PARENTS RIGHTS IN SPECIAL EDUCATION: NOTICE OF PROCEDURAL SAFEGUARDS

As the parent(s) of a child who is receiving or may be eligible for special education and related services, you have certain rights according to State and federal laws. If you have questions about these rights and procedural safeguards, please contact your school district, or the Oklahoma State Department of Education (OSDE), Special Education Services (SES). These rights and procedural safeguards are in accordance with Federal Law, the Individuals with Disabilities Education Act (IDEA) 2004.

In general, a copy of the procedural safeguards must be given to you (or your young adult who has reached the age of majority—18 years of age unless a guardian has been appointed by a Court) only one time per year, except that a copy must also be given to you: upon initial referral or your request for evaluation; upon the filing of a State administrative complaint or due process hearing complaint; upon your request and if your student is subject to a disciplinary change of placement. Your school district may place a current copy of the procedural safeguards notice on its Web site if such Web site exists.

The procedural safeguards notice must include a full explanation of the procedural safeguards, written in a language understandable to the general public, and provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so. If your native language or other mode of communication is not a written language, your school district must ensure that the notice is translated orally or by other means in your native language or other mode of communication; you understand the content of the notice; and that there is written evidence that these requirements have been met.

PRIOR WRITTEN NOTICE TO PARENTS

Your school district must provide prior written notice to you each time it proposes or refuses to initiate or change the identification, evaluation, educational placement of your child or the provision of a free appropriate public education (FAPE) to your child.

The notice must include:

- A description of the action your school district proposes or refuses to take.
- An explanation of why your school district proposes or refuses to take the action.
- A description of any other options that the Individualized Education Program (IEP) Team considered and the reasons why those options were rejected.
- A description of each evaluation procedure, assessment, record, or report your school district used in

deciding to propose or refuse the action.
- A description of any other factors which are relevant to your school district's proposal or refusal.
- A statement that you have protection under the procedural safeguards under the IDEA and, if the notice is not a referral for an initial evaluation, the means by which a copy of a description of the procedural safeguards can be obtained, and include resources for you to contact for help in understanding the provisions of the IDEA.

The notice must be:

- Written in language understandable to the general public.
- Provided in your native language or other mode of communication you use, unless it is clearly not feasible to do so.

NATIVE LANGUAGE

If your native language or other mode of communication is not a written language, your school district must ensure that the notice is translated for you orally or by other means in your native language or other mode of communication and that you understand the content of the notice. The school must have written documentation that this requirement has been met.

In the case of an individual who is limited English proficient (LEP), native language refers to the language normally used by that person. In the case of a child, it refers to the language normally used by your child's parents in all direct contact with your child. In all direct contact with your child, it refers to the language normally used by your child in the home or learning environment.

For a person with deafness or blindness, or a person with no written language, the mode of communication is the language the person normally uses (such as sign language, Braille, or oral communication).

ELECTRONIC MAIL (E-MAIL)

If your school district offers you the choice of receiving documents by e-mail, you may also choose to receive the following documents by e-mail:

- Procedural Safeguards Notice.
- Notices related to a due process complaint.

PARENT CONSENT—DEFINITION

Consent means:

- You have been fully informed in your native language or other mode of communication of all information relevant to the activity for which you are asked to provide consent.
- You understand and agree in writing to the carrying out of the activity for which your consent is sought, and the consent describes the activity and lists the records (if any) which will be released and to whom.
- You understand that the granting of consent is voluntary and you may revoke or withdraw your consent at any time prior to carrying out the action. However, your revocation of consent is not retroactive which means that it does not negate the action that has already occurred after you gave consent and before you revoked consent.

PARENTAL CONSENT FOR INITIAL EVALUATION

After providing you with written notice of the proposed evaluations for your child, your school district must obtain your consent before conducting an initial evaluation to determine whether your child is eligible under Part B of the IDEA to receive special education and related services. Your consent for an initial evaluation does not mean that you have given your consent for the school district to provide special education and related services to your child. Your school district must make reasonable efforts to obtain your informed consent for initial evaluation to decide whether your child is a child with a disability.

Your consent is not required before your school district may:

- Review existing data as part of your child's evaluation or reevaluation.
- Give your child a test or other assessment that is given to all children, unless, before that test or assessment, consent is required from all parents of all children.
- Screen your child by a teacher or specialist to determine strategies for curriculum implementation.

WARDS OF THE STATE

For children that are wards of the state and are not living with his/her parent(s) the school district does not need consent from the parent for an initial evaluation to determine if your child is a child with a disability if:

- Despite reasonable efforts to do so, the school district cannot find the parent(s) of the child.
- The rights of the parent(s) have been terminated in accordance with State law.
- A judge has assigned the right to make educational decisions and to consent for an individual evaluation to an individual appointed by the judge to represent the child.

Ward of the state as used in the IDEA, means a child who, as determined by the state where the child lives, is:

- A foster child.
- Considered a ward of the state under Oklahoma State law.
- In the custody of a public child welfare agency.

The term does not include a foster child who has a foster parent who meets the definition of a parent.

REFUSAL TO CONSENT

If you, the parent(s), refuse consent for evaluation, the school or school district may continue to pursue an evaluation by utilizing the mediation and due process complaint hearing procedures, except to the extent where State law is inconsistent with this provision related to parental consent. If you are home schooling your child or you have placed your child in a private school, the school cannot use the mediation or due process hearing procedures to pursue an evaluation.

Parental consent for evaluation must not be construed as consent to placement for provision of special education and related services.

If the local educational agency (LEA) pursues an evaluation by utilizing the due process complaint hearing procedures, and the hearing officer decides in favor of the

LEA/agency, the LEA/ agency may evaluate your child without your consent. This is subject to the parents' rights under provisions for administrative appeals, impartial reviews, civil actions, due process timelines, and status of your child during the proceedings under the IDEA. The LEA/agency must notify the parent(s) of its actions and that the parent(s) have appeal rights, as well as safeguards and rights at the hearing itself.

TRANSFER OF PARENTAL RIGHTS AT AGE OF MAJORITY

When a young adult with a disability reaches the age of majority (18 years of age) or when a minor is married, under State law (except for a young adult with a disability who has been determined to be incompetent under State law):

- The school district must provide any notice required by the law to both the young adult and the parents.
- All other rights afforded to parents under the IDEA Part B transfer to the young adult.
- The school district must notify the individual and the parent(s) of transfer of rights at least one year before the transfer in your student's IEP.
- All rights afforded to parent(s) under this law transfer to young adults who are incarcerated in an adult or juvenile federal, State, or local correctional institution.

