



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 10.1

Meeting Date: December 16, 2021

Subject: Public Hc (e)-5ec ngET /P12 -0 0 12 1 Tf .28 42 -00.00320 12 5.Tm 4(ubl)-ovseddcy 61

- Conference/FirsReading (Action Anticipated: _____)
- Conference/Action
- Action
- Public Hearing

Division: Legal Services and Academic Office

Recommendation: Approve revisions to Board Policy 6159

Background/Rationale: In accordance with the California Department of Education (CDE) Significant Disproportionality Comprehensive Coordinated Early Intervening Services (CCEIS) four-phase Programmatic Improvement Process, SCUSD is conducting a review and, if appropriate, revisions of the policies, practices, and procedures used in identification, placement in particular education settings, and disciplinary actions. SCUSD is reviewing special education related board policies as a part of our CCEIS plan. The goal is to review and revise policies, practices, and procedures which may be contributing to our significant disproportionality.

The CCEIS Stakeholder team will be reviewing Special Education board policies throughout the fall and winter. The team will transition to reviewing and revising Administrative Regulations in the Spring.

Documents Attached:

1. Executive Summary
2. Board Policy 6159

<p>Estimated Time of Presentation: 5 minutes Submitted by: Giovanni Linares, Director SELPA Approved by: Christine Baeta, Chief Academic Officer</p>

Board of Education Executive Summary

Special Education

Proposed Board Policy (BP) 6159 Individualized Education Plan
December 16, 2021



I. Overview/History of Department or Program

Board of Education Executive Summary

Special Education

Proposed Board Policy (BP) 6159 Individualized Education Plan

December 16, 2021



(A) Meet the needs of the individual that result from the disability of the individual to enable the pupil to be involved in and make progress in the general education curriculum.

(B) Meet each of the other educational needs of the pupil that result from the disability of the individual.

(3) A description of the manner in which the progress of the pupil toward meeting the annual goals described in paragraph (2) will be measured and when periodic reports on the progress the pupil is making toward meeting the annual goals, such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards, will be provided.

(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the pupil, or on behalf of the pupil, and a statement of the program modifications or supports for school personnel that will be provided to enable the pupil to do the following:

(A) To advance appropriately toward attaining the annual goals.

(B) To be involved in and make progress in the general education curriculum in accordance with paragraph (1) and to participate in extracurricular and other nonacademic activities.

(C) To be educated and participate with other individuals with exceptional needs and nondisabled pupils in the activities described in this subdivision.

(5) An explanation of the extent, if any, to which the pupil will not participate with nondisabled pupils in the regular class and in the activities described in subparagraph (C) of paragraph (4).

(6)(A) A statement of individual appropriate accommodations that are necessary to measure the academic achievement and functional performance of10(me)(n)-4(t)6ad.8 t nondisab the activities descqBE

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(7) The projected date for the beginning of the services and modifications described in paragraph (4), and the anticipated frequency, location, and duration of those services and modifications.

(8) Beginning not later than the first individualized education program to be in effect when the pupil is 16 years of age, or younger if determined appropriate by the individualized education program team, and updated annually thereafter, the following shall be included:

(A) Appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and where appropriate, independent living skills.

(B) The transition services, as defined in Section 56345.1, including courses of study, needed to assist the pupil in reaching those goals.

III. Budget:

The proposed revision to this board policy is intended to provide a frame for the development, implementation, and updates of IEPs for students with disabilities receiving special education services.

IV. Goals, Objectives and Measures:

The goal for the District is to update an integral board policy for the equitable education of students with disabilities.

V. Major Initiatives:

This IEP board policy is critical for implementation of evidence-based and legally compliant supports and services for students with disabilities.

VI. Results:

Adopt Board Policy 6159. Support CCEIS plan to review & revise policies, practices, and procedures that may contribute to our significant disproportionality

VII. Lessons Learned/Next Steps:

Adoption of Board Policy 6159. Information and guidance will be provided as necessary.

Policy 6159: Individualized Education Program

Status: ADOPTED

Original Adopted Date: 11/16/1998 Last Revised Date: 04/15/2002

Students with disabilities shall be placed in the least restrictive environment which enables the student to make appropriate progress based on students assessed needs. The Governing Board provides a full continuum of supports and services range of educational alternatives facilitate this placement so that and provide these students with disabilities may with access to the general education curriculum and the opportunity to be educated and to interact with students without disabilities in an understanding, cooperative and mutually respectful environment. Students with disabilities shall only be placed outside of the regular classroom only when the student's specific needs cannot be met in a ~~main~~.

Upon the identification of a student's disabilities, the Superintendent or designee shall appoint an individualized education program (IEP) team which shall include the students parent(s)/guardian(s). This team shall consider the student's needs, determine the content of his/her IEP and make placement decisions based on their assessed needs. Students and parent(s)/guardian(s) shall have the right to meaningful participation ~~participate~~ as full members of the IEP team, including in the development of the IEP.

The IEP team shall consider the factors specified in law and administrative regulations, as well as academic educational and nonacademic benefits of placing the student in a general class and shall determine that 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 nondisabled peers, in a manner that is appropriate to the needs of each

Each IEP developed will enable the student to be involved in and make progress in the general education curriculum shall

(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)


~~Policy Reference Disclaimer:~~

~~These references are not intended to be part of the policy itself, nor do they indicate the basis or authority for the board to enact~~

Court Decision	Marshall v. Monrovia Unified School District, (9th Circuit, 2010 327 f.3d 773
Court Decision	Sacramento City School District v. Rachel H., (9th Cir) 14 F.3d 1398
Court Decision	Schaffer v. Weast (2005) 125 S. Ct. 528
Court Decision	Shapiro v. Paradise Valley Unified School District, No. 69 (9th Circuit, 2003) 317 F.3d 1072
Federal Register	Rules and Regulations, August 14, 2006, Vol. Number 156, pages 46530-6845
Website	U.S. Department of Education, Office of Special Education and Rehabilitative Services
Website	California Department of Education

~~Cross-References~~

Code	Description
0200E(1)	<u>Goals For The School District</u>
0430	<u>Comprehensive Local Plan For Special Education</u>
0450	<u>Comprehensive Safety Plan</u>
0450	<u>Comprehensive Safety Plan</u>
1312.3	<u>Uniform Complaint Procedures</u>
1312.3	b 273.36

6142.1E(1)	<u>Sexual Health And HIV/AIDS Prevention Instruction</u> <u>Family Life/Sex Education</u>
6146.1	<u>High School Graduation Requirements</u>
6146.1	<u>High School Graduation Requirements</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.11	<u>Alternative Credits Toward Graduation</u>
6146.4	<u>Differential Graduation And Competency Standards For Students</u> <u>With Disabilities</u>
	<u>Class Size</u>
6151	