



Full Educational Opportunity

SP:M-7

It shall be the policy of the Antelope Valley SELPA that all pupils with disabilities have access to the variety of educational programs and services available to non-disabled pupils including nonacademic and extra-curricular services and activities.

Legal References:

EDUCATION CODE

48926

56205(a)

56205(c)

56345(b)(3)

56368(b)(5)

FEDERAL REFERENCE

20 USC 1412(a)(2)



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AR:M-7a

In order to ensure that all students with disabilities have equal access to the variety of educational programs and services available to non-disabled students, including non-academic and extracurricular services and activities, each local education agency (LEA) within the SELPA shall implement non-discriminatory universal access opportunities to all such services and activities available to students who are not disabled. Access may include, but is not limited to: physical (transportation, structural); communicative (sign-language or interpreters); information (outreach, notices), or other as determined by the IEP team. Such provisions apply whether or not students are enrolled on a general education campus and are equally applicable to academic, non-academic, and social activities.

Each LEA, through the IEP process, shall review the special education services provided to students to ensure adequate progress is occurring. Adequate progress can be addressed through a variety of data collection activities including but not limited to: state testing, standards-based goals and objectives, curriculum assessments and portfolios. IEP development will be reasonably, calculated to enable the child to receive educational benefit.

The LEAs within the Antelope Valley SELPA will consider the four-part, full inclusion test outlined in the 9th Circuit Court of Appeals decision in *Holland v. Sacramento City United School District*:

- The educational benefits available to the student in a general education classroom supplemented with appropriate aids and services, as compared with the educational benefits of a special education classroom;
- The non-academic benefits of interaction with students who are not disabled;
- The effect of the student's presence on the teacher and other students in the classroom;
- The cost of maintaining the student in a general education classroom.

Each LEA and/or the SELPA that contracts with a nonpublic, nonsectarian school shall evaluate the placement of its pupil(s) in such schools prior to placement and on, at least, an annual basis as part of the annual IEP review. The LEA representative shall review the master contract, the individual services agreement, and the IEP to ensure that all services agreed upon and specified in the IEP are provided. Nonpublic, nonsectarian schools are required by the master contract and the IEP to annually evaluate the students to determine if they are making appropriate educational progress. The LEA representative shall collaboratively review with the nonpublic, nonsectarian school the evaluations conducted by the nonpublic, nonsectarian school to ensure that they were appropriate and valid for

measuring pupil progress. The LEA may choose to administer additional assessments as necessary, with parent consent, to determine whether the pupil is making appropriate educational progress.

The LEA, or SELPA on behalf of the LEA, shall oversee and evaluate all placements in nonpublic, nonsectarian schools. The LEA, or SELPA on behalf of the LEA, shall do the following:

- Annually verify the NPS has conducted training pursuant to EC 56366.1 (a)(4)
- Conduct one onsite visit to the NPS prior to placement of a pupil if the LEA does not have any pupils enrolled at the school at the time of placement
- Conduct one onsite monitoring visit each school year that the LEA has a pupil attending and which it maintains a master contract. The monitoring visit shall include:
 - A review of services provided to the pupil through the individual service agreement between the LEA and NPS
 - A review of progress the pupil is making toward the goals in the IEP
 - A review of progress the pupil is making toward the goals set forth in the pupil's behavior intervention plan, should one be included in the IEP
 - Observation of the pupil during instruction
 - Conduct a walkthrough of the facility
 - The onsite monitoring visit shall be documented in a report to be submitted to the CDE within 60 calendar days of the visit