If, under State law, a young adult with a disability who has reached the age of majority has not been determined to be incompetent, but who is determined not to have the ability to provide informed consent with respect to his or her educational program, the State must establish procedures for appointing the parent(s) of the young adult, or if the parent(s) are not available, another appropriate individual, to represent the educational interests of the young adult throughout the period of eligibility of the young adult under this part.

EVALUATION

Either a parent or a school district may initiate a request for an initial evaluation to determine if your child is a child with a disability. If you believe your child is in need of a special education evaluation, you should contact your child's school.

Evaluation means a variety of assessment tools, including your input, your child's teachers and other service providers observations, strategies, technically sound instruments, and procedures used in accordance with IDEA to determine whether a child qualifies as a child with a disability as defined by IDEA and the educational needs of your child. The term means procedures used selectively with an individual child, and it does not include basic assessments administered to or procedures used with all children in a school, grade, or class.

ELIGIBILITY

Upon completion of the determination of tests and other evaluation procedures, including information provided by you, the parent(s), the determination of whether your child is eligible as a child with a disability must be made by a group of qualified professionals and the parent(s). A copy of the evaluation report and the documentation of determination of eligibility must be given to you, the parent(s), at no cost. Your child will be eligible for special education services if it is determined that your child has one or more of the disabilities included under Oklahoma's special education

standards and your child is in need of special education (specially designed instruction) as a result.

An initial evaluation must be conducted in a 45-school-day timeframe from receipt of parental consent for the initial evaluation until the initial eligibility determination is completed.

This timeframe would not apply if you repeatedly fail or refuse to make your child available for the evaluation or your child enrolls in another school district while the evaluation is being conducted. Your child's new school district and you would then agree on a specific time when your child's evaluation would be promptly completed.

If your child has participated in a process that assesses your child's response to scientifically research-based intervention to determine if your child has a specific learning disability, the instructional strategies used and the student-centered data collected must include documentation that you, the parent(s), were notified about the State's policies regarding the amount and nature of student performance data that would be collected and the general education services that would be provided; strategies for increasing your child's rate of learning; and the your right to request an evaluation.

PARENTAL CONSENT FOR SERVICES

Your school district must obtain your informed consent before providing special education and related services to your child for the first time.

Your school district must maintain documentation of reasonable efforts to obtain your informed consent.

The documentation must include a record of the school district's attempts in these areas, such as:

- Detailed records of telephone calls made or attempted and the results of those calls.
- Copies of correspondence sent to you and any responses received.
- Detailed records of visits made to your home or place of employment and the results of those visits.

If you refuse to give your consent for your child to receive special education and related services for the first time, or if you do not respond to a request to provide such consent, your school district cannot provide special education and related services to your child. Your refusal to provide consent for your child to first receive special education services cannot be challenged legally by your school district.

If you refuse to consent to the provision of special education and related services, or if you fail to respond to a request to provide such consent:

- The school district is not in violation of the requirement to make available a FAPE to your child for its failure to provide those services to your child.
- The school district is not required to have an IEP meeting or develop an IEP for your child for the special education and related services for which your consent was requested.

Except for an initial evaluation and initial placement of your child into special education, the IDEA provides that consent may not be required as a condition of any benefit to you or your child. Any changes in your child's special education program, after the initial placement, are not subject to your parental consent under the IDEA Part B, but

are subject to the prior notice and IEP requirements.

Oklahoma procedures and the IDEA also require prior notice to parents and opportunity to participate in development or review of IEPs before conducting reevaluations.

PARENTAL CONSENT FOR REEVALUATIONS

A reevaluation must be conducted at least every three years, or more often if conditions warrant. However, the IDEA does not require that a school conduct a reevaluation more than once per year unless you and the school agree. Also, the IDEA allows the school district and you to mutually agree to waive the reevaluation.

Your school district must obtain your informed consent before it reevaluates your child, unless your school district can demonstrate that:

- Your school district took reasonable measures to obtain your consent for your child's reevaluation.
- You failed to respond.
- No additional information is needed after a review of existing information.

Your school district may, but is not required to, pursue your child's reevaluation by using the mediation, due process complaint resolution meeting, and/or impartial due process complaint hearing procedures to override your refusal to consent to your child's reevaluation. However, as with initial evaluations, your school district does not violate its obligations under Part B of the IDEA if it declines to pursue the reevaluation in this manner.

PARENTAL REVOCATION OF CONSENT

You have the right to revoke consent for the continued provision of special education and related services at any time.

You must submit in writing your request to revoke your consent for special education and related services. Services cannot be revoked in part; therefore, your request for revocation would forfeit all special education services, related services and any other supports included in your child's IEP. Within a reasonable time, your school district must respond to your revocation with a written notice, regarding the termination of the educational placement and special education and related services that will result from the revocation of consent. The written notice must include information on resources for you to contact to understand the requirements of Part B of the IDEA. If you revoke consent for special education, the school district:

- Is not in violation of the requirement to make available a FAPE to your child for its failure to provide services to your child.
- Your child will be treated as a nondisabled student for disciplinary purposes.
- Is not required to amend your child's education records to remove any references to your child's receipt of special education and related services.

You or the school district may at a later date, initiate a request for an initial evaluation to determine if your child is a child with a disability.

INDEPENDENT EDUCATIONAL EVALUATION

You have the right to obtain an independent educational evaluation (IEE) for your child. If you request an IEE, the school district must provide you information about where an IEE may be obtained.

An independent educational evaluation means an evaluation conducted by a qualified examiner who is not employed by the school district responsible for the education of your child.

IEE at public expense means that the school district either pays for the full cost of the evaluation or ensures that the evaluation is otherwise provided at no cost to you. Whenever an IEE is at public expense, the criteria in which the evaluation is obtained, including the location of the evaluation and the qualifications of the examiner, must be the same as the criteria that the school district uses when it initiates an evaluation.

You have the right to an IEE at public expense if you disagree with an evaluation of your child obtained by your school district. However, the school district may initiate a due process complaint hearing to show that its evaluation is appropriate. If the final decision is that the evaluation is appropriate, you still have the right to an IEE, but not at public expense.

The school district may require you to provide them prior notice before you obtain an IEE at public expense; however, the school district may not fail to pay for an IEE if you do not notify the school district that an IEE is being sought.

