

## 5074-R Special Education - Least Restrictive Environment (LRE)

### CONTINUUM OF ALTERNATIVE PLACEMENTS

The District shall make available a continuum of alternative placements to meet the needs of students with disabilities for special education and related services.

- The continuum of alternative placements will include:
  - Instruction in regular classes, special classes, special schools, home instruction, and instruction in hospital and institutions;
  - Supplementary services, such as a resource room or itinerant instruction, to be provided in conjunction with regular class placement.

### PLACEMENTS

The District shall ensure:

- The placement decision for each student will be:
  - Made by a group that includes the parents and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options;
  - In conformity with the LRE provisions of the Individuals with Disabilities Education Act (IDEA);
  - Determined at least annually;
  - Based on the student's Individual Education Plan (IEP), including the need for specialized instruction, related services, supplementary aids and services, and program modifications and support; and
  - As close as possible to the student's home.
- 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.
- Placement teams must select the least restrictive environment for each student, considering the following:
  - 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;
  - 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;
  - 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.
- In selecting the LRE, consideration will be given to:
  - All placement options, including placement options requested by the parent;

- Potential benefits of placement options; and
- Any potential harmful effect on the student or on the quality of services that he or she needs.
- A student with a disability will not be removed from age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.
- 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.
- 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**

- 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 student with a disability participates with nondisabled students in the extracurricular services and activities to the maximum extent appropriate to the needs of that student. The District shall ensure that the supplementary aides and services determined by the IEP team to be appropriate and necessary are provided to allow the student to participate in nonacademic settings.

ADOPTION DATE: May 24, 2011; Minor revisions November 10, 2015; Reviewed with no changes November 9, 2021;

LEGAL REFERENCE(S): *34 C.F.R. §300.114; Wyoming Department of Education Rules, Chapter 7*

CROSS REFERENCE(S): 5074

ADMINISTRATIVE REGULATION: