

**INDIVIDUALIZED EDUCATION PROGRAM**

Disabled children may be able to share an interactive environment with non-disabled peers which nurtures understanding, cooperation and mutual respect. Placement outside of a regular class in the student's attendance area should be considered when the regular classroom environment and/or program does not provide an appropriate placement.

Upon the identification of a student's exceptional need(s), the Superintendent or designee shall appoint an Individualized Educational Program (IEP) team to consider those needs, determine the content of the student's IEP, and make placement decisions for the least restrictive appropriate environment. Typically, these teams are established at the student's assigned public school.

Each IEP shall be consistent with the curriculum and course of study pursued in the regular education program. Students with exceptional needs should also receive instruction which fosters their independence and integration into the community.

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 or the alternative educational placement is a result of discipline. 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. Students and parents/guardians also shall have the right to participate in the development of the IEP.

A special education or regular education teacher may request a review of the classroom assignment of an individual with exceptional needs in accordance with procedures set forth in administrative regulations. Additional Board Policies addressing the IEP process are BP 6164.4, Special Education for Individuals with Disabilities, and BP 5153, Identification of Individuals with Disabilities.

*(cf. 0430 - Comprehensive Local Plan for Special Education)*

*(cf. 1312.3 - Uniform Complaint Procedures)*

*(cf. 3541.2 - Transportation for Special Education Students)*

*(cf. 4112.23 - Special Education Staff)*

*(cf. 5144.2 - Suspension and Expulsion/Due Process (Individuals with Exceptional Needs))*

*(cf. 5153 - Identification of Individuals with Disabilities)*

*(cf. 6146.4 - Differential Graduation and Competency Standards for Individuals with Exceptional Needs)*

*(cf. 6159.1 - Procedural Safeguards and Complaints)*

*(cf. 6159.2 - Nonpublic Nonsectarian School and Agency Services for Special Education)*

*(cf. 6159.3 - Appointment of Surrogate Parent)*

*(cf. 6164.4 - Identification of individuals with Exceptional Needs)*

**INDIVIDUALIZED EDUCATION PROGRAM (continued)**

*Legal Reference:*

EDUCATION CODE

51225.3 *Requirements for High School Graduation and Diploma*

59195.8 *Adoption of policies*

56321.5 *Notice to include right to electronically record*

56340-56347 *Instructional planning and individualized education program*

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 *et seq. Individuals with Disabilities Education Act*

CODE OF FEDERAL REGULATIONS, TITLE 34

300.340-349 *Individualized education programs*

300.503 *Independent educational assessment*

300.533 *Placement procedures*

300.550-300.553 *Least restrictive environment, alternative placements; placement; nonacademic settings*