If you obtain an IEE at private or public expense, the results of the evaluation must be considered by the school district in any decision made with respect to the provision of a FAPE to your child, and may be presented as evidence at a due process hearing regarding your child.

If a hearing officer requests an IEE as part of a hearing decision, the cost of the evaluation must be at public expense.

EDUCATION RECORDS-PERSONALLY IDENTIFIABLE INFORMATION

An education record is information that the school maintains that contains personally identifiable information on your child.

Personally identifiable information includes: the name of your child, your name, or other family member names; the address of your child; a personal identifier, such as your child's social security number or student number; or a list of personal characteristics or other information that would make it possible to identify your child with reasonable certainty.

ACCESS RIGHTS

Each school district must permit you to inspect and review any educational records which are collected, maintained, or used by your school district. The school district must comply with your request without unnecessary delay and before any meeting regarding your child's IEP, a resolution session or impartial due process hearing, and in no case, more than 45 days after the request has been made.

The right to inspect and review educational records under this section includes:

- Your right to a response from the school district to your reasonable requests for explanations and interpretations of the records.

- Your right to have your representative inspect and review the records.
- Your right to request that the school district provide copies of the records if you cannot effectively inspect and review the records, unless you receive those copies.

A school district may presume that you have authority to inspect and review records relating to your child unless the school district has been advised that you do not have the authority under applicable State law governing such matters as guardianship, separation, and divorce.

RECORD OF ACCESS

Each school district must keep a record of parties obtaining access to education records collected, maintained, or used under this part, (except access by parents and authorized employees of the school district), including the name of the party, the date access was given, and the purpose for which the party is authorized to use the records.

RECORDS ON MORE THAN ONE CHILD

If any educational record includes information on more than one child, the parent(s) of those children have the right to inspect and review only the information relating to their child or to be informed of that specific information.

LISTS OF TYPES AND LOCATIONS OF INFORMATION

On request, each school district must provide you with a list of the types and locations of your child's education records collected, maintained, or used by the school district.

FEES FOR SEARCHING, RETRIEVING, AND COPYING RECORDS

Each school district may not charge a fee to search for or to retrieve information under the IDEA Part B. Each school district may charge a fee for copies of records, which are made for you if the fee does not effectively prevent you from exercising your right to inspect and review those records.

AMENDMENT OF RECORDS AT PARENT'S REQUEST

If you believe that information in education records collected, maintained, or used under this part is inaccurate, misleading, or violates the privacy or other rights of your child, you may request the school district that maintains the information change the information.

The school district must decide whether to change the information in accordance with your request within a reasonable period of time of receipt of this request. If the school district decides to refuse to change the information in accordance with your request, it must inform you of the refusal and advise you of your right to a hearing as set forth under the Family Education Rights and Privacy Act (FERPA).

OPPORTUNITY FOR A HEARING

The school district must, on request, provide you an opportunity for a hearing to challenge information in educational records regarding your child to ensure that it is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child. If, as a result of the hearing, the school district decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of

your child, it must change the information accordingly and inform you in writing.

RESULTS OF A HEARING

If, as a result of the hearing, the school district decides that the information is not inaccurate, misleading, or otherwise in violation of the privacy or other rights of your child, it must inform you of your right to place in the records it maintains on your child your written statement commenting on the information or providing any reasons you disagree with the decision of the school district.

Such an explanation placed in the records of your child must be maintained by the school district as part of the records of your child as long as the record or contested portion is maintained by the school district. If the school district discloses the records of your child or the challenged portion to any party, the explanation must also be disclosed to the party.

CONSENT FOR DISCLOSURE OF PERSONALLY IDENTIFIABLE INFORMATION

Unless the information is contained in education records, and the disclosure is authorized without your consent under FERPA, your consent must be obtained before personally identifiable information is disclosed to parties other than officials of participating agencies. Your consent is not required before personally identifiable information is released to officials to participating agencies for purposes of meeting a requirement of Part B of the IDEA.

Your consent must be obtained before personally identifiable information is released to officials of participating agencies providing or paying for transition services.

If your child is in, or is going to attend, a private school that is not located in the same school district in which you reside, your consent must be obtained before any personally identifiable information about your child is released between officials in the school district where the private school is located and officials in the school district where you reside.

SAFEGUARDS

Each school district must protect the confidentiality of personally identifiable information at collection, storage, disclosure, and destruction stages.

One official at each school district must assume responsibility for ensuring the confidentiality of any personally identifiable information.

All persons collecting or using personally identifiable information must receive training or instruction regarding your State's policies and procedures regarding confidentiality under Part B of the IDEA and FERPA.

Each school district must maintain, for public inspection, a current listing of the names and positions of those employees within the district that may have access to personally identifiable information.

DESTRUCTION OF INFORMATION

Your school district must inform you when personally identifiable information collected, maintained, or used is no longer needed to provide educational services to your child.

The information must be destroyed at your request; however, a permanent record of your child's name, address, and phone number, grades, attendance record, classes attended, grade level completed, and year completed, may be maintained without time limitation.

MEDIATION

Mediation in special education is a free and effective process to assist parents and schools in resolving disagreements, at the earliest stage possible, regarding the education program of a student with disabilities. This occurs at a non-adversative meeting that is more structured than a parent-school conference but less formal than a due process hearing.

The Oklahoma State Department of Education or school district must make mediation available to allow you and the school district to resolve disagreements involving any matter under Part B of the IDEA, including matters arising prior to the filing of a due process complaint. Thus, mediation is available to resolve disputes under Part B of the IDEA, whether or not you have filed a due process hearing request. When a due process complaint is initiated under the IDEA, the school district must inform you of the availability of mediation as an alternative to resolving disputes.

The procedures must ensure that the mediation process:

- Is voluntary on your part and the school district's part.
- Is provided at no cost to you.
- Is not used to deny your right to a due process hearing, or deny any other rights you have under Part B of the IDEA.
- Is conducted by a qualified and impartial mediator who is trained in effective techniques.

For further information on Oklahoma's Mediation system, you may contact the Special Education Resolution Center (SERC) at 918-712-9632 or 888-267-0028. You may also contact the local Early Settlement Center at 877-521-6677 for the name and number of your local Early Settlement Center.

Opportunity to Meet with a Disinterested Party:

The state educational agency (SEA) or school district may establish procedures to offer you and school districts that choose not to use the mediation process an opportunity to meet with a disinterested party who is under contract with:

- An appropriate alternative dispute resolution entity (Early Settlement Centers of the Alternative Dispute Resolution System, under the direction of the Administrative Office of the Courts), a parent training and information center (Oklahoma Parent Training and Information Center), the Joint Oklahoma Information Network (JOIN), or a community parent resource center in the State.
- To encourage the use, and explain the benefits, of the mediation process to you.

