

**Glenn County Special Education Local Plan Area****SELPA Administrative Regulation****Least Restrictive Environment**

Special education is an integral part of the total public education system and provides education in a manner that promotes maximum interaction between students with disabilities and students without disabilities, in a manner appropriate to the needs of both. To the maximum extent appropriate, students with disabilities will be educated with students who are not disabled. Prior to referring a student for special education, LEAs will document that the resources of the general education program have been considered and, when appropriate, utilized and that needed accommodations and modifications have been provided. Special classes, separate schooling, or other removal of students with disabilities from the general education environment will occur only when the nature or severity of the disability of a child is such that education in general education classes with the use of supplementary aids and services cannot be satisfactorily achieved. To support this at an individual student level, the requirements of legally compliant individualized education program (IEP) meetings will be reviewed, including the responsibility to first consider the general education classroom for each student. The four-part full inclusion test (listed below), as outlined by the 9<sup>th</sup> Circuit Court of Appeals in *Holland vs. Sacramento Unified School District*, is the guiding principle to be used by LEAs and IEP teams.

- The educational benefits available to the student in a general classroom, supplemented with appropriate aids and services, as compared with the educational benefits of a special education classroom;
- The non-academic benefits of interaction with students who are not disabled;
- The effect of the student's presence on the teacher and other students in the classroom; and
- The cost of mainstreaming the student in a regular (general) educational classroom.

When scarcity of population or other factors prevent a LEA from directly providing a required service for its pupils, the service may be provided by the county office, another school within the LEA of attendance, a school in another LEA, or by a provider as outlined in the SELPA Annual Service Plan.

In determining the appropriate LRE placement for students with disabilities, the IEP team shall:

1. Determine if the student can be served in a general education classroom setting at the student's neighborhood school with supplemental aids and services. The IEP shall specify any needed supplemental aids and services, program accommodations/modifications and/or supports for school personnel that will enable the student to be educated and participate with non-disabled students
2. Determine if the student can be served by the special education services provided at the student's neighborhood school campus. The IEP shall specify the extent to which the student will not be in the general education classroom setting and activities.

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3. Determine if the student requires placement in a program other than the neighborhood school and document why such placement cannot be achieved with supplementary aids and services at the neighborhood school.
4. Consider the possible harmful effects of placing the student in a special education program.

LEAs will locate facilities and programs designed to serve students with severe disabilities on general education campuses to the extent that the needs of students, as determined by the IEP team, can best be met within an instructional setting of a general education campus.