

VISION STATEMENT

The SUHSD Special Education Services Department will support the needs of students with diverse disabilities to ensure they know their right and prepares to further their education and/or training to achieve sustainable employment.

MISSION STATEMENT

The SUHSD Special Education Services Department will identify and meet the diverse needs of each district student with a disability in order to maximize their independence with dignity.

SUHSD PROGRAMS FOR STUDENTS WITH DISABILITIES

At SUHSD we believe that students should be provided with the necessary supports needed in order to access the curriculum and participate in the least restrictive environment to the maximum extent possible.

* The information contained in this brochure is intended for informational purposes only and should not be misconstrued as a predetermination of placement recommendations. The decision regarding services, placement and support, per IDEA regulations, rests with the IEP team.

* Salinas Union High School District does not discriminate on the basis of race, color, national origin, gender, age, or disability in admission to its programs, services, or activities, in access to them, in treatment of individuals, or in any aspect of their operations.

Special Education Services

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For More Information,
please visit the following websites

**Monterey County
Special Education Local Plan Area
(SELPA)**

<https://www.montereycoe.org/programs-services/special-education/>

**Individuals with Disabilities Education Act
(IDEA)**

<https://sites.ed.gov/idea/>



SALINAS UNION HIGH SCHOOL DISTRICT

FAQs Frequently Asked Questions about the **IEP Process** Individualized Education Plan

SPECIAL EDUCATION SERVICES

Frequently Asked Questions about the IEP Process

WHAT IS AN IEP?

According to the Individuals with Disabilities Education Act (IDEA), any student with a disability is guaranteed a Free and Appropriate Public Education (FAPE). The Individualized Education Plan (IEP), details the districts offer of FAPE, or the services and supports especially design to meet the student's needs.

WHAT IS THE PROCESS?

An IEP is a program for students who have been identified through an assessment process as eligible to receive special education and/or related services. The following are the general steps in the IEP eligibility process.

PREREFERRAL: A pre-referral is given to the school site for which the student attends. The administrator in charge of the SPED program, along with a team, reviews the request and responds to the requestor.

CONSENT: If **approved**, the psychologist will contact the parent to explain the assessment process and solicit the parent's signature on the Assessment Plan

ASSESSMENT and TIMELINE: The parent returns the signed Assessment Plan to the school for the IEP team to begin the assessment process. The team has 60 days to complete the assessment in the areas marked on the Assessment Plan.

MEETING: A meeting will be held to discuss the results of the assessments and discuss whether or not the student meets eligibility for an IEP

ABOUT PARENT RIGHTS

The parent/legal guardian is provided with Procedural Safeguards which are the rights of the parent/legal guardian under IDEA.

HOW WILL I KNOW IF MY CHILD QUALIFIES?

Through the assessment process, students who meet criteria for any of the categories listed below are eligible for special education services.

There are 13 categories of Eligibility for special education services under IDEA.

- Autism
- Blindness
- Deafness
- Emotional Disturbance
- Hearing Impairment
- Intellectual Disability
- Multiple Disabilities
- Orthopedic Impairment
- Other Health Impairment
- Specific Learning Disability
- Speech or Language Disability
- Traumatic Brain Injury
- Visual Impairment

WHAT HAPPENS AFTER MY CHILD QUALIFIES?

- An IEP will be developed for your child detailing the services and supports they will need. This IEP will be proposed to you at an IEP meeting.
- At least annually, an IEP meeting will be held to discuss your child's progress and update the services and supports.
- The IEP team will provide you with an update regarding your child's progress quarterly.
- A re-assessment will be conducted every three years to determine your child's continuing eligibility to receive special education services.

*** THE FOLLOWING IS INTENDED TO PROVIDE YOU WITH BROAD INFORMATION REGARDING THE IEP PROCESS.**

*** SPECIFIC DECISIONS ABOUT SERVICE ARE MADE BY THE IEP TEAM, WHICH INCLUDES THE PARENTS, AND ARE BASED ON RESULTS OF THE ASSESSMENT PROCESS.**

WHO WILL BE AT THE IEP MEETING?

- The meeting will be attended by the parent/legal guardian, general education teacher, case carrier, LEA representative, and any related service providers (e.g., speech therapist, occupational therapist, etc.). Students ages 14 and up should also attend so that they can start actively participating in post-secondary transition planning.
- Students age 18 and up are considered adults and can legally sign and consent to their IEP. Parents can still attend their adult child's IEP meeting. If the parent conserved their rights as the guardian for their adult-aged son/daughter, they should attend.

PREPARING FOR THE IEP MEETING?

The following are some recommendations to help parents/guardians prepare for the IEP meeting

- Make sure you have signed the meeting notice
- Meetings usually take about 1 to 2 hours, so please make time in your calendar and be on time for the meeting.
- Gather any relevant documents you may have to share with the team
- The meeting may be in person, over the phone, or virtually by video/computer
- If you need an interpreter at the meeting, you may request one.

WHAT HAPPENS AFTER THE MEETING?

- At the conclusion of the meeting the team will collect some signatures from you. One will be to state that you were in attendance at the meeting, one is to state whether you agree or disagree with the team decisions.
- Parents/Guardian's are provided a copy of the documents
- Parents/Guardian's can request for a translated copy of the IEP