The mediator:

- May not be an employee of the SEA or the school district that is involved in the education or care of your child.
- Must not have a personal or professional interest which conflicts with the mediator's objectivity.

A person who otherwise qualifies as a mediator is not an employee of a school district or State agency solely because he/she is paid by the agency or school district to serve as a mediator.

Trained, qualified, and impartial mediators are available, and may be requested from the Early Settlement Centers of the Alternative Dispute Resolution System, under the direction of the Administrative Office of the Courts. Information and referral may also be obtained at no cost through the OSDE-SES, the Oklahoma Areawide Services Information System (OASIS), the Oklahoma Parent Training Information Center, or the Oklahoma Disability Law Center (ODLC).

The OSDE-SES supports resolution of disputes, involving any matter subject to due process complaints, through mediation or other informal means between parents and school districts concerning the education of a child with a disability or purported to have disabilities. The State is responsible for the costs of the mediation process.

Each meeting in the mediation process must be scheduled in a timely manner and held in a location that is convenient for you and the school district. Mediation is not used to deny or delay your right to a due process hearing or to deny any other rights afforded under these requirements. Also, the mediation meeting does not alter the required timelines for due process hearings.

To resolve a dispute through the mediation process, both you and the school district must execute a legally binding agreement that sets forth such resolution, and:

- States that all discussions occurred during the mediation process will remain confidential and may not be used as evidence in any subsequent due process hearing or civil proceedings.
- Is signed by both you and a representative of the school district who has the authority to bind the school district.

A written, signed mediation agreement is enforceable in any State court or competent jurisdiction or in a district court of the United States.

Mediation may be requested by you or the school district but must be attended and agreed upon by both parties. The parties involved may or may not have representatives at the mediation; however, those persons attending should be in a position of authority to make decisions.

Either party may refuse to participate in a conference without prejudice to any procedural safeguard afforded under any applicable State or federal law.

FILING LOCAL OR STATE LEVEL ADMINISTRATIVE COMPLAINTS

A signed written complaint regarding alleged violations of the IDEA Part B may be filed with the local school district administrator or the SEA. The complaint may address your specific child and/or policy or practice of the school district that you allege is in violation of the IDEA.

If the complaint is filed with the local school district, the complainant may request that the State review the findings.

A written complaint must include:

- A statement that the school district has violated a requirement under the IDEA Part B.
- Facts on which the statement is based.

- The signature and contact information of the complainant.

If alleging violations regarding a specific child:

- The name of the child and the address of the residence of the child.
- The name of the school in which the child attends.
- In the case of a homeless child or youth, available contact information for the child and the name of the school in which the child attends.
- A description of how the school district has violated the requirements under the IDEA related to the allegation including the facts related to the problem.
- The proposed resolution of the problem to the extent known and available to the party following the complaint at the time the complaint is filed.

The complaint must allege the violation occurred not more than one year prior to the date the complaint is filed.

If you file an administrative complaint and a due process hearing complaint on the same issue, the investigation of the administrative complaint will be held in abeyance. The hearing officer assigned to hear your due process hearing complaint will conduct an impartial hearing.

Relevant information may be submitted orally and in writing regarding the alleged issue for consideration in determining if there is a violation of the IDEA Part B.

A form for this purpose is available from the OSDE-SES to assist you in filing a formal written complaint.

A written letter of findings will be issued by the OSDE-SES within 60 calendar days after receipt of a formal written complaint, unless exceptional circumstances exist which require lengthier involvement.

Mediation is also encouraged as an option to facilitate early resolution of complaint issues. Information to assist in requesting mediation or filing a complaint may be obtained by contacting the special education director or administrator of your school district or the OSDE-SES.

FILING A DUE PROCESS HEARING COMPLAINT

You or the school district may file a due process complaint on any matter relating to a proposal or refusal to initiate or change the identification, evaluation, or educational placement of your child, or the provision of a FAPE.

The due process complaint must allege a violation that happened not more than two years before you or the school district knew or should have known about the alleged action that forms the basis of the due process complaint.

The above timeline does not apply to you if you could not file a due process complaint due to:

- The school district specifically misrepresented that it has resolved the issue forming the basis of the complaint.
- The school district withheld information from you that was required to be provided to you under Part B of the IDEA.

The school district must inform you of any free or low-cost legal or other relevant services available in your area if you request the information, or if you or the school district file a due process complaint.

DUE PROCESS COMPLAINT

To request a hearing, you or the school district (or your attorney or the school district's attorney) must submit a due process complaint to the other party. That complaint must contain all of the content listed below and must be kept confidential.

You or the school district, whichever filed the complaint, must also provide the SEA with a copy of the complaint.

The due process complaint must be in writing, signed, and include:

- The name of your child.
- Your child's date of birth.
- The address of your child's residence.
- The name of the school your child is attending.
- If your child is a homeless child or youth, your child's contact information and the name of the school your child is attending.
- The current grade or current placement of your child.
- Your child's established or purported disability.
- A description of the nature of the problem of your child relating to the proposed or refused action, including facts relating to the problem.
- A proposed resolution of the problem to the extent known and available to you or the school district at the time.
- The reason for challenging the identification, evaluation, educational placement of your child, or the provision of a FAPE to your child.

A party may not have a due process hearing until the party, or the attorney representing the party, files a notice that meets the requirements.

A form for this purpose is available from the OSDE-SES to assist you in filing a due process complaint.
A copy of this request must be mailed by you, or the attorney representing you on behalf of your child, to the school district, and to the OSDE-SES, Attention: Due Process Hearing Requests, 2500 North Lincoln Boulevard, Room 412, Oklahoma City, Oklahoma 73105-4599.

An impartial due process hearing office will be appointed to the case. You or your attorney will be notified of the appointment.

The due process complaint will be considered sufficient unless the party receiving the due process complaint notifies the hearing officer and the other party, in writing, within 15 calendar days of receiving their complaint, that the complaint does not meet the requirements listed above. Within five calendar days of receiving the notification that the receiving party considers a due process complaint insufficient, the hearing officer must make a determination if the due process complaint meets the requirements listed above, and must immediately notify the parties in writing of such determination.

