Placement of Special Education Students

Fargo Public Schools recognizes that each student should be educated in the least restrictive environment. Students with special education needs should be educated with students who are nondisabled in neighborhood schools to the greatest extent possible. This extends to non-academic and co-curricular services and activities, including meals and recess periods. To meet the individual needs of each student, a full continuum of least restrictive environments (LRE) will be provided from instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions.

Placement Considerations
When a student is identified as qualifying for special education services, an individualized education planning team will determine the appropriate educational environment for those services. A team consisting of the parents and appropriate school staff members will make decisions regarding the placement of students with special needs. Rationale for placement decisions shall be documented in the student's Individualized Education Plan (IEP), which shall be reviewed at least annually.

In keeping with the Individuals with Disabilities Education Act (IDEA), Fargo Public Schools will, to the maximum extent appropriate, ensure that students with disabilities, including children in public or private institutions or other care facilities, are educated with students who are nondisabled. The district will only remove students with disabilities from the regular education environment to special classes, separate schooling, or other location if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

The following factors should be considered when determining placement of services:

1. The child's IEP;
2. Proximity of services to the child's home;
3. 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;
4. In selecting the LRE, consideration is given to any potential harmful effect on the student and on the types of services that he or she needs to make reasonably calculated progress given the unique needs of the child; and
5. A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

(IDEA: §300.114 - §300.117)

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