

Least Restrictive Environment

In providing programs, services, and activities for students with disabilities, CFISD first uses those resources made available to all students. To the maximum extent appropriate:

- Students with disabilities, including those in public or private institutions or other care facilities, are educated with individuals who are not disabled.
- Students with disabilities are removed from the general classroom only when the nature and severity of the disability is such that education in the general classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- A continuum of alternative placements to meet the individual needs of the student with a disability for special education and related services, including instruction in general classes, special classes, special schools, home instruction, and/or institutions, is provided to the extent necessary to implement the student's IEP.
- Supplementary services (aids, services and other supports that are provided in regular education classes or other education-related settings to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate), are provided in conjunction with general classroom placement.
- A student with a disability is educated in the school that he/she would attend if not disabled unless the IEP of the student requires some other arrangement. In such a case, the student's placement is as close as possible to his/her home.
- Opportunities to participate with students without disabilities in non-academic or extracurricular activities on a regular basis are provided.
- Any harmful effects on the individual or the quality of services needed are considered in the determination of educational placement for a student.
- Educational placement decisions for individual students are made on an annual basis and are the least restrictive environment in which the IEP can be implemented.

Placement decisions are made by the ARD Committee. The ARD Committee must ensure that the child is served in the Least Restrictive Environment and must provide an explanation regarding the extent to which the child will not participate with nondisabled children in the regular education environment. The child's placement is determined at least annually, is based on the child's IEP and is as close as possible to the child's home, unless the parent agrees otherwise.

Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled, unless the parent agrees otherwise.

In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs.

A child with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

The ARD Committee must provide an explanation of the extent, if any, to which the student will participate with nondisabled children in (a) in the regular class (b) the general curriculum and (c) extracurricular and other nonacademic activities.

Guidelines for Determining Least Restrictive Environment (LRE)

The following questions should be posed in determining whether the student is being served in the LRE:

- Can education in the general classroom, with the use of supplementary aids and services be achieved satisfactorily for the student?
- What steps has CFISD taken to accommodate the student with disabilities in the general education classroom?
- Has the student been successful as a result of these accommodations?
- Will the student receive educational benefit from general education?
- What effect does the presence of the student with disabilities have on the other students in the general education classroom?

If education in the general education classroom cannot be achieved satisfactorily, determine whether the student has been included in general education environment(s) to the maximum extent appropriate.