If the hearing officer determines that your due process hearing complaint is insufficient, you have the right to submit an amended complaint addressing the reason why it did not meet the criteria of a sufficient complaint.

You or the school district may make changes to the due process complaint only if:

- The other party approves of the changes in writing and is given the opportunity to resolve the due process complaint through resolution meeting.
- By no later than five days before the due process hearing begins, the hearing officer grants permission for the changes. If the complaining party makes changes to the due process complaint, the timeline for the resolution meeting, and the time period for the resolution start again on the date in which the amended complaint is filed.

Nothing in this section may be construed to preclude you from filing a separate request for a due process complaint on an issue separate from the complaint already filed.

If the school district has not sent a prior written notice to you regarding the subject matter contained in your due process complaint, the school district must, within ten calendar days of receiving the due process complaint, send to you a response that must include:

- An explanation of why the school district proposed or refused to take the action raised in the due process complaint.
- A description of other options that your child's IEP team considered and the reasons why those options were rejected.
- A description of each evaluation procedure, assessment, record or report the school district used as the basis for the proposed or refused actions.
- A description of the other factors that are relevant to the school district's proposed or refused actions.

Except as stated above, the party receiving a due process complaint must, within ten calendar days of receiving the due process complaint, send to the other party a response that specifically addresses the issues raised in the complaint.

RESOLUTION SESSIONS

Within 15 calendar days of receiving notice of your due process hearing complaint, and before the due process hearing begins, the school district must convene a meeting with you and the relevant member(s) of the IEP team who have specific knowledge of the facts identified in your due process complaint.

The meeting:

- Must include a representative of the school district who has decision-making authority on behalf of the school district.
- May not include an attorney of the school district, unless you are accompanied by an attorney.

The purpose of the meeting is for you to discuss your due process complaint, and the facts that form the basis of the complaint.

The school district is provided the opportunity to resolve the complaint, unless you and the school district both agree in writing to waive the resolution meeting, or agree to use the mediation process. Unless both you and the school district waive the

resolution meeting or agree to go to mediation, your failure to participate in the resolution meeting will delay the timelines for the resolution process and the due process hearing until the resolution meeting is held.

If the school district has not resolved the complaint to your satisfaction within 30 calendar days of the receipt of the due process complaint, the due process hearing may occur.

The 45 calendar day timeline for issuing a final decision begins at the expiration of the 30 calendar day resolution period, unless you and the school district have both agreed to waive the resolution process or to use mediation. In this case, the 45 calendar day timeline begins the next day.

If, after making reasonable efforts and documenting such efforts, the school district is not able to obtain your participation in the resolution meeting, the school district may, at the end of the 30 calendar day resolution period, request that a hearing officer dismiss your due process complaint.

If the school district fails to hold a mediation session within 15 days after receiving your due process hearing complaint or fails to participate in the resolution meeting, you may ask the hearing office to begin the due process hearing timeline.

If a resolution to the dispute is reached at the resolution meeting, you and the school district must execute a legally binding agreement that is:

- Signed by you and a representative of the school district who has the authority to bind the school district.
- Enforceable in any State court of competent jurisdiction or in a district court of the United States.

If you and the school district enter into an agreement as a result of a resolution meeting, either party may void the agreement within three business days of the time that both you and the school district signed the agreement.

IMPARTIAL DUE PROCESS HEARING

At a minimum, a hearing officer must:

- Not be an employee of the SEA or the school district involved in the education or care of your child; however, a person is not an employee of the agency solely because he/she is paid by the agency to serve as a hearing officer.
- Not have personal or professional interest that conflicts with the hearing officer's objectivity in the hearing.
- Be knowledgeable of, and understand, the provisions of the IDEA, federal, and State regulations pertaining to the IDEA, and legal interpretations of the IDEA by federal and State courts.
- Have the knowledge and ability to conduct hearings, in accordance with appropriate standard legal practice.
- Have the knowledge and ability to render and write decisions in accordance with appropriate, standard legal practice.

The party that requests the due process hearing may not raise issues at the due process hearing that were not addressed in the due process complaint, unless the other party agrees.

The SEA maintains a list of qualified hearing officers. When a due process hearing is assigned, the SEA must provide the name of the hearing officer assigned and their qualifications to all parties involved.

DUE PROCESS HEARING RIGHTS

Any party to a hearing or an appeal must be accorded the right to:

- Be accompanied and advised by a lawyer or person with special knowledge or training regarding the problems of children with disabilities.
- Present evidence and confront, crossexamine, and require the attendance of witnesses.
- Prohibit the introduction of any evidence at the hearing that has not been disclosed to the other party at least five business days prior to the hearing.
- Obtain a written, or, at your option, electronic, word-for-word record of the hearing.
- Obtain a written, or, at your option, electronic findings of the facts and decisions, which shall be made available to the public and transmitted to the State advisory panel.

A hearing officer may prevent any party that fails to disclose relevant evaluations or recommendations to the other party at least five business days before the hearing.

You must be given the right to have your child present, and the right to open the hearing to the public.

HEARING DECISIONS

A hearing officer's decision on whether your child received a FAPE must be based on substantive grounds.

In matters alleging a procedural violation, a hearing officer may find that your child did not receive a FAPE, only if the procedural inadequacies:

- Impeded your child's right to a FAPE.
- Significantly impeded your opportunity to participate in the decision-making process regarding the provision of a FAPE to your child.
- Caused a deprivation of an educational benefit.

Nothing in the procedural safeguards section of the federal regulations under Part B of the IDEA can be interpreted to prevent you from filing a separate request for a due process hearing on an issue separate from a request already filed.

The SEA, after deleting any personally identifiable information, must:

- Provide the findings and decisions in the due process hearing or appeal to the State special education advisory panel.
- Make those findings and decisions available to the public.

FINALITY OF DECISION, APPEAL, IMPARTIAL REVIEW

A decision made in a due process hearing is final, except that any party involved in the hearing may appeal the decision within 30 calendar days.

If a party is aggrieved by the findings and decision in the hearing, an appeal may be brought to the SEA.

If there is an appeal, the SEA appoints a state reviewing officer who conducts an impartial review of the findings and decisions appealed. The official conducting the review must:

- Examine the entire hearing record.

- Ensure that the procedures at the hearing were consistent with the requirements of due process.
- Seek additional evidence if necessary. If a hearing is held to receive additional evidence, the hearing rights described above apply.
- Give the parties an opportunity for oral or written argument, or both, at the discretion of the reviewing official.
- Make an independent decision on completion of the review.
- Give you and the school district a copy of written, or at your option, electronic, findings of fact and decisions.

