciplinary records of the student will be provided to the appropriate authorities for consideration.

## **COMPLAINT RESOLUTION**

Any complaints you have about the identification, evaluation, placement of your child OR how your child is receiving their Free Appropriate Public Education should be directed to the school district.

You may file a signed, written complaint with the ISBE, alleging that the rights of your child or other children with disabilities have been violated. If you write a formal complaint you must include:

- A statement of the alleged violation and the facts on which you are basing your statement;
- The names and addresses of the involved students and the school;
- Your signature and contact information;
- How you think the school district and ISBE should fix the problem.

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You have one year to write and mail your complaint to ISBE. Anything received after the year deadline will not be given consideration.

Upon receipt of a valid complaint, the ISBE will:

- Give you the chance to submit additional information as requested;
- Provide the district the opportunity to offer to resolve the complaint using mediation or an alternative means of resolution;
- Review all relevant information and determine whether the district violated a special education requirement;
- Issue a written decision which addresses each allegation and includes findings of facts and conclusions and the reason for the ISBE's decision and any correction actions to be conducted in a **60 day** time line, unless that time limit is extended under exceptional circumstances or if you and the district are involved in mediation or another complaint resolution format.

If your complaint is already involved in a due process hearing those portions of the complaint will be held until the outcome of the due process hearing is completed to see if they are resolved and need no further investigation.

### MEDIATION

Mediation is a process in which you and the school district can meet and negotiate the special education disagreement. A trained mediator from the ISBE will serve as a 3<sup>rd</sup> party in running this meeting to help solve the problem.

Both sides must voluntarily agree to use this process. You can use mediation while you are waiting for a Due Process Hearing, you **CANNOT** use mediation to delay or deny a Due Process Hearing.

Three people from each side can attend the meeting. You may want to **bring your lawyer, an advocate, an interpreter, or someone else who is knowledgeable of your child's disability.**

The discussion at this meeting will not be used as evidence if a Due Process hearing or a civil action suit follows. The mediator cannot be called as a witness for a Due Process Hearing.

During this meeting the mediator will ask you to:

- Think about other ideas for your child's special education program;
- Listen to the other party's ideas and concerns;
- Be realistic about the special education services for your child;
- Understand what the law says and what the school can provide.

If you and the school come to an agreement during this mediation, this agreement will be written and signed by both you and the school.

To use mediation you can call the Division of Special Education Services, Illinois State Board of Education, at 217-782-5589 or toll free at 866-262-6663.

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## DUE PROCESS HEARING

### Requesting a Due Process Hearing

You have the right to:

- Turn in a state compliant resolution (see page 8-9)
- Go through the mediation process (see page 9)
- Go through a Due Process Hearing

This is when a hearing officer collects information about the student's special education services, and talks with you and the school district to decide what special education services are best for your child.

You or the school can start a Due Process Hearing.

If you want a Due Process Hearing you must write to your child's superintendent. These things must be in the letter:

- Child's name and address;
- Name of school your child goes to;
- Tell what happened that made you unhappy with your child's special education program. Did you talk to the school about this? What did the school do?

Or you can ask for a special form to fill out and mail back to the superintendent.

The school will contact the ISBE and in **5 school days** a hearing officer will start your case.

In **5 calendar days** you can ask for another hearing if the problem has more issues than one.

This request must be related to the 1<sup>st</sup> problem or you will have to restart the Due Process Hearing procedure again.

### Resolution Meetings

Before the hearing, the school will meet with you and the members of the student's IEP Team who knows about the problem.

At this meeting you need to discuss the issue so the school has a chance to solve the problem.

This meeting shall:

- occur within **15 days** after the school heard about your need for Due Process;
- allow you to discuss the problem.

**The school's lawyer should NOT be present unless your lawyer is there.**

Together the school and yourself can agree in writing to not have a Due Process Hearing/or you can agree in writing to use Mediation (see page 9) You can always use Mediation later if this Resolution Meeting is unsuccessful.

If you and the school can come to an agreement during the meeting; it must be written down and signed by you and an administrator from the school. Each party has a chance to stop this agreement in **3 business days** after the signing. If you wish to stop this you must let the school know in writing that you no longer agree with the ideas that were written down during the Resolution Meeting.

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If you and the school have not reached an agreement within **30 days** after your request, the Due Process Hearing will continue. The Due Process timeline will start after the **30 day** Resolution Meeting.

