

ADMINISTRATIVE REGULATION

No. 207(a)

Board of Trustees Douglas County School District

PROGRAM

INCLUSION OF STUDENTS WITH DISABILITIES

The Douglas County School District shall provide educational services to students with disabilities in accordance with applicable federal and state law, including the requirement that students with disabilities be educated in the least restrictive environment.

Students with disabilities shall be considered for participation in the general education environment to the maximum extent appropriate based on their individualized needs. Placement decisions shall be based on evaluation data and the individualized educational needs of the student, as determined by the IEP team. The District recognizes that inclusive educational practices may benefit both students with disabilities and their non-disabled peers. The District further recognizes that inclusive school settings promote participation, belonging, and recognition of the strengths and abilities of all students. Educational programming and community-based opportunities should support the expectation that individuals with disabilities are full participants in school and community life.

Assurances for Integration

1. When a student's IEP requires paraprofessional or aide support, the District shall make reasonable efforts to provide coverage during staff absences. Each school shall maintain a site-based contingency plan to address short-notice absences when a student has significant support needs identified in the IEP.
2. The Individual Education Program (IEP) shall be developed with participation by required team members, including general education and special education teachers, as appropriate. The student's general education teacher, when the student is or may be participating in the general education environment, shall participate as required in the IEP process.
3. The District may consider staff interest, experience, and training when making classroom assignments involving inclusive practices; however, student placement decisions shall be based on the student's educational needs rather than staff preference alone.
4. The District shall support implementation of accommodations, supplementary aids and services, and other IEP requirements within the general education setting. Program implementation shall be supported through consultation, planning, and resources appropriate to the student's identified needs.
5. Training shall be provided to appropriate staff regarding inclusive practices, implementation of IEPs, accommodations, behavior supports, and related

ADMINISTRATIVE REGULATION

No. 207(a)

Board of Trustees Douglas County School District

PROGRAM

6. responsibilities. The District may also provide coaching, technical assistance, peer observation opportunities, and consultation from qualified specialists as needed.
7. When a student's behavior interferes with the student's learning or the learning of others, the IEP team shall consider whether review of the IEP, behavioral supports, services, placement, or a behavioral intervention process is warranted. Any change in placement or services shall be determined through the IEP process, based on the student's individual needs, data, and legal requirements regarding least restrictive environment and disciplinary protections.
8. Enrollment, transfer, evaluation, eligibility, and service procedures for students with disabilities shall be addressed in applicable District Special Services. Procedures and guidance documents. Except as otherwise permitted by law, special education and related services

shall be provided pursuant to an IEP developed and implemented in accordance with applicable procedural requirements. Interim service plans or comparable temporary measures may be used when permitted by law and District procedure. The IEP is the governing document for the student's special education program and services. The IEP shall identify the special education services, related services, supplementary aids and services, accommodations, modifications, and placement to be provided, including the projected frequency, duration, and location of those services.

When a student with an existing IEP transfers from another Nevada school district, the District shall address continuation of services in accordance with applicable law and District procedures. Any revisions to the student's IEP shall occur through the IEP process in accordance with procedural requirements. When a student transfers from outside Nevada, the District shall determine how services will be provided and whether additional evaluation, review, or eligibility determinations are required under applicable law. If additional eligibility or evaluation steps are required, the District shall convene the appropriate team meetings and develop or revise the IEP as necessary to ensure compliance and continuity of services.

[See Policy 207\(a\) governing services for students with disabilities](#)
[See also: Administrative Regulation 207](#)

Adopted: 9/90
Revised: 7/16/2026