

Sikeston R-6 Schools



Sikeston R-6 School District

Providing a Comprehensive, Quality Education for All Students

Special Education Information Guide for Parents

What do parents do when they suspect their child has a disability?

When parents suspect that their child has a disability, it is helpful to contact the student's teacher to review their concerns and learn what resources the district has to support the student's learning. Often times, interventions in the regular education environment are just what the child needs to become more successful. A lot of buildings in the district have CARE teams or something similar in which their teacher, along with other qualified professionals, discuss and document the concerns and come up with strategies and interventions for that student.

If those interventions are not successful after an extended period of time and the student's learning are significantly different from same aged peers, the parents or the teacher may make a referral for an evaluation for eligibility for Special Education Services.

If a parent makes a referral, the district will send home a copy of Procedural Safeguards within 5 days and make contact with the parent within 10 days accepting or refusing the referral. If the district agrees with the parent that a Special Education evaluation is warranted, the team will begin the process by completing a Review of Existing Data (RED) and will decide what areas to be assessed. You will receive that information, along with a Notice of Action (NOA) for your signature. Testing cannot begin unless you sign permission.

What is an IEP?

A federal law called the Individuals with Disabilities Education Act (IDEA) requires that public schools create an IEP (Individualized Education Program) for every child receiving special education services. Kids from age 3 through high school graduation or a maximum age of 22 (whichever comes first) may be eligible for an IEP.

The IEP is meant to address each child's unique learning issues and include specific educational goals. It is a legally binding document. The school must provide everything it promises in the IEP.

Here's a quick look at what an IEP must include, by law:

- A present level of performance. This is how your child's disability affects his/her involvement in the regular education environment, how he/she is doing in school now/progress that has been made since their prior IEP (if applicable), what their strengths are, what your concerns as the parent/guardian are, a summary of most recent evaluation results, and summaries of state and district assessments (if applicable).
- Your child's annual educational goals
- Special education supports and services that the school will provide to help your child reach goals
- Modifications and accommodations the school will provide to help your child make progress
- Accommodations your child will be allowed when taking standardized tests
- How and when the school will measure your child's progress toward annual goals
- Transition planning that prepares teens for life after high school

Do private schools have IEPs?

Private schools aren't required by law to provide special education services. If your child is in a private school, you can ask the public school district to evaluate your child for special education services. If the district agrees to your request, the evaluation will be conducted at no cost to you.

IDEA requires school districts to set aside some public funding to provide special education services to students in private school. But this funding is limited. If your child's school agrees to work with the district, they may work together to create what's called an Individual Service Plan (ISP). This plan is likely to provide fewer services than your child would receive in a public school.

What is FAPE?

FAPE (Free Appropriate Public Education) means that the education and related services are provided at public expense. The services provided must meet the standards of the Department of Education for all students and be designed to meet the student's IEP goals and objectives.

What is LRE?

LRE (Least Restrictive Environment) looks at the setting in which the student will be receiving their education. The law presumes that students with disabilities are most appropriately educated with their same aged, non-disabled peers in the general education setting. The IEP team will consider what the LRE looks like for your child at that time of the IEP meeting. Placement in the regular education classroom must always be the first option considered by the IEP Team. Look at the student's strengths, educational needs, and academic requirements. Consider what supplementary aids and services could be provided to allow the student to

be educated satisfactorily in the regular classroom. Also consider any possible harmful effects of a more restrictive placement. The IEP team must clearly document that a variety of options have been considered, and must base the decision solely on the needs of the student. Administrative factors, such as availability of programs, category of disability or availability of service providers should not be a determining factor. If it is determined that the student cannot be educated in the regular classroom environment with supplementary aids and services, then alternative service delivery models may be considered.

Extended School Year

Extended School Year (ESY) is special education services over the summer. They are determined by the IEP team. ESY services may be offered if a student showed significant regression over the summer or Christmas break or struggles to recoup once they are back. The IEP case manager will collect data over two collection periods to help determine the need for ESY. Most of the time children are able to pick up where they left off after a couple of weeks back in school, but if there are children that regress significantly and/or do not recoup their progress in a short amount of time, the team may consider ESY services to enable the child to continue making progress on IEP goals. The amount and location of services are determined by the IEP team.