



## **Free and Appropriate Public Education (FAPE)**

**SP:M-6**

It is the policy of the Antelope Valley SELPA that a free and appropriate public education is available to all students residing in the SELPA between the ages of birth and 21 inclusive, including students with disabilities who have been suspended or expelled from school.

Appropriate education is that combination of educational and related service(s) as determined on an Individualized Education Program (IEP) that meets the unique needs of each individual in order to benefit from his/her access to educational opportunities.

### Legal Reference:

EDUCATION CODE

56205(a)

5 CCR Chapter 3, Article 1, Section 3001(b)

FEDERAL REFERENCES

20 USC Section 1412

CFR 300.24, 300.300(a)(3), 300.340 – 300.351 of Part B Regulations



## **Free and Appropriate Public Education (FAPE)**

**AR:M-6a**

In order to ensure that a free, appropriate public education is available to all students with disabilities (SWD) in the SELPA, the LEAs of the SELPA shall provide:

- for a combination of educational and related services as determined through each student's individual education program (IEP) development and review;
- that the unique needs of the individual are met so that the individual benefits from access to educational opportunities; and
- that the individual is prepared for employment and independent living.

A free and appropriate public education (FAPE) means special education and related services that are provided at public expense, under public supervision and direction, and without charge; that meet the standards of the State of California and of federal law; that include preschool, elementary school, and secondary school education; and are provided in conformity with the IEP.

FAPE shall be reasonably calculated to confer educational benefit to the student. It shall be the responsibility of each LEA to monitor such benefit for each student with a disability, through both individual review and agency-wide process reviews. Evidence may include passing grades, advancement from grade to grade or academic progress, provision of services designed for the student to benefit from instruction, and meaningful progress.

To determine whether an IEP is reasonably calculated to provide educational benefit, LEAs should ask:

1. Is the student's IEP individualized to meet the unique needs of the student?
2. Has the student been educated in the least restrictive environment (LRE)?
3. Have the student's educational services been provided in a collaborative and coordinated manner?
4. Has the student demonstrated positive academic and non-academic benefits?

Each LEA in the SELPA shall ensure that a student-focused and compliant process to develop IEPs for each student with a disability will be followed based on state and federal law and regulations. The SELPA shall support each LEA in its implementation through professional development opportunities, technical assistance, support, and monitoring.