

**BOARD OF TRUSTEES
CARSON CITY SCHOOL DISTRICT**

**POLICY No. 541
STUDENTS**

**FREE APPROPRIATE PUBLIC EDUCATION
IN THE LEAST RESTRICTIVE ENVIRONMENT**

Provision of Free Appropriate Public Education (FAPE)

In accordance with the Federal Individual with Disabilities Education Act (IDEA), Nevada Revised Statutes (NRS) Chapter 388, and Nevada Administrative Code (NAC) Chapter 388, the Board of Trustees makes a free appropriate public education available to children between the ages of 3 and 21, inclusive, with disabilities residing within the District, including children and youth who have been suspended or expelled from school, as provided for in 34 CFR 300.530(d).

A FAPE means special education and related services that are provided at public expenses, under public supervision and direction, and without charge; meet the standards of the Nevada Department of Education and the requirements of Federal law; include an appropriate preschool, elementary, or secondary school education in Nevada, and provided in conformity with an Individualized Education Program (IEP).

The obligation to make FAPE available to each eligible child residing in the District begins no later than the child's third birthday. The obligation to make FAPE available extends to any individual child with a disability who needs special education and related services, even though the child has not failed or been retained in a course or grade, and is advancing from grade to grade.

The determination that a child is eligible to receive a FAPE must be made on an individual basis by the group responsible for making eligibility determinations under NAC Chapter 388.

Placement in the Least Restrictive Environment

The Board provides FAPE to eligible children with disabilities in the least restrictive environment. In furtherance of this policy, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are not disabled. In addition, special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only 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 satisfactorily achieved.

The Board ensures that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services. The continuum includes instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions, and makes provision for supplementary services (such as resource rooms or itinerant instruction) to be provided in conjunction with regular class placement.

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Placements in the least restrictive environment are determined annually, are based on the child's IEP, and are as close as possible to the child's home. Placement decisions are made by a group of persons, including the parents, and other persons knowledgeable about the child, the meaning of the evaluation data, and the placement options. Unless the IEP of a child requires some other arrangement, the child is educated in the school that he or she would attend if not disabled. In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of the services that he or she needs. 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.

Non-academic and Extra-curricular Services and Activities

Non-academic and extra-curricular 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 District and assistance in making outside employment available.

In providing or arranging for the provision of non-academic and extra-curricular services and activities, including meals, recess periods, and the services and activities set forth above, each child with a disability will participate with nondisabled students in the extra-curricular services and activities to the maximum extent appropriate to the needs of that student. The District will provide the supplementary aids and services determined by the student's IEP team to be appropriate and necessary for the student to participate in the non-academic settings.

Authorization for Procedures

The Board authorized and directs the Superintendent or his/her designee to develop, implement, and revise procedures necessary to implement the District policy to provide a FAPE in the least restrictive environment to eligible students with disabilities. These procedures shall include a system of procedural safeguards in accordance with State and Federal law, including the right to an impartial due process hearing.

Adopted: October 22, 1996

Revised: February 10, 2009

October 9, 2012 - Title Change

October 27, 2015