

P5402 PROVISION OF LEAST RESTRICTIVE ENVIRONMENT FOR DISABLED PUPILS

BOARD POLICY:

Provision for pupils identified as disabled will be made to ensure the pupil is in an environment that allows appropriate placement compatible with the pupil's abilities.

Administrative Implemental Procedures:

1. The district does not support full integration as a policy procedure for all pupils. It limits the continuum of alternative placements or services and range of education opportunities and alternatives available to pupils with exceptionalities. Thus, it is not a legal practice unless it meets the individual needs of any one pupil. The district cannot, as a policy procedure, promote this as a practice for any one group as a whole because of its limiting effects to individual pupils.
2. Special education is an integral part of the total education enterprise, not a separate entity. In USD 259, special education is a means of enhancing the capacity of the educational system to service the needs of all pupils.
3. The primary purpose of IDEA (Individuals with Disabilities Education Act) is to provide pupils with disabilities a free appropriate public education (FAPE).
4. At least the following three components shall be considered for every special education placement:
 - a. The appropriateness of the pupil remaining in general education. When it is not appropriate, the pupil is to be removed from general education only as is necessary to meet the pupil's individual needs.
 - b. The impact, in any placement of a special education pupil in a general education program, on the general education classroom and pupils, as well as the impact on the special education pupil.
 - c. The appropriateness of increased general education involvement at each IEP (Individual Education Program) meeting.
5. Decisions about the appropriate education for pupils with disabilities must be made on an individual pupil basis. Each decision must be a cooperative venture involving educators, parents, and, when appropriate, the pupil. Primary consideration is the amount of regular education the pupil requires to meet his/her needs. It is the practice of the district to maintain the pupil in the least restrictive environment.
6. Clearly stated educational rationale is necessary to remove a pupil from his/her current educational setting to a more or less restrictive setting within the full continuum of alternative placement/services.
7. The principle of least restrictive environment assures each pupil with disabilities an appropriate placement as it relates to a full continuum of educational alternatives and services. The district does not support public policies which limit the range of educational opportunities or alternatives available to pupils with exceptionalities.

8. Serving individual pupils in a general education classroom setting 100% of the time with appropriate support is *one* option within the full continuum of alternative placement or services.
9. The principle of administrative due process procedures is the first course of action for any disagreements that cannot be settled within the confines of the instructional center in which the pupil attends.

Administrative Responsibility: Student Support Services

Latest Revision Date: June 2011

Previous Revision Date: March 1999 P5402