A hearing officer could throw out your Due Process request if he/she thinks you are hurting the school's ability to have a resolution session.

### **Appointment of an Impartial Due Process Hearing Officer**

You will receive a hearing officer to run the hearing.

**You may ask for a different officer 1 time** during the hearing process. If you want another officer you must send a letter to ISBE within **5 days** after you find out the identity of the officer. If you and the school both send a letter to ISBE for a different officer the group who started the Due Process will be the one who gets to have a new officer. The other group can still ask for another officer. In **3 days** you should have a new officer.

### **Pre-hearing Conference**

If the Resolution Meeting did not work, the hearing officer must make a decision within **45 days** after the Resolution Meeting.

In **5 days** after the Resolution Meeting the hearing officer must contact you and the school to set up a Pre-hearing Conference. This meeting can be done over the phone or in person. These are the things the officer will ask about at this hearing:

- What is the problem?
- Who can he ask that saw what was happening?
- What special education paperwork can be presented at the Hearing that would help this case?

Remember if you have more than 1 problem you must ask for another added hearing request (see above section Requesting a Due Process Hearing) and that issue will be looked at in another Due Process Hearing. If you make a new request it may slow this Due Process Hearing down. At the end of the Pre-hearing meeting the officer will hand in a report about the meeting. This report will be part of the Due Process Hearing. This report must include:

- The problem and the order in which the officer will present the problem, and the schedule of witnesses;
- A decision of the importance of the special education paperwork and the witnesses;
- A list of the facts that were agreed upon during the Pre-hearing Conference.

### **Your Rights Before the Hearing**

- You may have a lawyer or any other person with special knowledge about special education present;
- You can look at any papers and have copies of these papers;
- You may have your child evaluated at your own expense;
- At least **5 days** before the hearing you will be presented any information that will be in the hearing;

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- You can ask for any person from the school or any other person who understands the needs and the program of your child to be a witness;
- You can have an interpreter at the Due Process Hearing;
- Your child's placement will NOT change until the end of the Hearing;
- You can speed up the Hearing to change the placement of your child.

## **Rights During the Hearing**

You have the right to:

- Have a fair and orderly hearing;
- Have the chance to share your evidence and argue to support or clarify the issues of the problem;
- Close the hearing from the public;
- Confront and ask questions to the witnesses;
- To throw out any information that was not presented to you at least 5 days before the hearing.

## **The Hearing**

The hearing must be held within **45 days** after ISBE has received your written request, unless the hearing officer gives you or the school district more time to prepare. **10 days** after the hearing, the officer must give you a written decision which is based on special education law.

## **Expedited Hearings**

A fast hearing may be requested when you have a disagreement about the school's decision to remove your child from school due to disciplinary issues (see Discipline of Students with Disabilities p 6-8).

An Expedited hearing is similar to the regular hearings except for these differences:

- The final session must meet in **7 calendar days** after filing an Expedited hearing;
- The hearing must start in **20 school days** since the filing of the hearing;
- The hearing decision must be delivered in **10 school days** after the hearing;
- You may NOT ask for another hearing officer.

## **Request of Clarification**

After a decision has been made, the officer can reopen the case by request from either you or the school for clarification of the final decisions. You may ask for a clarification by requesting in writing to the officer in **5 days** after you received the written decision. This request must specify exactly what is misunderstood about the decision. A copy must be mailed to the ISBE and to all parties involved in the hearing. The officer must issue a clarification of the portion of the misunderstood decision or issue a denial of request in writing in **10 days**.

## **Appealing the Decision**

If you or the school is dissatisfied with the final decision you have a right to start a Civil Action. Civil Action can be brought up in the district State court, or the United States District court within **120 days** after a copy of the decision is mailed to each party. You can get the procedures from the office of the clerk for the court in which you filed.

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## Stay of Placement

Your child has the right to stay where he/she is in school during the hearing.

If the school put your child in another school because of disciplinary reasons the child will stay at the alternative school until the end of the hearing (see Discipline of Students with Disabilities p 6-8).

## Award of Attorney Fee

A court may award these fees:

- To the parent of the students if they are the winning party;
- To the school that wins against you or your attorney's bad actions;
- To the school that wins, if your improper complaints or actions caused a delay of the hearing which in turn added to lawyer fees.

Money awarded will be based on the rates in the community.

Lawyer fees may be reduced by the court based on a number of factors.

