

Least Restrictive Environment

The District ensures that, to the maximum extent appropriate, students with disabilities are educated with students who are non-disabled in regular classes. Separate schooling or other removal of students with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

1. Placement of the Student

a. The placement decision for each eligible student:

- (1) Is 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) Is determined at least once every 365 days;
- (3) Is based on the student's IEP; and
- (4) Is as close as possible to the student's home.

b. School districts ensure that:

- (1) To the maximum extent appropriate, student with disabilities are educated with student who are not disabled; and
- (2) The removal of student with disabilities from the regular educational environment in any way occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

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.
- (2) The continuum 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 individualized education program for each student with a disability.

- d. Students are placed in the least restrictive environment, using the following decision making process:
- (1) Completion of the IEP;
 - (2) Determining which IEP services, including instruction, can be implemented in the regular class;
 - (3) 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 curriculum;
 - (4) 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;
 - (5) Placement is in the school the student would attend if not disabled, unless another arrangement is required for implementation of the IEP;
 - (6) 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 reduce harmful effects, and to maintain the student in the least restrictive placement.
 - (7) The placement team documents the placement selected, and provides a copy of the determination to the parent;
 - (8) If the selected placement is a change from previous placement, the district provides the parent with prior written notice of the change in placement in accordance with OAR 581-015-0075;and
 - (9) If the parent requests a specific placement that the team rejects, the district provides a prior written notice of refusal in accordance with OAR 581-015-0075.

2. Incarcerated Youth

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 will ensure that each student with a disability participates in nonacademic and extracurricular services and activities with student who are not disabled to the maximum extent appropriate to the needs of that student.
- 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.