

POLICY 6179

YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

LEAST RESTRICTIVE ENVIRONMENT

POLICY:

It is the responsibility of each member Local Education Agency (LEA) of the Yolo County SELPA that to the maximum extent appropriate, children with disabilities are educated with nondisabled peers. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the type or severity of the disability of the child is such that education in regular classes, with the use of supplemental aids and services, cannot achieve academic progress for the demonstration of educational benefit.

Supplemental aids and services means aids, services, and other support that are provided in regular education classes or other education-related settings and in extracurricular and nonacademic settings to enable individuals with exceptional needs to be educated with nondisabled children to the maximum extent appropriate.

Each public agency shall ensure the following to address the least restrictive environment for individuals with exceptional needs:

(a) To the maximum extent appropriate, individuals with exceptional needs, including children in public or private institutions or other care facilities, are educated with children who are nondisabled.

(b) Special classes, separate schooling, or other removal of individuals with exceptional needs from the regular educational environment occurs only if the nature or severity of the disability is such that education in the regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Reference: EC 56205 (a), 56033.5, 56040.1
20 USC 1412 (a) (5) (A)
34 CFR 300.42

Superintendents' Council

Adopted: April 16, 2008
Second Reading: April 16, 2008
First Reading: February 20, 2008

PROCEDURE 6179

YOLO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA (SELPA)

LEAST RESTRICTIVE ENVIRONMENT

PROCEDURES:

Physical Location of Programs

Each member Local Education Agency (LEA) in the Yolo County SELPA shall ensure that the physical location of the special education programs is chosen to encourage continuing social interaction with nondisabled students. Program location decisions within LEAs and on a SELPA-wide basis are driven by a commitment to produce continuing social interaction among regular and special education students.

The promotion of positive social interaction between students with disabilities and nondisabled students will guide LEA and SELPA-wide decisions and actions concerning the physical location of special education programs. To maximize social interaction with nondisabled peers, students with disabilities will be placed in facilities that provide access to all school extracurricular activities unless their Individualized Education Programs (IEPs) document reasons that placement in alternative settings is appropriate.

Equal Access to General Education

Each member LEA in the Yolo County SELPA shall ensure that individuals with disabilities shall have equal access to regular education activities, programs, and facilities on the regular school site and participate in those activities as appropriate to their needs, through the following assurances:

The IEP form shall contain a statement of supplementary aids and services that the student with a disability needs to ensure his/her participation in the general education curriculum.

- The LEA shall encourage all school personnel to facilitate opportunities for social as well as academic interaction among individuals with disabilities and nondisabled individuals.

PROCEDURE 6179

LEAST RESTRICTIVE ENVIRONMENT (Continued)

- Each local education agency shall provide school personnel the necessary support to ensure student success such as, but not limited to, inservice training provided to assist staff in meeting the social and educational needs of students with disabilities, current laws, and diversity.
- Each LEA shall ensure that a pupil will be referred for special educational instruction and services only after the resources of the regular education program have been considered and, where appropriate, utilized. Such resources may include, but not be limited to, Student Study Teams, early literacy programs, and remedial programs.
- When a student's IEP team determines that the student requires specialized equipment and/or service, the equipment and/or service shall be provided to the student at his or her classroom site unless the IEP provides documentation that the equipment and/or service is to be provided by an alternative means, as determined by the student's unique needs.

Superintendents' Council

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