

## FULL EDUCATIONAL OPPORTUNITY

20 USC 1412 (a) (2)

48926, 56205 (a), 56205 (c), 56345 (b)(3), 56368 (b)(5)

### POLICY

It shall be the policy of the Sacramento County 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.

### PROCEDURES

#### FULL EDUCATIONAL OPPORTUNITY

A full range of program options are provided by the LEAs in the Sacramento County SELPA. The appropriate placement for a student is determined by the IEP team based on the student's instructional needs and not on the student's disability category. (Response to Intervention strategies will be encouraged and documented prior to a Special Education referral)

Options include:

- **General Education Classroom:** Students are educated in age appropriate general education classrooms at their neighborhood schools with the necessary accommodations, supports and services to ensure success and progress toward IEP goals and objectives.
- **Designated Instruction and Services (DIS)** are available to students if a supportive service is required for the student to benefit from special education. Certificated specialists provide these services and may work with students individually or in small groups either in the general education classroom or other appropriate setting. In some instances these services are provided by certified nonpublic agencies/providers. The following Designated Instruction and Services are provided:
  - Language/speech development and remediation
  - Audiological services
  - Orientation and mobility instruction
  - Instruction in home or hospital
  - Adapted physical education
  - Physical and occupational therapy
  - Vision services
  - Specialized driver training instruction
  - Counseling and guidance

- Psychological services other than assessment and development of the individualized education program
  - Parent counseling and training
  - Health and nursing services
  - Social work services
  - Specially designed vocational education and career development
  - Recreation services
  - Specialized services for low incidence disabilities, such as readers, transcribers, and vision and hearing services
  - Other specialized services as required.
- **Resource Specialist Programs (RSP)** are available at every school site for grades K-12. This program is designed to supplement the general education program to meet the needs of students who require specialized instruction in specific areas. Services will occur in either individual or small group settings as well as collaborative services within the general education settings. Students assigned to this program will be in the general education classroom for at least 50% of the instructional day.
  - **Integrated School Based Services** are available at some school sites. This program integrates support services from other programs, such as Title 1 or SIP, to provide specialized instruction for students with disabilities in collaboration with other general education intervention options.
  - **Special Day Class (SDC)** programs are designed to provide intensive services for students who require more than 50% of their instruction in a heterogeneous special education program or modified curriculum. This placement occurs only after the IEP team determines that the nature and severity of the student's needs are such that education in general education classes with the use of supplementary aids and services or placement in the Resource Specialist Program or Integrated School Based Services cannot be achieved satisfactorily. SDC classes are available in various districts within the SELPA and are integrated on regular school campuses. Students are placed in programs as close to their home school as possible.
    - **Special Day Class/Nonseverely Handicapped (SDC/NSH)** is a program, which is academically based. Mainstreaming in nonacademic areas and eventually into more academic areas is the long-term goal for students in this program. This placement is designed for students with severe delays in language development, students with a severe discrepancy between ability and achievement, or students with educational delays or other disabilities that significantly impeded the learning process.
    - **Special Day Class/Severely Handicapped (SDC/SH)** is a program, which focuses on student needs in six major domains: Functional Academics, Daily Living, Vocational, Community, Domestic and Recreation/Leisure. Mainstreaming and inclusion opportunities are individualized in each student's IEP. The overall goal is to increase the student's independence. This placement

is designed for students with severe delays in language development, students with a severe discrepancy between ability and achievement, or students with educational delays or other disabilities that significantly impede the learning process.