The SEA, after deleting any personally identifiable information, must transmit the findings and decisions to the State special education advisory panel, and make the findings and decisions available to the public.

The decision made by the reviewing official is final, unless a party brings a civil action under the procedures described below.

TIMELINES AND CONVENIENCE OF HEARINGS AND REVIEWS

The SEA must ensure that no later than 45 calendar days after the expiration of the 30 calendar day period for resolution meetings, or, no later than 45 calendar days after the expiration of the adjusted time period:

- A final decision is reached in a hearing.
- A copy of the decision is mailed to you and the school district.

If there is an appeal, the SEA must ensure that no later than 30 calendar days after the receipt of a request for a review:

- A final decision is reached in the review.
- A copy of the decision is mailed to you and the school district.

A hearing officer may grant specific extensions of time beyond the 45 day calendar time period, if you or the school district requests a specific extension of the timeline.

Each hearing must be conducted at a time and place that is reasonably convenient to you and your child.
Except in the case of a change in placement initiated by school personnel due to your child carrying or possession of a weapon, possession or use of illegal drugs, or the sale or soliciting the sale of a controlled substance, or inflicting serious bodily injury upon another person, (or a change in placement ordered by a hearing officer due to a determination that maintaining the current placement is substantially likely to result in injury to the child or others), if you request a hearing to challenge the manifestation determination review, your child must remain in the interim alternative educational setting pending the decision of the hearing officer, or until the expiration of the time period of the change of placement, whichever occurs first, unless the State or school district and you agree otherwise.

RIGHT TO BRING A CIVIL ACTION

Any party who does not agree with the findings and decisions in the State level review has the right to bring a civil action with respect to the matter that was the subject of the due process complaint hearing. The action may be brought in any State court of competent jurisdiction or in a district court of the United States, without regard to the amount in dispute.

The party bringing the civil action must have 90 calendar days from the date of the decision of the hearing officer to bring such an action.

In any civil action, the court:

- Receives the records of the administrative proceedings.
- Hears additional evidence at the request of a party.
- Bases its decision on the preponderance of the evidence, and grants the relief that the court determines to be appropriate.

ATTORNEYS' FEES

In any action or proceeding brought under Part B of the IDEA, the court, in its discretion, may award reasonable attorneys' fees as part of the cost:

- To a prevailing party who is the parent of a child with a disability.
- To a prevailing party who is a school district against the attorney of a parent who files a request for a due process hearing or subsequent cause of action that is frivolous, unreasonable or without foundation, or against the attorney of a parent who continued to litigate after the litigation clearly became frivolous, unreasonable or without foundation.
- To a prevailing school district against the attorney of a parent, or against the parent, if the parent's complaint or subsequent cause of action was presented for any improper purpose, such as to harass, to cause unnecessary delay, or to needlessly increase the cost of the action or proceeding.

A court awards reasonable attorneys' fees based on rates prevailing in the community in which the action or hearing arose for the kind and quality of services furnished. No bonus or multiplier may be used in calculating fees awarded.

Funds under the IDEA Part B may not be used to pay attorney's fees or costs of a party related to an action or proceeding.

Attorneys' fees may not be awarded and related costs may not be reimbursed in any action or proceeding for services performed subsequent to the time of a written offer of settlement to you, if:

- The offer is made within the time prescribed by Rule 68 of the Federal Rules of Civil Procedure; or, in the case of an administrative proceeding, at any time more than ten calendar days before the proceeding begins.
- The offer is not accepted within ten calendar days.
- The court or administrative hearing officer finds that the relief finally obtained by you is not more favorable to you than the offer of settlement.

Attorneys' fees may not be awarded relating to any meeting of the IEP team unless such meeting is convened as a result of an administrative proceeding or court action, or, at the discretion of the State, for mediation.

DISCIPLINE

AUTHORITY OF SCHOOL PERSONNEL

School personnel may consider any unique circumstances on a case-by-case basis, when determining whether to order a change in placement for a child with a disability who violates a code of student conduct.

School personnel may remove a child with a disability who violates a code of student

conduct from their current placement to an appropriate interim alternative educational setting, another setting, or suspension, for not more than ten consecutive school days (to the extent such alternatives are applied to children without disabilities).

If school personnel seek to order a change in placement that would exceed ten school days, and the behavior that gave rise to the violation of the school code is determined not to be a manifestation of your child's disability, school personnel may apply the disciplinary procedures to your child in the same manner and for the same duration in which the procedures would be applied to children without disabilities, except the school must provide services to your child.

Your child's IEP team determines the interim alternative educational setting for such services.

These services that must be provided to your child if removed from his or her current placement may be provided in an interim alternative educational setting.

SERVICES

Your child, if removed from his or her current placement for more than ten school days in the same school year must:

- Continue to receive educational services, so as to enable him or her to participate in the general education curriculum, although in another setting, and to progress toward meeting the goals identified in his or her IEP; and receive, as appropriate, an Functional Behavior Assessment (FBA), behavioral intervention services, and modifications that are designed to address the behavior violation so that it does not happen again.

MANIFESTATION DETERMINATIONS

Within 10 school days from the date of the decision to impose an out-of-school suspension or another type of disciplinary removal that either exceeds 10 consecutive school days or 10 cumulative days of suspensions in an IAES, a meeting must be held to determine whether the conduct in question was caused by, or had a direct and substantial relationship to, the student's disability or whether the conduct was a result of the LEA's failure to implement the student's IEP.

A pattern of behavior may be determined because of the length of each removal, the total time that the student has been removed, the proximity of the removals to one another and whether or the behavior is substantially similar to the student's behavior in previous incidents that resulted in disciplinary removals.

The school district, you, and other relevant members of the IEP team (as determined by you and the school district) must review all relevant information in your child's file, including his or her IEP, any teacher observations, and any relevant information you have provided to determine if:

- The conduct in question was caused by, or was a direct and substantial relationship to, his or her disability.
- The conduct in question was the direct result of the school district's failure to implement his or her IEP.

If the school district, you, and other relevant members of the IEP team determine that either is applicable for your child, the conduct must be determined to be a manifestation of your child's disability.

DETERMINATION THAT BEHAVIOR WAS A MANIFESTATION

If the school district, you, and other relevant members of the IEP team determine that the conduct was a manifestation of your child's disability, the IEP team must either:

- Conduct an FBA and implement a behavior intervention plan (BIP) for your child, unless the school district had conducted such assessment prior to such determination and the behavior that resulted in a change in placement.
- If a BIP already has been developed, the IEP team must meet to review the plan, and modify it, as necessary, to address the behavior.

