

<b>TULARE COUNTY/DISTRICT SELPA</b>	<b>POLICY #</b>	<b>7600</b>
<b>STUDENT IDENTIFICATION – RECORDS – SERVICES – MISC. SRP</b>	<b>Adopted:</b>	<b>12/6/00</b>
	<b>Revised:</b>	<b>8/22/00</b>

*Inclusion/Integration of Students*

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It shall be the policy of the Tulare County/District Special Education Local Plan Area that, to the maximum extent appropriate, children with disabilities, including children in public and nonpublic institutions or other care facilities, are educated with children who are not disabled. Enrollment in special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occur only when the nature of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Special Education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between children or youth with disabilities and children or youth who are not disabled, in a manner that is appropriate for both. Special Education provides a full continuum of program options to meet the education and services needs of individuals with exceptional needs in the least restrictive environment. Individuals with exceptional needs shall be grouped for instructional purposes according to their instructional needs.

Consideration of inclusion/integration and the least restrictive environment for each child and youth shall begin at the time of, or prior to, referral of Special Education services. Student Study and Assistance Teams shall consider how the student's needs could be met through accommodations/modifications in the regular education classroom. Individual Education Plan teams shall base their decisions regarding Special Education programs and services on the basis of how the child's unique needs can or cannot be met in the regular program through the modification of curriculum, the provision of supplementary aids and services, modification of assessment practices, or other aspects of individualizing instruction.

The IEP team shall develop an Individual Education Plan that focuses on the child's advancement toward annual goals, involvement in and progression in the general curriculum, participation in extracurricular and non academic activities, and participation with disabled and non disabled peers.

Student transfer shall be affected when, in the opinion of the Individualized Education Program Team, a child or youth no longer qualifies for special education services or whose needs may best be met in the regular program. The supervising authority at the location of the regular class assignment shall be notified and given a reasonable time to provide for inclusion/integration of the

student within the regular education program. Such acceptance shall include necessary modification of the regular class instruction program.

The supervision authority at the location of the regular class assignment shall have right of appeal in cases where the transfer will place an undue hardship on the receiving location. The SELPA Administrator shall determine the appeal process.

**References:** Non codified sections of AB 602 – Legislative Findings, Declarations and Intent  
EC 56031; 56205; 56345  
5 CCR 3050  
34 CFR 300.347; 300.522

**SELPA Publications:** Autism Services in Tulare County  
A Guide for Classroom Teachers  
Special Programs for Special Kids – A Handbook for Parents