Discuss fees with the lawyer before the process starts, in case you are responsible to pay.

## Due Process Timeline

<b>3 days</b>	You should have a new hearing officer if one was requested
<b>3 business days</b>	You and the school can stop a Due Process Hearing
<b>5 days</b>	After the resolution meeting there should be a Pre-hearing Conference
<b>5 days</b>	After the Due Process decision you may request a clarification
<b>5 calendar days</b>	You can ask for another hearing officer
<b>5 school days</b>	A hearing officer will start your case
<b>10 days</b>	After the Due Process hearing the officer must give you a written decision
<b>15 days</b>	Resolution meeting with the hearing officer
<b>30 days</b>	Due Process will start after the Resolution meeting
<b>45 days</b>	After the Resolution meeting Due Process should be decided on
<b>45 days</b>	After a written request Due Process must be held
<b>120 days</b>	Civil Action suit can begin

## EDUCATIONAL SURROGATE PARENTS

A local school district must make reasonable attempts to contact parents. If the parent cannot be identified or located or the child is a ward of the state residing in a residential facility, an educational surrogate parent must be appointed by the ISBE to ensure the rights of the child are protected. Surrogates may represent the child in all educational matters.

If the child is a ward of the state, a surrogate parent may alternatively be appointed by a judge.

If there is an unaccompanied homeless student, the district will appoint a surrogate parent.

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A child residing in foster care or with a relative caretaker does not require the appointment of a surrogate parent, since the caregiver will represent the educational needs of each child placed in his/her home.

If your school appointed you to be a surrogate parent, all of the rights in this document apply to you.

You may not be an employee of the school involved with the child, may have no conflict of interest with the child, and must have the knowledge and skills necessary to ensure proper representation.

If you are an employee of a residential facility, you may be selected as an educational surrogate for a child residing in the facility if the facility provides non-educational care for the child.

### EDUCATIONAL RECORDS

Your school district maintains educational records on your child. As the parent/guardian you have the right to inspect and review any educational records relating to your child that the district collects or maintains. The district shall comply with your request to see your child's records no more than **15 school days** after the request has been made.

You have the right to:

- Request to have the district explain or interpret the records for you;
- To have your representative (advocate or attorney) inspect and review the records with proper written consent by you;
- To request copies of education records if the place where the records are normally maintained is inaccessible to you and your right to inspect them would be jeopardized;
- To request copies of your child's record without paying a fee to search or retrieve information. The school district may charge a copy fee of no more than .35 per page of your child's record;
- To request a list of the types and locations of educational records collected, maintained or used by the district;
- Review any education record, even if it includes information on more than one student, but the other identifying information will be removed from the document prior to your viewing;
- Have the district release information with your consent unless the state or federal law allows for the release of information. The district must keep a record of parties that have obtained access to the records maintained, used or collected outside of the parent/guardian and school district employees. This record must include the name of the part, date access was given and purpose for what the party will use the records for.

Prior to inspecting your child's educational records you may be requested by your school district to provide proof of guardianship of the child through court documents, DCFS documents or other appropriate means defined by the State of Illinois.

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If you believe that information in your child's educational record is incorrect or violates your child's rights you may ask the school district to amend the record. The school district must decide within **15 school days** from your request to amend the record or not.

If the district decides to not amend the records then you are entitled to a records hearing to challenge information in your child's records. This is NOT a due process hearing and is held at the local level.

The hearing will have one of two outcomes:

- If the hearing deems the records inaccurate then the school district must amend the information and inform you in writing that it has done so.
- If the hearing deems the records accurate then the school district must inform you of your right to place a statement commenting on the information you disagree with. Any explanation written by you will be placed in your child's records and be maintained by the school district as long as the records you disagree with are maintained. If the district discloses the records to another party, then your statement must also be disclosed.

### TRANSFER OF PARENTAL RIGHTS

At 18 your child is considered an adult student. All of your parental rights will go to him/her. You will both receive all of the required written notices.

- On or before your child's 17<sup>th</sup> birthday, the IEP must include the *Transfer of Rights* form that you were notified one year in advance about the changing of rights.
- On or before your child's 18<sup>th</sup> birthday, the IEP must include the *Transfer of Rights* form that your rights have been transferred to your adult student.
  - When your child turns 18, you may also receive a *Delegation of Rights to Make Educational Decisions* form. Your child may use this form to have you or another person represent his/her educational interests. This form must be signed by you and the students and given to the school every year. At any time your child can stop this agreement and make his/her own educational decisions.