Unless determined to be a special circumstance, the school district must return your child to the placement from which your child was removed, unless you and the school district agree to a change of placement as part of the modification of the BIP.

DETERMINATION THAT BEHAVIOR WAS NOT A MANIFESTATION OF THE DISABILITY

If the result of the review is a determination that the behavior of your child was not a manifestation of your child's disability, the relevant disciplinary procedures applicable to children without disabilities may be applied to your child in the same manner in which they would be applied to children without disabilities, except that a FAPE must be provided to your child during the term of suspension.

You have the right to request mediation or an expedited due process hearing if you disagree with the manifestation determination.

DISCIPLINARY RECORDS

If the school district initiates disciplinary procedures applicable to all children, the school district must ensure that the special education and disciplinary records of your child are transmitted for consideration by the person(s) making the final determination about the disciplinary action.

INTERIM ALTERNATIVE EDUCATIONAL SETTINGS

Regardless of whether or not the behavior was a manifestation of your child's disability, school personnel may remove a student to an interim alternative educational setting for up to 45 school days if your child:

- Carries or possesses a weapon to school or has a weapon at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.
- Knowingly has or uses illegal drugs, or sells or solicits the sale of a controlled substance, while at school, on school premises, or at a school function under the jurisdiction of a SEA or school district.
- Has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of an SEA or a school district.

"Serious Bodily Injury" is defined to mean a bodily injury that involves a substantial risk of death; extreme physical pain; protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ or faculty.

The IEP Team will determine the appropriate services for your child in an Interim Alternative Educational Settings (IAES).

The school has the option of continuing the IAES into the next school year if there are less than 45 school days remaining in the school year in which the incident takes place.

Not later than the date on which the decision to take disciplinary action is made, the school district must notify you of that decision, and provide you with a procedural safeguards notice.

CHANGE OF PLACEMENT DUE TO DISCIPLINARY REMOVALS

The removal of your child from his or her current educational placement is a change of placement if:

- The removal is more than ten consecutive days.
- Your child has been subjected to a series of removals that constitute a pattern of removal because:
    - The series of removals totaled more than ten school days in a school year.
    - Your child's behavior is substantially similar to your child's behavior in previous incidents that resulted in the series of removals.
    - Of such additional factors as the length of each removal, the total amount of time your child has been removed, and the proximity of the removals to one another.
    - Whether a pattern of removals constitutes a change of placements is determined on a case-by-case basis by the school district, and, if challenged, is subject to review by judicial proceedings.

APPEALS

You may file a due process complaint to request a due process hearing if you disagree with:

- Any decision regarding placement made under the discipline provision.
- The manifestation determination.
  The school district may file a due process complaint to request a due process hearing if it believes that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

AUTHORITY OF HEARING OFFICER

A hearing officer must conduct the due process hearing and make a decision. The hearing officer may:

- Return your child to the placement from which your child was removed if the hearing officer determines that the removal was a violation of the requirements described under the heading **Authority of School Personnel**, or that your child's behavior was a manifestation of your child's disability.
- Order a change in the placement of your child to an appropriate interim alternative educational setting for not more than 45 school days if the hearing officer determines that maintaining the current placement of your child is substantially likely to result in injury to your child or to others.

These hearing procedures may be repeated, if the school district believes that returning your child to the original placement is substantially likely to result in injury to your child or to others.

The SEA or school district must arrange for an expedited hearing when you request one. Whenever you or the school district file a due process complaint to request such a hearing, a hearing must be held that meets the requirements described under the headings **Due Process Complaint Procedures, Hearings on Due Process Complaints, and Appeal of Decisions; Impartial Review**, except as follows:

- The SEA or school district must arrange for an expedited due process hearing, which must occur within 20 school days of the date the hearing is requested and must result in a determination within ten school days after the hearing.
- Unless you and the school district agree in writing to waive the meeting, or agree to use mediation, a resolution meeting must occur within seven calendar days or upon receiving notice of the due process complaint.
- The hearing may proceed, unless the matter has been resolved to the satisfaction of both parties within 15 calendar days of receipt of the due process complaint.

A State may establish different procedural rules for expedited due process hearings than it has established for other due process hearings. Except for the timelines, those rules must be consistent with the rules in this document regarding due process hearings.

A party may appeal the decision in an expedited due process hearing in the same way as they may for decisions in other due process hearings.

PLACEMENT DURING APPEALS

When you or the school district has filed a due process complaint related to disciplinary matters, your child must (unless you and the SEA or school district agree otherwise) remain in the interim alternative educational setting pending the decision of the hearing officer or until the expiration of the time period of removal provided for and described under the heading **Authority of School Personnel**, whichever comes first.

PROTECTIONS FOR CHILDREN NOT YET ELIGIBLE FOR SPECIAL EDUCATION AND RELATED SERVICES

If a child who has been determined to be eligible for special education and related services under IDEA Part B, violates a code of student conduct, but the school district had knowledge before the behavior that brought about the disciplinary action that your child was a child with a disability, then your child may assert any of the procedural safeguards described in this notice.

Basis of knowledge for disciplinary matters- A school district must be deemed to have knowledge that a child is a child with a disability if, before the behavior that brought about the disciplinary action occurred:

- You expressed concern in writing that your child is in need of special education and related services to supervisory or administrative personnel of the appropriate education agency, or a teacher of your child.
- You requested an evaluation related to eligibility for special education and related services under Part B of the IDEA.
- Your child's teacher, or other school district personnel, expressed specific concerns about a pattern of behavior demonstrated by your child, directly to the school district's director of special education or to other

supervisory personnel of the school district.

Exception—
A school district must not be deemed to have knowledge that your child is a child with a disability:

- If you have not allowed an evaluation of your child.
- If you have refused services for your child.
- Your child has been evaluated and determined not to be a child with a disability under the IDEA Part B.

CONDITIONS THAT APPLY IF NO BASIS OF KNOWLEDGE

If prior to taking disciplinary measures against your child, a school district does not have knowledge that a child is a child with a disability, as described in **Basis of Knowledge for Disciplinary Matters and Exceptions**, your child may be subjected to the disciplinary measures applied to children without disabilities who engaged in comparable behaviors.

