

## Continuum of Programs and Services – Least Restrictive Environment

To the maximum extent appropriate, children with disabilities, including children in public or other educational facilities, are to be educated with children who are not disabled. In addition, to the maximum extent appropriate, children with disabilities are to participate with non-disabled peers in both non-academic and extracurricular activities. Unless the individualized education program for the child with disabilities requires some other arrangement, the child is to be educated in the school that they would attend if they were not disabled. Special class, separate schools or removal of children requiring special education from the regular educational environment shall occur only when the needs of a child are such that education in the regular classes cannot be accomplished satisfactorily.

Students with disabilities most often receive special education in one of the following educational settings:

- a) Regular Setting (general skills): Students with disabilities who receive the majority of their education program, 80% or more of the day, with non-disabled peers.
- b) Resource Setting (targeted skills): Students with disabilities who receive general education 40% - 79% of the day with non-disabled peers.
- c) Separate Setting (sustained or intensive skills): Students with disabilities who receive general education 39% or less of the day with non-disabled peers. This does not include students who receive their education at public or private separate day centers or residential facilities.
- d) Separate School: Students with disabilities who require a specially designed program of an intensive level for behavioral health and/or educational issues. Placement in a public or private separate school is determined by an IEP team.
- e) Residential Facility: Students with disabilities, who require a more intensive level of service need treatment for disorders such as oppositional defiant disorder, conduct disorder, depression, bipolar, ADHD, or specific educational issues. These facilities are clinically focused and primarily provide behavior management and treatment for students with serious emotional and/or behavioral issues. Placement in a residential facility is determined by an IEP team.
- f) Home/Hospital: Students with disabilities placed Home/Hospital on the continuum of services within their IEPs have the opportunity to received short-term educational services in the home or a designated location. Home/Hospital Service Delivery is determined by the IEP team on the basis of: (1) a documented Medical Issues (2) a documented Behavioral Issues (3) as a result of a Long Term Suspension or (4) as a result of a series of short-term suspensions that have exceeded a total of 10 days. Home/Hospital Educational Services are temporarily with the goal of providing support until the student can successfully return to school. Home/Hospital instruction does not duplicate classroom instruction.