

INDIVIDUALIZED EDUCATION PROGRAM

Students with disabilities shall be placed in the least restrictive environment which meets their needs. The Board of Education provides a full range of educational alternatives to facilitate this placement so that these students may interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students shall be placed outside of the regular classroom only when the student's specific needs cannot be met in that setting.

Upon the identification of a student's disabilities, the Superintendent or designee shall appoint an individualized education program (IEP) team. This team shall consider the student's needs, determine the content of his/her IEP and make placement decisions. Students and parents/ guardians shall have the right to participate in the development of the IEP.

The IEP team shall consider the educational and non-academic benefits of placing the student in a regular class and shall determine what support services would be needed in order to maintain this placement. All placement decisions should promote maximum social interaction between students with disabilities and their non-disabled peers, in a manner that is appropriate to the needs of each.

Each IEP shall be consistent with the curriculum and course of study pursued in the regular education program. Students with disabilities should also receive instruction which fosters their independence and integration into the community.
(cf. 6143 - Courses of Study)

Students and parents/guardians shall have the right to approve the student's placement in a special education program, and written parental consent shall be obtained before any such placement is made unless a due process hearing officer authorizes the placement. Once an IEP team has determined an appropriate placement with the parent/guardian's approval, that placement remains in effect unless the parties agree otherwise or a due process hearing officer so orders.

A special education or regular education teacher may request a review of the classroom assignment of an individual with disabilities in accordance with procedures set forth in administrative regulations.

(cf. 0430 - Comprehensive Local Plan for Special Education)
(cf. 1312.3 - Uniform Complaint Procedures)
(cf. 3541.2 - Transportation for Students with Disabilities)
(cf. 4112.23 - Special Education Staff)
(cf. 5144.2 - Suspension and Expulsion/Due Process (Students with Disabilities))
(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)
(cf. 6159.1 - Procedural Safeguards and Complaints for Special Education)

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(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)
(cf. 6159.3 - Appointment of Surrogate Parent for Special Education Students)
(cf. 6164.4 - Identification of Individuals for Special Education)

Legal Reference:

EDUCATION CODE

51225.3 Requirements for high school graduation and diploma

56195.8 Adoption of policies

56321 Development or revision of IEP

56321.5 Notice to include right to electronically record

56340-56347 Instructional planning and individualized education program

56380 IEP reviews; notice of right to request

56506 Due process rights

CODE OF REGULATIONS, TITLE 5

3022 Assessment plan

3023 Assessment

3024 Transfer

3040 Individualized education program implementation

3043 Extended school year

3068 Review of individualized education program

UNITED STATES CODE, TITLE 20

1232g Family Educational Rights and Privacy Act of 1974

1400-1491 Individuals with Disabilities Education Act

CODE OF FEDERAL REGULATIONS, TITLE 34

300.340-300.349 Individualized education programs

300.503 Independent educational assessment

300.533 Placement procedures

300.550-300.553 Least restrictive environment; alternative placements; placement; non-academic settings

COURT DECISIONS

Sacramento City School District v. Rachel H, 14 F.3d 1398 (9th Cir. 1994)

Management Resources:

WEB SITES:

CDE: <http://www.cde.ca.gov>

US Department of Education, Office of Special Education and Rehabilitative Services:

<http://www.ed.gov/offices/OSERS>

Policy

Adopted: October 23, 2000

BREA OLINDA UNIFIED SCHOOL DISTRICT

Brea, California