

SCOTTSBLUFF PUBLIC SCHOOLS  
Scottsbluff, Nebraska

**SPECIAL EDUCATION - Least Restrictive Environment (LRE) Requirements**

1. Before any action is taken with respect to the initial placement of a student with disabilities, Scottsbluff Public Schools shall provide a comprehensive individual multidisciplinary evaluation of the student's development and educational needs. For infants and toddlers, early intervention services may begin prior to completion of a full and individual initial evaluation.
2. In interpreting the information on the student's IEP or IFSP to make placement decisions, Scottsbluff Public Schools shall:
  - a. Draw upon the information from the student's present level of development or educational performance, physical condition, social or cultural background and adaptive behavior;
  - b. Insure that information obtained from all of these sources is documented and carefully considered.
  - c. Insure that the placement decision is made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and the placement options; and
  - d. Insure that the placement decision is made in conformity with the least restrictive environment requirements in this section and based on the student's unique needs and not on the student's disability.
3. Scottsbluff Public Schools shall assure an array of special education placement options are available. Those options shall include: instruction in regular classes; supplemental services such as resource room; itinerant instruction or consultative services to be provided in conjunction with regular class placement; special classes; special schools; home instruction and instruction in hospitals and institutions.
4. The need for related services of an instructional nature shall be documented on the IEP or IFSP present level of performance, goals, and objectives, and shall be based on documented diagnostic evidence. Determination of the need for a related service for a student with a verified disability does not require the additional verification of a secondary disability.
5. Scottsbluff Public Schools shall insure that the parents of a child with a disability are members of any group that makes decisions on the educational placement of their child.
  - a. If neither parent can participate in a meeting in which a decision is to be made relating to the educational placement of their child, the district

shall use other methods to insure their participation, including individual or conference telephone calls, or video conferencing.

- b. A placement decision may be made by a group without the involvement of the parents, if the district is unable to obtain the parents' participation in the decision. In this case, the district must have a record of its attempt to insure their involvement.
  - c. Scottsbluff Public Schools shall make reasonable efforts to insure that the parents understand, and are able to participate in any group discussions relating to the educational placement of their child, including arranging for an interpreter for parents with deafness, or whose native language is other than English.
6. Scottsbluff Public Schools shall insure that the educational placement of a student with a verified disability:
    - a. Is determined at least annually;
    - b. Is based on his or her IEP; and
    - c. Is as close as possible to the student's home.
  7. The various array of placement options must be available to the extent necessary to implement the IEP for each child with a verified disability;
  8. Unless a student's IEP or IFSP requires some other arrangement, the student must be educated in the school which he or she would attend if not disabled.
  9. In selecting the least restrictive environment, consideration must be given to any potential harmful effect on the child or others and the quality of services which he or she needs. A child with a disability must not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general curriculum.
  10. Scottsbluff Public Schools will take steps to provide nonacademic and extracurricular services and activities, including meals and recess periods, in the manner necessary to afford each school-age student with a verified disability an equal opportunity for participation in those services and activities with students who are not disabled to the maximum extent appropriate to meet the needs of each child. Nonacademic and extracurricular services and activities may include counseling services, athletics transportation, health services, recreational activities, special interest groups or clubs sponsored by the district, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the school district and assistance in making outside employment available.

**Legal Reference: Federal Regulation 34  
CFR 300; Nebraska  
Statutes 79-1110 to 79-1178; 92 NAC 51-008.01**

Approved:                      Reviewed: 5/22/06              Revised: 5/22/06