

LEAST RESTRICTIVE ENVIRONMENT (LRE)

CONTINUUM OF ALTERNATIVE PLACEMENTS

- A. The District shall make available a continuum of alternative placements to meet the needs of children with disabilities for special education and related services.
- B. The continuum of alternative placements will include:
 - 1. Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions; and
 - 2. Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

PLACEMENTS

The District shall ensure:

- A. The placement decision for each child will be:
 - 1. Made by a group that includes the parents and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options;
 - 2. In conformity with the LRE provisions of the IDEA regulations;
 - 3. Determined at least annually;
 - 4. Based on the child's Individualized Education Program (IEP), including the need for specialized instruction, related services, supplementary aids and services, and program modifications and support; and
 - 5. As close as possible to the child's home.
- B. The student must be educated in the school that he or she would attend if nondisabled unless the services identified in the IEP cannot feasibly be provided in this setting.

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- C. IEP teams must select the least restrictive environment for each student, considering the following:
1. Determine the student's special education and related services, including supplementary aids and services, and the extent to which those services can be provided to the student in the regular class environment with nondisabled peers;
 2. If the student cannot be successful in the regular class environment with the use of supplementary aids and services, specify those services that must be provided outside the regular class;
 3. After determining that special education and related services, and supplementary aids and services cannot be provided in the regular class environment, determine the least restrictive alternative based on the needs of the student.
- D. In selecting the LRE, consideration will be given to:
1. All placement options, including placement options requested by the IEP team, which includes the parent;
 2. Potential benefits of placement options; and
 3. Any potential harmful effect on the child or on the quality of services that he or she needs.
- E. A child with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- F. If the selected placement is a change from the previous placement, the school district or public agency shall provide the parent with prior written notice of the change in placement.

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- G. If the parent requests a specific placement that the team rejects, the school district or public agency shall provide prior written notice of its refusal.

NONACADEMIC SETTINGS

- A. In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and other nonacademic activities, the District shall ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child.
- B. The District shall ensure that the supplementary aids and services determined by the IEP team to be appropriate and necessary are provided to allow the child to participate in nonacademic settings.
- C. The District will direct and oversee the provision of a free adequate public education to students with disabilities without regard to whether a student is placed internally or externally from the District for services in compliance with 34 C.F.R. 104.33-104.37.
- D. The District will control and direct Individualized Education Plans (IEPs) for all students including those placed in external residential facilities.

First Reading: 1-10-22

Second Reading: 2-7-22