However, if a request is made for an evaluation of your child during the time period in which your child is subjected to disciplinary measures, the evaluation must be conducted in an expedited manner. Until the evaluation is completed, your child remains in the educational placement determined by school authorities, which include suspension or expulsion without educational services.

If your child is determined to be a child with a disability, taking into consideration information from the evaluation conducted by the school district and information provided by you, the school district must provide special education and related services in accordance with the provision under the IDEA Part B, including the disciplinary requirements described above.

REFERRAL TO AND ACTION BY LAW ENFORCEMENT AND JUDICIAL AUTHORITIES

The IDEA Part B does not:

- Prohibit a school district from reporting a crime committed by a child with a disability to appropriate authorities.
- Prevent Oklahoma State law enforcement and judicial authorities from exercising their responsibilities with regard to the application of federal and Oklahoma State law to crimes committed by a child with a disability.

Transmittal of records—
If a school district reports a crime committed by a child with a disability, the school district:

- Must ensure that copies of your child's special education and disciplinary records are transmitted for consideration by the appropriate authorities to whom the agency reports the crime.
- May transmit copies of your child's special education and disciplinary records only to the extent permitted by Family Education Rights and Privacy Act (FERPA).

REQUIREMENTS FOR UNILATERAL PLACEMENT BY PARENTS OF CHILDREN IN PRIVATE SCHOOLS AT PUBLIC EXPENSE

The IDEA Part B does not require a school district to pay for the cost of education, including special education and related services, of your child with a disability at a private school or facility if the school

district made a FAPE available to your child, and you chose to place your child in a private school or facility. However, the school district where the private school is located must include your child in the population whose needs are addressed under Part B provisions of the IDEA regarding children who have been placed by their parents in a private school at 34 CFR §§ 300.131 through 300.144.

Reimbursement for private school placement—

If your child previously received special education and related services under the authority of a school district, and you choose to enroll your child in a private elementary or secondary school without the consent of or referral by the school because you disagree that the IEP being offered your child, a court or a hearing officer may require the school district to reimburse you for the cost of that enrollment. The court or hearing officer must find that the school district had not made a FAPE available to your child in a timely manner prior to that enrollment, and that the private placement is appropriate.

A hearing officer or a court may find your placement to be appropriate, even if the placement does not meet the State standards that apply to education provided by the SEA and the school district.

Limitations on reimbursement—
The cost of reimbursement may be reduced or denied if:

- At the most recent IEP meeting that you attended prior to removal of your child from the public school, you did not inform the IEP team that you were rejecting the placement proposed by the school district to provide a FAPE to your child, including stating your concerns and your intent to enroll your child in a private school at public expense.
- Ten business days (including any holidays that occur on a business day) prior to the removal of your child from the public school, you did not give written notice to the school district of the information described above.
- Prior to the removal of your child from the public school, the school district provided prior written notice to you, of its intent to evaluate your child (including a statement of the purpose of the evaluation that was appropriate and reasonable), but you did not make your child available for such evaluation.
- Upon a court's finding that your actions were unreasonable.

However, the cost of reimbursement must not be reduced or denied for failure to provide notice if:

- The school district prevented you from providing the notice.
- You cannot read or write in English.
- You had not received notice of your responsibility to provide the notice described above.
- Compliance with the requirements above would likely result in physical harm to your child.

RESOURCES FOR PARENTS AND SCHOOLS

Alternative Dispute Resolution Program
(Mediation)
Administrative Office of the Courts
(877) 521-6677 or (405) 522-7876

Joint Oklahoma Information Network
(JOIN)
500 North Broadway, Suite 300
Oklahoma City, Oklahoma 73102
Dial 2-1-1

Legal Aid of Western Oklahoma
(405) 521-1302

Legal Services of Eastern Oklahoma
(918) 584-3211
(918) 428-4357 (Hot Line)
(888) 534-5243 (Hot Line)

Office of Juvenile Affairs (OJA)
Educational Services
(405) 962-6106

Oklahoma ABLE Tech
1514 West Hall of Fame
Stillwater, Oklahoma 74078
(800) 257-1705

Oklahoma Advanced Practice Nurse
Coalition
(918) 660-3937

Oklahoma Areawide Services Information
System (OASIS)
(800) 426-2747

Oklahoma Assistive Technology Center
(OATC) at the University of Oklahoma
Health Sciences Center, Department of
Rehabilitation Sciences—College of Allied
Health
1600 North Phillips
Oklahoma City, Oklahoma 73104
(405) 271-3625; (405) 271-1705 (TDD)
(405) 271-1707 (Fax)
(800) 700-OATC (6282)

Oklahoma Assistive Technology Center
(OATC) at the University of Oklahoma—
Tulsa Department of Rehabilitation
Sciences—College of Allied Health
4502 East 41st Street
Tulsa, Oklahoma 74135
(918) 660-3261 or (918) 660-3279
(918) 660-3297 (Fax)

Oklahoma Association of Clinical Nurse
Specialists
(405) 951-8214

Oklahoma Board of Nursing
(405) 962-1800

Oklahoma Commission of Children and
Youth (OCCY)
(405) 606-4900

Oklahoma Department of Career and
Technology Education
(405) 377-2000
(405) 743-6816 TDD

Oklahoma Department of Corrections
(405) 962-6139

Oklahoma Department of Health
(405) 271-5600

Oklahoma Department of Human Services
(DHS)
(405) 521-2778

Oklahoma Department of Mental Health &
Substance Abuse Services (ODMHSAS)
(405) 522-3908

Oklahoma Department of Rehabilitation Services (DRS)
Office of Disability Concerns
(800) 522-8224 V/TDD
(405) 521-3756 V/TDD
(800) 845-8476
(405) 951-3400 V/TDD
Oklahoma Disability Law Center (ODLC)
(800) 226-5883 V/TDD
Tulsa (918) 743-6220 V/TDD
Oklahoma City (405) 525-7755 V/TDD

Oklahoma Indian Legal Services
(800) 658-1497 or (405) 943-6457

Oklahoma Parent Training and Information Center
(877) 553-4332

Oklahoma State Department of Education (OSDE)

Special Education Services
2500 North Lincoln Boulevard, Room 412
Oklahoma City, Oklahoma 73105-4599
(405) 522-3248 or (405) 521-4875 TTY

Project ECCO (Enriching Children's Communications Opportunities)
(866) 514-9620

Special Education Resolution Center (SERC)
4825 South Peoria, Suite 2
Tulsa, Oklahoma 74105
(888) 267-0028
(918) 712-9632

OKLAHOMA Education