### PARENTAL RIGHT OF REVOCATION

You may revoke consent for special education and related services in writing. Within **10 calendar days** of receiving your written request, the district will provide you prior written notice at which time all IEP services shall cease.

When you revoke consent:

- The district may not argue with you;
- The district is not required to have an IEP meeting;
- The district will not be in violation of the requirement to provide a free appropriate education available to the child because it did not provide special services;
- The district is not required to change educational records to remove the special services because you revoked consent to services.

# Parent Friendly Procedural Safeguards

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## Informative Parent Resource Websites

### Illinois State Board of Education

<http://www.isbe.net/>

#### 1. [Wrightslaw Special Education Law and Advocacy](#)

**Parents** Can Sue **School** Officials Under Discrimination **Laws**: Fitzgerald v. ... Pete and Pam built several **websites** to help **parents** of children with ...  
[www.wrightslaw.com/](http://www.wrightslaw.com/) - 58k - [Cached](#) - [Similar pages](#) -

#### [Special Education Advocacy - Wrightslaw](#)

Wrightslaw is the most comprehensive **special education advocacy** site on the ... and free resources about **special education** law and **advocacy** for **parents**,

...  
[www.wrightslaw.com/info/advo.index.htm](http://www.wrightslaw.com/info/advo.index.htm) - 76k - [Cached](#) - [Similar pages](#) -  
[More results from www.wrightslaw.com »](#)

#### 1. [Parent Advocates - ParentAdvocates.org](#)

A **parent** who fights for his or her child is a **parent advocate**. .... E-Lawlinks. Parentadvocates' Resources For **Special Education Advocacy** ...  
[www.parentadvocates.org/](http://www.parentadvocates.org/) - [Similar pages](#) -

#### 2. [Parent Advocates - ParentAdvocates.org](#)

We want to know about your organization or website if you have information for **parents** concerning information on **special education advocacy**, ...  
[www.parentadvocates.org/index.cfm?fuseaction=article&articleID=5433](http://www.parentadvocates.org/index.cfm?fuseaction=article&articleID=5433) -  
[Similar pages](#) -

#### 3. [Council of Parent Attorneys and Advocates](#)

The Council of **Parent Attorneys and Advocates** provides information, ... For information about how to find **special education advocates** and **special education** ...  
[www.copaa.net/](http://www.copaa.net/) - 26k - [Cached](#) - [Similar pages](#) -

#### 4. [Special Education Parent](#)

See More About: **parent advocacy** · **special education parent**. 7 Steps To Being Your Child's Best **Advocate**: 1.Positive **Parent/Teacher** Relationships ...  
[special.ed.about.com/od/iep/a/advocat.htm](http://special.ed.about.com/od/iep/a/advocat.htm) - 21k - [Cached](#) - [Similar pages](#) -

#### 5. [Families and Advocates Partnership for Education](#)

Helping **Parents** and **Advocates** Improve Educational Results for Children with ... Country whose children with disabilities receive **special education** services. ...  
[www.fape.org/](http://www.fape.org/) - 6k - [Cached](#) - [Similar pages](#) -

#### 1. [Education Advocacy / Family Village School](#)

Nov 17, 2006 ... Office of **Special Education** and Rehabilitation Services U.S. Department of **Education**. **Special Education**: A Guide for **Parents** and **Advocates** ...  
[www.familyvillage.wisc.edu/education/advocacy.html](http://www.familyvillage.wisc.edu/education/advocacy.html) - 12k - [Cached](#) - [Similar pages](#) -

#### 2. [From Emotions To Advocacy - Special Education Survival Guide by ...](#)

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**Parents, advocates, educators, and attorneys** come to FetaWeb.com to learn effective **advocacy** ... Develop a master plan for your child's **special education** ...

[www.fetaweb.com/](http://www.fetaweb.com/) - 27k - [Cached](#) - [Similar pages](#) -

### 3. [Wrightslaw: From Emotions To Advocacy - The Special Education ...](#)

Assertiveness and Effective **Parent Advocacy** by Marie Sherrett. Print this page. I find that **parents** of children with **special education** needs come in several ...

