Neah-Kah-Nie
School District 56

Code: **IGBAE-AR**
Adopted: 2/11/08

Special Education - Participation in Regular Education Programs **

1. Placement Decisions of the Student

   a. The placement decision for each eligible student is:

      (1) Made by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data and the placement options;
      (2) Made in conformity with the requirements of least restrictive environment;
      (3) Determined at least annually, every 365 days;
      (4) Based on the student's individualized education program (IEP); and
      (5) As close as possible to the student's home.

   b. The student is educated in the school that he/she would attend if nondisabled unless the services identified in the IEP cannot feasibly be provided in this setting.

   c. The district ensures that:

      (1) A continuum of placement options is available to meet the needs of students with disabilities for special education and related services and to the extent necessary to implement the individualized education program for each student with a disability;
      (2) The continuum of placement options includes instruction in regular classes (with special education and related services and/or supplementary aids and services as identified on the IEP), special classes, special schools, home instruction and instruction in hospitals and institutions;
      (3) Placement options, including instruction in regular classes, special classes, special schools, home instruction and instruction in hospitals and institutions are available to the extent necessary to implement the IEP for each student with a disability.

   d. Placement teams, including the parent, select the least restrictive environment for each student, using the following decision-making process:

      (1) Completion of the IEP, including determining the student's special education and related services, and determining the extent to which these services can be provided to the student in the regular class;
      (2) If all IEP services cannot be provided in the regular class, identifying those that must be provided outside the regular class; however, the district will not remove a student from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum;
      (3) For those services that must be provided outside the regular class, identifying where, on the continuum from least to most restrictive, the services can be provided;

(4) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
(5) In selecting the student's placement, the placement team considers and documents:

(a) All placement options considered, including placement options requested by the parent;
(b) Potential benefits of placement options that are considered;
(c) Any potential harmful effects on the student or on the quality of services that he or she needs; and
(d) Modifications and services considered to maintain the student in the least restrictive placement before concluding that a more restrictive setting is necessary.

(6) The placement team documents the placement selected, and provides a copy of the determination to the parent;
(7) If the selected placement is a change from previous placement, the district provides the parent with prior written notice of the change in placement; and
(8) If the parent requests a specific placement that the team rejects, the district provides a prior written notice of refusal.

2. Youth Incarcerated in Adult Correctional Facilities

For students otherwise entitled to FAPE, the placement team may modify the student's placement if the state has demonstrated a bona fide security or compelling penological interest that cannot be otherwise accommodated. The requirements related to least restrictive environments do not apply with respect to these modifications.

3. Nonacademic Settings

a. The district takes steps, including providing the supplementary aids and services determined appropriate and necessary by the student's IEP team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford students with disabilities an equal opportunity for participation in those services and activities.
b. Nonacademic and extracurricular services and activities include all those available to nondisabled students and may include:

(1) Counseling services;
(2) Athletics;
(3) Transportation;
(4) Health services;
(5) Recreational activities;
(6) Special interest groups or clubs;
(7) Referrals to agencies that provide assistance to individuals with disabilities; and
(8) Employment of students.