

## Procedure Safeguards Know Your Rights

As a parent, you have protected rights for your student, especially if your student qualifies for special education. A summary of your rights is included here:

1. **Parental Consent:** You must be informed by and agree in writing to any evaluation or changes in your child's special education plan (IEP). You also have the right to revoke or refuse consent.
2. **Free Appropriate Public Education (FAPE):** The LEA or school is required to provide special education services free of cost to you. Inform the LEA at least 10 days in advance if you feel that your child's needs are not being met. You should receive reports of your child's progress each trimester.
3. **State Complaint Procedures:** You can file a written complaint or appeal if you believe the LEA has failed to complete a requirement of special education law or if you disagree with LEA findings.
4. **Due Process:** You can review your child's educational records and request independent evaluations. You will be given written notice if the LEA refuses services. If you disagree with the LEA you can meet with them or request mediation or a due process hearing.
5. **Discipline:** The school may provide discipline for your child the same way as they would for students without disabilities. Your child may not be suspended for longer than 10 days without a meeting to discuss a change in placement or adjustments in your child's IEP or behavior plan. IEP services must be provided regardless of suspension. Your child may be removed to another school for no longer than 45 school days in cases of severe behavior problems.
6. **Confidentiality:** Your child's educational records are kept confidential. They are not disclosed without your consent to anyone other than teachers or staff involved in working with your child. You have the right to see and request a copy of your child's records and ask that records be changed if you feel there is an error.



DUAL IMMERSION ACADEMY

## What You Need to Know About Special Education



### Dual Immersion Academy Special Education Department

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# The Special Education Process

## Child Find

Child Find is a service provided by Dual Immersion Academy to identify students who may be entitled to receive special education services. If you suspect or know that your child has a disability and needs special education services feel free to contact the school and arrangements will be made for an evaluation. Additionally, teachers are required to watch for warning signs that may show that a student has a disability. A teacher may contact you to tell you about interventions they are using to help your child or to meet with you to discuss a possible special education evaluation.

## RtI-Response to Intervention

DIA has adopted a program to help teachers help students who may struggle with specific concepts or need extra help. The program is called RtI or Response to Intervention. Students referred to this program will receive help on a short-term basis for specific subject areas. If a student in RtI continues to need help, they may be referred to the special education team to consider special education services.

## IEP- Individual Education Plan

Students who receive special education services are entitled to an IEP or Individual Education plan. An IEP can be confusing to understand, but it guarantees that your child has the same access to learning as a child without a disability. Major components of the IEP include:

- **Summary of Services:** Your child's IEP should contain a summary of the special education services that he or she will receive. These services can include resource classes, co-teaching, pull-outs, speech services, counseling services, or any other service that the IEP team decides that your child needs to be successful. The IEP should state what services your child will receive, how long they will receive those services, and whether they will receive services in their regular classroom or in the special education classroom.
- **Present Levels of Achievement:** Your child's IEP should include a statement about what his or her current academic abilities are. Present level statements describe academic weaknesses and strengths, as well as areas where your child needs to improve to achieve at his or her grade level.
- **Goals:** Your child's IEP should include goals that address his or her needs. Goals should be specific and measurable. You should receive a report on how well your student is achieving his or her goals at least as frequently as he or she receives a report card from his or her regular teacher.

- **Summary of testing or classroom accommodations:** Your child may need classroom or testing accommodations in order to complete grade level work. The IEP team should discuss these accommodations and include them in the IEP.

Every year the IEP team is required to meet to discuss your child's progress on his or her IEP. Every three years your child may be evaluated to see if they still need special education services.

## Section 504 plans

Students who have a disability that affects major life functions (attention, health, learning), but do not qualify for an IEP or special education services may qualify for a 504 plan.

A 504 plan requires teachers to provide accommodations for students with disabilities, such as adjustments in homework, reminders to stay on task, or structured classroom breaks. These accommodations give students with disabilities fair educational opportunities.