[www.fetaweb.com/01/assert.sherrett.htm](http://www.fetaweb.com/01/assert.sherrett.htm) - 39k - [Cached](#) - [Similar pages](#) -

### 4. [Online Course: Parent Advocacy in Special Education: Strategies ...](#)

This course presents information to help **parents** empower themselves to effectively **advocate** for their children with disabilities and to monitor and improve ...

[www.universalclass.com/i/crn/2108.htm](http://www.universalclass.com/i/crn/2108.htm) - 42k - [Cached](#) - [Similar pages](#) -

### 5. [Special Education](#)

**Special Education** resources, inclusional strategies, classroom and parental support. Guidance for individual **education** plans, IDEA and exceptional children.

[specialed.about.com/](http://specialed.about.com/) - 27k - [Cached](#) - [Similar pages](#) -

### 1. [The Council for Disability Rights](#)

A **Parent's** Guide to **Special Ed / Special Needs**. by Maiya Lueptow, in consultation with Friends of **Special Education**. Acknowledgements / Introduction / ...

[www.disabilityrights.org/title.htm](http://www.disabilityrights.org/title.htm) - 5k - [Cached](#) - [Similar pages](#) -

### 2. [The Council for Disability Rights](#)

Article 14 is specific to **special education** matters. **Illinois** School Code. ....

This is not a mechanism for evading **parents** who disagree with a school's ...

[www.disabilityrights.org/glossary.htm](http://www.disabilityrights.org/glossary.htm) - 22k - [Cached](#) - [Similar pages](#) -

[More results from www.disabilityrights.org](http://www.disabilityrights.org) »

### 3. [Illinois Special Ed](#)

Barb Duffy, **Parent Advocate** - Making Connections, Chicago, **IL** Email: Advocate226@aol.com A former **special education** teacher, currently a **parent** advocate for ...

[www.illinoispecialed.com/](http://www.illinoispecialed.com/) - 65k - [Cached](#) - [Similar pages](#) -

### 1. [Illinois Yellow Pages for Kids with Disabilities](#)

Free Electronic Newsletter with Notices of Local **Special Education** Workshops and Resources for **Illinois Parents**. Don't have time to wait? ...

[www.yellowpagesforkids.com/help/il.htm](http://www.yellowpagesforkids.com/help/il.htm) - 201k - [Cached](#) - [Similar pages](#) -

### 1. [Illinois Legal Aid | Legal Information related to special ...](#)

Information for **parents** about **special education** for children ... 2001-2009 **Illinois** Legal Aid Online, All Rights Reserved. | CMS Log In.

[www.illinoislegalaid.org/index.cfm?fuseaction=home.dsp\\_ProSeListContent&problemCodeID=246](http://www.illinoislegalaid.org/index.cfm?fuseaction=home.dsp_ProSeListContent&problemCodeID=246) - 20k - [Cached](#) - [Similar pages](#) -

### 1. [1st Illinois Special Education News](#)

**Illinois Special Education** Yellow Pages - One of the most complete listings of **Illinois Special Education** Resources for **parents** (from Wrights Law). ...

[www.illinoispecialed.com/1stIllinoisSpecialEdNews.htm](http://www.illinoispecialed.com/1stIllinoisSpecialEdNews.htm) - [Similar pages](#) -

