

LEAST RESTRICTIVE ENVIRONMENT

~~It is the philosophy and position of the Board and its administration that the primary responsibility for~~ The administration and delivery of special education programs and services should be within the District and at the school that a student would regularly attend, whenever appropriate, unless otherwise determined by the student's Individual Education Plan (IEP) team.

~~Further,~~ The School Board endorses a commitment to the provision of a continuum of special education programs and services to disabled students within the District. Placement options shall follow a continuum of services model to ensure that each student with a disability disabled person is provided a Free and Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). To that end, every attempt will be made to first serve disabled students with disabilities in the context of a regular education classroom. Placement in an exceptional student education (ESE) classroom will occur only as the result of an IEP team decision when it is determined that the nature or severity of the student's exceptionality is such that education in a regular class, even with the use of supplementary aids and services, cannot be achieved satisfactorily. In such cases, the IEP team will consider a student's need for instruction in a resource room, separate ESE classroom, separate day school, homebound or residential placement. Other more restrictive environments such as: resource rooms, self contained categorical classrooms or settings outside of a District school will be considered only when placement in the regular classroom has been documented by the case conference to be inappropriate for the student's educational needs.

~~A more detailed description of the procedures followed in this regard can be found in the District's~~ Exceptional Student Education Plan.

20 U.S.C. 1400 et seq.

Adopted 3/25/03