- **Special Day Class/Critical Skills/Transition Program** is offered from age 18 through age 21 to students who earn a Certificate of Completion rather than a high school diploma. Community based instruction is maximized as well as linking the student and family with the necessary support agencies required when the student exits the program.
  - **Special Day Class/Emotionally Disturbed** programs are available for students whose emotional disabilities significantly interfere with educational progress. Intensive positive behavior interventions are utilized in a supportive environment to assist students in developing more appropriate behaviors to transition to a less restrictive setting.
  - **Specialized Services** are provided for students with low incidence disabilities, including Deaf/Hard of Hearing, Visual Impairment, and Orthopedic Impairment. Services may be provided on an itinerant basis or in a special class setting.
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- **Nonpublic, Nonsectarian School Services** are available for students who require a full-time setting with a strong behavior management component due to self injurious behavior, behavior that is harmful to others or emotional disturbance may be considered for nonpublic school placement. A few students may require nonpublic school services due to other unique needs, such as specialized medical support. Nonpublic school placements are considered after all programs within the district have been considered and exhausted. Every effort will be made to ensure that nonpublic school students are educated in the least restrictive environment and that return to the public school setting is a focused goal.
  - **State Special Schools** such as the California School for the Deaf and Blind are available to students when local programs that meet the unique needs of students are not available and are recommended by the student's IEP team.
  - **Extended School Year** services are added to the IEP when the IEP team determines that the student's unique needs require special education and related services in excess of the regular academic year. Such individuals have disabilities, which are likely to continue indefinitely or for a prolonged period. The interruption of the student's educational programming may cause significant regression when, coupled with limited recoupment capacity, renders it impossible or unlikely that the student will attain the level of self-sufficiency and independence that would otherwise be expected in view of his or her disability.

- **Instruction in settings other than classrooms** where specifically designed instruction may occur such as day treatment or residential settings.
- **Instruction in home, in hospitals and in other institutions** to the extent required by federal law or regulation.
- **Services provided through an arrangement with another SELPA.** An *InterSELPA Transfer* defines the financing process for excess costs associated with special education and related services for students when the IEP team has determined that the student requires educational services outside of the Sacramento County SELPA. The InterSELPA Transfer process is outlined in a Memorandum of Understanding.

#### INTERAGENCY AGREEMENTS

Other public agencies are also responsible for the provision of services to some students with disabilities and their families. The Sacramento County SELPA participates with the other Special Education Local Plan Areas (SELPAS) in Sacramento County and the Sacramento County Office of Education to ensure that eligible special education students receive appropriate related services from designated agencies as outlined in their Individualized Education Programs. Interagency Agreements outline how students access services; define service delivery, case management and fiscal responsibility. Interagency agreements are developed and maintained with the Health and Human Services Agency of Sacramento County for mental health services, Alta California Regional Center for developmental and behavioral services and California Children’s Services for medically necessary occupational and physical therapy. All Interagency Agreements are signed by the SELPA Director and monitored by the SELPA Administrator and the LEA Superintendent/designee. The LEA Superintendent/designee shall monitor the statutory timelines to ensure that services are provided without delays and the services are delivered consistent with the Interagency Agreements. When another agency fails to provide the service in accordance with the IEP, the Superintendent/designee shall ensure that the district provides the service.

#### EXPELLED SPECIAL EDUCATION STUDENTS

Appropriate special education services shall be provided to students with disabilities during periods of time when they are suspended more than 10 days or expelled. The LEA provides services beginning on the eleventh cumulative day in a school year that a student with a disability is suspended or expelled as result of a disciplinary action. Through consultation with school personnel and the student’s special education teacher, services that are determined to be necessary to enable the child to appropriately progress in the general curriculum and advance toward achieving the goals set out in the IEP provided. In instances where the IEP team determines that a special education student’s behavior was not a manifestation of the disability, the disciplinary procedures outlined for all students in the LEA apply; however, federal law requires the district to continue to provide special education and related services during the expulsion period.

In instances where students are expelled from the district the special education and related services will continue to be provided as outlined by the IEP team. Those educational services designated by the IEP team can be delivered through a range of options such as independent

study, or designated instruction on an itinerant basis. Students who have been expelled and are also under the jurisdiction of the courts will be provided education through the Juvenile Court and Community Schools.

#### PROCEDURES FOR MONITORING THE PROVISION OF SERVICES:

Every student with a disability is assigned a case manager through the IEP process. In most instances, the special education teacher at the school site is assigned as the case manager. When students are assigned to programs outside the LEA, a case manager is assigned through the special education office. That case manager will oversee the IEP in the alternative setting and ensure that services are provided consistent with the IEP. The case manager will also work closely with the home school site to transition the student back into the public school setting successfully.