

USDA Nondiscrimination Statement

For all other FNS nutrition assistance programs, State or local agencies, and their subrecipients, must post the following Nondiscrimination Statement:

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex, disability, age, or reprisal or retaliation for prior civil rights activity in any program or activity conducted or funded by USDA.

Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the Agency (State or local) where they applied for benefits. Individuals who are deaf, hard of hearing or have speech disabilities may contact USDA through the Federal Relay Service at (800) 877-8339. Additionally, program information may be made available in languages other than English.

To file a program complaint of discrimination, complete the USDA Program Discrimination Complaint Form, (AD-3027) found online at: http://www.ascr.usda.gov/complaint_filing_cust.html, and at any USDA office, or write a letter addressed to USDA and provide in the letter all of the information requested in the form. To request a copy of the complaint form, call (866) 632-9992. Submit your completed form or letter to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

Quality Education Academy

Special Education Program

The special education process, at **Quality Education Academy** includes identification, referral and screening, evaluation, eligibility, IEP/placement and triennial reevaluation. This process begins when a referral from a parent, teacher, physician or another interested person is received by the school. At this time, a school-based team reviews all the available information and determines whether or not there is enough information to suspect that a student has a disability.

The comprehensive evaluation involves gathering and analyzing information that is related to the educational needs of the student. Should the screening committee decide that a comprehensive evaluation is necessary to determine if a student has a disability under the Individuals with Disabilities Education Act (IDEA), the Exceptional Children's Team (EC) of which the parent is a member, will determine the types of assessments that will be completed as part of the comprehensive evaluation. Additionally, a current hearing and vision screenings must be available for the EC's consideration during the eligibility process. Written parental consent must be obtained prior to administration of any assessment component comprising the comprehensive evaluation.

Eligibility

Within 90 business days from the date of the receipt of the referral, the evaluation components must be complete and eligibility for special education determined. Eligibility is determined by the Exceptional Children Team (EC). The EC analyzes the data against the eligibility criteria. A child is found eligible for special education and related services if the child meets the eligibility criteria to be a child with a disability, and if there is documented evidence that as a result of the child's disability, the child needs special education and related services due to an adverse educational impact.

Exceptional Children Services:

Quality Education Academy provides free, appropriate educational opportunities for all students with disabilities, ages two through 21 years, inclusive. Services are provided in the most appropriate, least restrictive environment, as outlined in the student's Individualized Education Program (IEP). We provide direct and inclusion services for students with a current IEP. Each student who meets the qualifications for special education under IDEA is entitled to an Individualized Education Program (IEP). The IEP team is made-up of parents, school personnel and students (when appropriate) who work together in developing the IEP. The IEP states:

- The levels at which the student is functioning
- Any related services needed by the student
- How much time the special education professionals will spend with the student
- Where the student will be taught

- What the student will be taught the next school year
- Who will teach the student
- How much time the student will spend with peers not receiving special education services
- The IEP is valid for up to one calendar year unless the IEP committee agrees to make changes before then.

Eligibility Areas:

Services are provided under the following areas of eligibility:

- Autism Spectrum Disorder
- Deaf
- Deaf/Blindness
- Developmental Delay
- Serious Emotional Disability
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Other Health Impairment
- Orthopedic Impairment
- Specific Learning Disability
- Speech/Language Impairment
- Traumatic Brain Injury
- Visual Impairment

Related Services: At QEA we also provide other supportive services as are required to assist a child with a disability to benefit from special education including:

- **Speech-Language Pathology**
- **Psychological services**
- **Occupational therapy**
- **Counseling services.**
- Related services also include **school health services and school nurse services.**

Transition Services

Quality Education Academy provides transition planning to students with disabilities. There are three components to consider in the planning process - education, employment and adult living. This student-centered planning involves family members, teachers, support staff and community and adult agencies. The goal of transition planning is to assist students in making a successful move from school to a meaningful and productive adult life.

Transition services are defined in IDEA as "a coordinated set of activities including post-secondary education, vocational training, integrated employment, supported employment, continuing adult education, adult services, independent living or community participation." Since a student's needs change, transition services must be constantly evaluated and adjusted to meet the student's post school outcome.