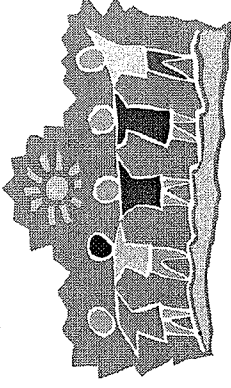


# Santee School District Parent Guide To Special Education



## RESOURCES

### District Resources

Santee School District Website: [www.santeesd.net](http://www.santeesd.net)

Hope Michel, Ed.S.  
Director Special Education  
619-258-2234  
[hope.michel@santeesd.net](mailto:hope.michel@santeesd.net)

To download a copy of the Special Education Parent Handbook, please go to [www.santeesd.net](http://www.santeesd.net), click on Departments and Services, click on Special Education, click on Parent Information and Important Dates, and then click on Special Education Parent Handbook.

You will also find other valuable resources on the Special Education Department's page of the Santee School District's website.

### Resources Outside the District

East County Special Education Local Plan Area (East County SELPA)  
924 East Main Street, El Cajon, CA 92021  
619-590-3920

San Diego Regional Center (SDRC)  
4355 Ruffin Road, Ste. 200, San Diego, CA 92123  
858-576-2996  
[www.sdrc.org](http://www.sdrc.org)

Exceptional Families Resource Center (EFRC)  
9245 Sky Park Court, Ste. 130, San Diego, CA 92123  
619-594-7416 or 800-281-8252  
[www.efrconline.org](http://www.efrconline.org)

## MISSION

Santee School District, supported by an involved community, an outstanding staff, and a shared vision, assures a quality education that supports students in achieving academic excellence and in developing life skills needed for success in a diverse and changing society.

## PHILOSOPHY

- All children have the right to learn in the least restrictive environment that meets their needs and provides maximum interaction with their peers.
- Parents/Guardians are equal partners whose participation and contributions are essential in all aspects of their children's education.
- Each child's individual needs will be determined and matched to the program options that will enable the child to make educational progress.

## STEPS IN THE IEP PROCESS

### Identification and Referral

If parents or school staff members have a concern about the educational, behavioral, or social progress of a child, they may request a Student Success Team (SST) meeting. The SST will write a plan for intervention to support your child in the general education environment.

After exhausting general education services, your child may be referred for a special education evaluation to determine eligibility for special education services.

### Evaluation

Parents must give written permission for the special education evaluation to take place. An evaluation must be completed and an IEP meeting held within 60 days of receipt of your consent on the Evaluation Plan.

The evaluation may include formal testing, observations, review of school records, health records, and parent interviews. A multi-disciplinary team consisting of special education teachers, general education teachers, and specialists will conduct the evaluation.

### Individualized Education Program (IEP) Meeting Process

Before the 60 day deadline, the IEP team meets with parent(s) and shares the evaluation results. If it is determined that your child requires special education services, an IEP is written to meet the child's needs. You will also receive a copy of all evaluation reports at this IEP meeting.

An IEP is a detailed plan to address your child's individual needs and identify yearly progress goals. It also identifies the special education services required for your child to make educational progress and is reviewed at least yearly.

Individuals who should attend the IEP meeting include one or both of the child's parents/guardians, a representative of the school (administrator or designee), at least one general education teacher, at least one special education teacher, and others at the discretion of the parents or District.

### Placement and Services

Special education is best understood as a service, not a place. Parents and IEP team members discuss appropriate placement to meet your child's needs. This is called a free, appropriate, public education (FAPE). Special education services may include:

- General Education Class with Designated Instruction and Related Services (DIS)
- Resource Specialist Program (RSP)
- Special Day Class (SDC)
- Nonpublic, Nonsectarian School Services (NPS)
- Home/Hospital Instruction

## **You are a valued member of the IEP team!**

You should come away from an IEP meeting understanding your child's:

- Academic levels
- Goals – what are they and how are they measured and reported?
- Services – how much time will your child participate in general education classes versus special education classes?

Everyone should also leave an IEP meeting with a clear understanding of the student's, parents', and teachers' expectations for your child.

REMEMBER to ASK IEP team members to:

- Repeat information if needed
- Provide additional explanation if needed
- Explain terms in language you will understand

### **MESSAGE TO PARENTS**

We want you to know that you are a valuable IEP team member in the education of your child. In order to assist us:

- Be actively involved in all aspects of your child's education
- Know your rights and those of your child
- Ask questions
- Read various publications to learn about your child's special needs
- Ask for help when you need it or don't understand something
- Be an informed and confident supporter for your child