

**POWAY UNIFIED SCHOOL DISTRICT  
ADMINISTRATIVE PROCEDURE**

**Originator:** Exec. Dir., Special Education

**Issue No:** 2

**Date:** 5/27/08

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**Reference:** 20 USC 1412(a)(5)(A);  
EC 56031, 56201, 56205(a),  
56206, 56303; State Board  
Policy (10/10/1986)

**ARTICLE: 5.0      STUDENT PERSONNEL**  
**5.12      SERVICES TO STUDENTS WITH  
DISABILITIES**

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**SECTION 5.12.5 Least Restrictive Environment**

To the maximum extent appropriate, students with disabilities shall be placed in programs that will ensure maximum interaction with the general education classroom and school environment. The decision regarding the Least Restrictive Environment for each student will be determined by the Individualized Education Program (IEP) team on an annual basis. Special classes, placement outside the district of residence, or removal of children with disabilities from the general education classroom occurs only if the nature or severity of the disability is such that education in the general education setting with the use of supplementary aides and services cannot be achieved satisfactorily. Individuals with exceptional needs shall have equal access to all activities, programs, and facilities in the general education environment. Participation in activities will be determined based on the individual needs of the disabled student.

The location of special day classes and other special education support programs will be included in District decisions regarding housing and facilities, planning, and allocation. District commitments to ensure appropriate size, configuration, and location for special education classroom space on regular school campuses will continue in order to avoid frequent or disruptive program relocations. Ramps, handrails, and adapted equipment are provided as necessary to ensure access and safety for students with disabilities.

Continuity in the assignment of appropriate classroom space for the provision of special education services allows children with disabilities the opportunity to develop relationships with non-disabled peers. Appropriate physical location of services facilitates continuing interaction with non-disabled peers and timely access to general education programs.

Programs are available to assist non-disabled students in understanding, supporting, and interacting with children with disabilities. Staff development, collaborative activities, and consultation by special education staff are provided to general education staff to assist them to address the unique needs of students with disabilities.