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2. [Parent Resources - A.E.R.O. Special Education Cooperative](#)  
Welcome to our **Parent** Resources page. We hope you find the links and other information here ... **Illinois** State Board of **Education** - **Special Education** Area ... [www.aerosped.org/resources/ParentResources.asp](http://www.aerosped.org/resources/ParentResources.asp) - 25k - [Cached](#) - [Similar pages](#) -
1. [Special Education Law Illinois - Illinois, legal advice, Illinois ...](#)  
**Special Education** Law **Illinois**. An overview of **special education** laws, IEP, ... **Special education** laws give children with disabilities and their **parents** ... [articles.directorym.com/Special\\_Education\\_Law\\_Illinois-r935356-Illinois.html](http://articles.directorym.com/Special_Education_Law_Illinois-r935356-Illinois.html) - 100k - [Cached](#) - [Similar pages](#) -
2. [Illinois Legal Advocate | Securing Special Education Services for ...](#)  
The role of the biological **parent** in the **special education** of their children who are ... **parents** appointed by the **Illinois** State Board of **Education** (ISBE), ... [www.illinoislegaladvocate.org/index.cfm?fuseaction=home.dsp\\_Content&contentID=4179](http://www.illinoislegaladvocate.org/index.cfm?fuseaction=home.dsp_Content&contentID=4179) - 70k - [Cached](#) - [Similar pages](#) -
1. [Special Education advocacy, Special Needs, Education Law, legal ...](#)  
**Special Education** Advocacy 101: What Every **Parent** Needs to Know .... Offices of Mike Kiser, Attorney Representing **Special Education** Clients in **Illinois** ... [www.iser.com/CAadvocacy.html](http://www.iser.com/CAadvocacy.html) - 50k - [Cached](#) - [Similar pages](#) -
1. [Illinois Pro Bono | Legal Resources: Education](#)  
Updated: 09/13/2005; EFE Training: Your Child's **Special Education** Rights video. Information for **parents** about how to recognize your child's legal right to a ... [www.illinoisprobono.org/index.cfm?fuseaction=home.showPracticeArea&practiceAreaID=82](http://www.illinoisprobono.org/index.cfm?fuseaction=home.showPracticeArea&practiceAreaID=82) - 33k - [Cached](#) - [Similar pages](#) -
2. [On the Same Team - special education law and child advocacy for ...](#)  
"fight" between **parents** and schools? I am a **special education** lawyer, ... The **Illinois** Division of Early Childhood published "Success Story" about my ... [www.onthesameteam.org/](http://www.onthesameteam.org/) - 65k - [Cached](#) - [Similar pages](#) -
3. [Illinois Parents](#)  
Provides information for **parents** on **Illinois** **education** policy and practice. ... Monitors and advises on **special education** legislation and rules and ... [illinoisparents.crc.uiuc.edu/stateres.html](http://illinoisparents.crc.uiuc.edu/stateres.html) - 27k - [Cached](#) - [Similar pages](#) -
1. [Illinois Federation of Families](#)  
They provide support and assistance to **parents** regarding the **special education** system, district and state policies, the IEP process, etc. ... [www.iffcmh.net/projects.html](http://www.iffcmh.net/projects.html) - 15k - [Cached](#) - [Similar pages](#) -
2. [Navigating The NEW State Regulations for Special Education in ...](#)  
Ms. Bollero is a former **special education** mediator for the **Illinois** State Board ... for effective communication with **parents**, utilizing technology options ... [https://www.meds-pdn.com/continuing\\_education.php?seminar\\_id=1474](https://www.meds-pdn.com/continuing_education.php?seminar_id=1474) - 16k - [Cached](#) - [Similar pages](#) -
3. [The Arc of Illinois](#)

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Welcome to The Arc of **Illinois** website! Check our Events section for ... Ø **Parents** are at a distinct disadvantage in **special education** proceedings. ...

[www.thearcofil.org/document.asp?did=1645](http://www.thearcofil.org/document.asp?did=1645) - 29k - [Cached](#) - [Similar pages](#) -

### 4. [Illinois Loop: Education in Illinois](#)

All across **Illinois** **parents** are talking about very startling developments: .... (one of which was in **special education**) and a Doctorate in **education**. ...

[www.illinoisloop.org/](http://www.illinoisloop.org/) - 38k - [Cached](#) - [Similar pages](#) -

### 1. [Special Ed Advocacy Center](#)

**Parents** and caregivers are often not adequately informed of their rights, and may not be able ... SEAC'S BLOG about **Special Education** concerns in **Illinois** ...

[www.specialedadvocacycenter.org/](http://www.specialedadvocacycenter.org/) - 6k - [Cached](#) - [Similar pages](#) -

### 1. [Family Matter Parent Training & Information Center](#)

OPPORTUNITY FOR **PARENTS** TO VOICE **SPECIAL EDUCATION** CONCERNS: The **Illinois** State Board of **Education** completes compliance monitoring reviews of school

...

[fmptic.org/training\\_conferences.htm](http://fmptic.org/training_conferences.htm) - 28k - [Cached](#) - [Similar pages](#) -

### 2. [Family Resource Center on Disabilities](#)

**Illinois** State Advisory Council on the **Education** of Children With ... The **special education** rights and responsibilities of **parents** of children with ...

[www.frcd.org/](http://www.frcd.org/) - 14k - [Cached](#) - [Similar pages](#) -

### 1. [DisabilityInfo.gov: Education: State & Local Resources: Illinois](#)

**Special Education** Services in **Illinois**. The **Illinois** State Board of ... Programs include seminars **special education** rights and trainings for **parent** leaders. ...

