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| **Individualized Education Program**

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| ***An IEP is a formalized, legal plan that …*** *identifies a student’s educational needs and sets goals for meeting those needs. Specific educational settings and/or support services in the least restrictive environment (LRE) are discussed and determined by the IEP team members. Key Components of an IEP:* 1. *Confirming the student’s background information including age, grade, address, and school of residence*
2. *Determining whether the student meets eligibility requirements for special education, as determined by assessment and educational code*
3. *Establishing the student’s Present Levels of Performance*
4. *Developing Individual Transition Plans for post-secondary preparation*
5. *Generating goals in areas of educational need*
6. *Determining special education settings and/or supports to meet the goals*
7. *Determining modifications and/or accommodations necessary to support the student’s progress*
8. *Generating Team Meeting Notes to summarize the IEP meeting*
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 | **School Site** **Special Education Offices**.

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| Atwater High School | (209) 325-1282 |
| Buhach Colony High School | (209) 325-1482 |
| El Capitan High School | (209) 384-5555 |
| Golden Valley High School | (209) 325-1882 |
| Independence High School | (209) 325-1683 |
| Livingston High School | (209) 398-3282 |
| Merced High School | (209) 325-1082 |
| Sequoia High School | (209) 325-1683 |
| Yosemite High School | (209) 325-1683 |
| Adult Transition Program | (209) 325-2854 |

**Additional Resources in Merced County**

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| Merced County Office of Education | (209) 381-6711 |
| Central Valley Regional Center | (209) 723-4245 |
| Challenged Family Resource Center | (209) 385-5314 |
| Department of Rehabilitation | (209)726-6529 |
| Merced College: Disabled Students Program and Services | (209) 3845-6155 |

**Visit Our Website:** www.muhsd.orgThe Merced Union High School District is committed to meeting each student’s individual educational needs as it offers a Free and Appropriate Public Education (FAPE) in the least restrictive environment (LRE).  | **MERCED UNION HIGH SCHOOL DISTRICT***Guide to Special Education Services* MUHSD Logo (2).png**Student Support Services** District Instructional Services Center3205 G StreetMerced CA, 95348209-325-2121 |

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|  **Overview of Programs and Services**The MUHSD serves students in grades 9-12, as well as Adult Transition through an inclusive education model that emphasizes providing supports to students in the Least Restrictive Environment and, when possible, in general education classes. Students receive special education services based on needs that result from an identified disability. Students can demonstrate learning, behavioral, and social/emotional needs that affect functioning in one or more academic areas.**Placement Process**The Individualized Education Program (IEP) team determines student eligibility for services and the supports necessary for the student to access his/her instructional program.**Programs and Services*** **Resource Specialist Program (RSP)**

The RSP program is designed to give support to students with learning disabilities and give them strategies to help them be successful in their general education classes. Services may be direct or consultative depending on the student’s needs.* **Special Day Class Program (SDC)**  The SDC program offers specially designed instruction that focuses on functional academics, independent living and vocational training and is designed for students who have more intensive learning needs. Curriculum follows California State Standards but is modified to meet the individual needs of students and emphasizes participation in the general education setting to the maximum extent possible.
* **Specialized Intensive Support Services offered through Merced County Office of Education** Programs for students with severe disabilities emphasize integration with age-appropriate peers, placement in the least restrictive environment, a comprehensive curriculum for individuals with severe disabilities, and programs to support transition to life after high school. The curriculum follows California state standards, but is significantly modified to meet the individual needs of students who have severe delays. Students interact with their typically developing peers to the maximum extent possible.
 | * **Adult Transition Programs** The Adult Transition Programs provide transition planning services for students 18-22 years of age who participated in a functional education program in grades 9-12. Adult Transition is designed to help students move from school to post-school placement in continuing education, community and integrated work settings. This program emphasizes student independence, choice making, individualized work environments, integration into the community, and partnerships with agencies providing supports to adults with disabilities.
* **Speech and Language Services** The Speech and Language program provides direct therapeutic services or collaborative consultation services to students with identified speech and language delays.
* **Adapted Physical Education provided through Merced County Office of Education** Adapted Physical Education provides a carefully designed physical education instructional program for students with disabilities for the purposes of meeting graduation requirements and enhancing sport experiences, physical fitness and wellness.
* **Educationally Related Mental Health Services (ERMHS): Sierra Vista Therapeutic Intervention Program (TIP)** Educationally Related Mental Health Services are mental health counseling services that are provided to students who have an IEP. These individualized services are provided when students have significant social emotional and/or behavioral needs that impede their ability to benefit from their special education services.
* **Low Incidence and Specialized Programs provided through Merced County Office of Education** The Merced County Office of Education (MCOE) provides a wide range of services for children and young adults with special needs related to hearing, vision, speech, learning, physical and/or social-emotional development. Students receiving MCOE services are served in local schools and schools with specialized classes.
 | * **Transition Services** Transition services are a coordinated set of activities for a student with a disability designed to facilitate a student’s movement from school to post-school activities. These services take into account the student's individual strengths, preferences, and interests and address a variety of areas including post-secondary education, vocational education, employment development, independent living and community participation.

**The IEP Process**The Student Study Team (SST) is the first step a parent can take when they have a concern about their child’s progress in school. The purpose of the SST is to design a support system for students having difficulty in the regular classroom. The SST is a group formed within the school to further examine a student’s academic, behavioral and social-emotional progress. The SST team can propose interventions for the student. The team usually consists of a teacher, administrator, and support personnel from the school. If the student does not progress despite SST interventions, the team may recommend a referral for Special Education evaluation. The process is outlined below:  |