

Glenn County Special Education Local Plan Area**SELPA Administrative Regulation****Full Educational Opportunity**

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 LEA 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 other than English 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.

In addition to providing equal access to general education programs and activities, each LEA, through the IEP process, shall review the special education services provided to students to ensure adequate yearly progress is occurring. Adequate yearly progress can be assessed through a variety of data collection activities including but not limited to: STAR/CAPA testing, standards-based goals and objectives, curriculum based assessments and portfolios. The standard for adequate progress is based on the Supreme Court's Rowley Decision (1982), which indicated that Public Law 94-142 (currently the IDEA 2004) generates no additional requirement that the services provided to special education students maximize each child's potential, provided that the IEP is reasonably calculated to enable the child to receive educational benefit.