[www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=5317](http://www.disabilityinfo.gov/digov-public/public/DisplayPage.do?parentFolderId=5317) - 52k -

### 1. [Special Education from the Parents' Point of View.](#)

The following topics are covered: **special education** **parents** (**parent** ... Sponsors: **Illinois** State Board of **Education**, Springfield.; Department of **Education** ...

[www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED250882](http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED250882) - 29k - [Cached](#) - [Similar pages](#) -

by M Lee - 1984

### 1. [Illinois STAR Net Region II: Resources](#)

**Special Education** Advocacy and Information. Also see **Parent** Training and Information Centers of **Illinois**. Council of **Parents'** Attorneys and Advocates ...

[www.thecenterweb.org/starnet/res-links.html](http://www.thecenterweb.org/starnet/res-links.html) - 34k - [Cached](#) - [Similar pages](#) -

[American Academy of Pediatrics Web Site](#) - American Academy of Pediatrics: Policy statements about topics related to disabilities and schools.

[Council for Exceptional Children](#) – The voice and vision for special education.

[Council of Parent Attorneys and Advocates](#) - independent, non-profit, tax exempt organization, dedicated to providing legal assistance for parents of children of disabilities.

[American Foundation for the Blind - Home Page](#) – expanding possibilities for people with

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vision loss.

[Attention Deficit Disorder Association](#) - Adult ADD Resources, Help, Information, and Support

[Brain Injury Association Home](#) - non-profit organization which provides a variety of educational and supportive services to individuals with brain injury, their families, and service providers.

[CHADD: Children and Adults with Attention-Deficit/Hyperactivity Disorder Learning Disabilities Association of America](#) - Helps parents understand learning disabilities, negotiate the special education process, and other helpful information.

[NCIL - The National Council on Independent Living](#) - advances independent living and the rights of people with disabilities through consumer-driven advocacy. NCIL envisions a world in which people with disabilities are valued equally and participate fully.

[NICHCY Home](#) – National Dissemination Center for Children with Disabilities

[PEATC](#) - Parent Education Advocacy Training Center

[PHP : Home](#) - Parents Helping Parents: Resources for children with special needs.

[Respite Resource Project](#) - Partnership for People with Disabilities - a statewide resource center to support respite and family support services to meet the needs of families of children and youth with disabilities and chronic or terminal illnesses.

[Welcome to Parents and Children Coping Together](#) - Helping families of children with mental, emotional, and behavioral disorders.

[Welcome to Partners in Policymaking](#) - Partners is an innovative, competency based leadership training program for adults with disabilities and parents of young children with developmental disabilities. The purpose of the program is twofold: To teach best practices in disability, and the competencies of influencing public officials.

## 1. [A Parent's Guide to Special Education](#)

**Parent's Guide Cover A Parent's Guide to Special Education.** Written by the Federation for Children with **Special** Needs in collaboration with the ...  
[www.fcsn.org/parentguide/pgintro.html](http://www.fcsn.org/parentguide/pgintro.html) - 5k - [Cached](#) - [Similar pages](#) -

## 2. [A Parent's Guide to Special Education](#)

If you are reading "A **Parent's Guide to Special Education**," you probably have some concerns about how your child is doing in school. ...  
[www.fcsn.org/parentguide/pguide1.html](http://www.fcsn.org/parentguide/pguide1.html) - 89k - [Cached](#) - [Similar pages](#) -

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1. [Special Education Resources from ParentPals.com](#)

Welcome to Parentpals.com **Special Education Guide**, a **special education** community where **parents** and professionals share information and offer support. ...  
[www.parentpals.com/](http://www.parentpals.com/) - 24k - [Cached](#) - [Similar pages](#) -

1. [Parents' Guide to Special Education](#)

Every child has the right to a free appropriate public **education** (FAPE). "Free" means that **parents** of children in **special education** do not have to pay extra ...  
[www.pluk.org/PR1.html](http://www.pluk.org/PR1.html) - 78k - [Cached](#) - [Similar pages](#) -

2. [A Parent's Guide to Special Education](#)

By nature of this diversity, navigating even well-run, well-funded **special education** programs can be daunting. A **Parent's Guide to Special Education** offers ...  
[www.amanet.org/books/book.cfm?isbn=9780814472835](http://www.amanet.org/books/book.cfm?isbn=9780814472835) - 25k - [Cached](#) - [Similar pages](#)

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