

LEAST RESTRICTIVE ENVIRONMENT
(34 CFR 300.550 — 300.556, 300.533(a)(4); 19TAC 89.1050(b))

Brazos School for Inquiry & Creativity offers educational programming and opportunities to students with disabilities within the regular program and curriculum to the greatest extent possible and with individuals who are not disabled.

A. Consideration for Instructional Arrangement - The IEP meeting includes consideration that each special education student shall be offered an instructional arrangement that is:

1. in the regular educational environment with students without disabilities to the maximum extent appropriate to his or her needs, unless it can be demonstrated by the school that the nature or severity of the student's disability is such that his or her education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily, and
2. in the school in which he or she would attend if not disabled, unless his or her IEP requires some other arrangement. If some other arrangement is required, the student is placed in the appropriate educational program that is as close to the student's home as is reasonably possible.

These placement provisions also apply to special education students in public or private institutions or other care facilities.

B. Nonacademic and Extracurricular Services

1. Each student with disabilities shall be provided nonacademic and extracurricular services and activities conducted by the school (e.g. meals and recess) with students without disabilities to the maximum extent appropriate to the needs of the student.
2. Nonacademic and extracurricular services and activities may also include:
 - counseling services
 - transportation
 - health services,
 - recreational activities
 - special interest groups or clubs sponsored by the school

- referrals to agencies that provide assistance to individuals with disabilities
- employment of students, including both employment by the district and assistance in making outside employment available.

C. Daily Schedule - Each student will have available the same instructional regular school day as is provided all other students. The regular school day is determined appropriate by the admission, review, and dismissal (ARD) committee for a student whose individual educational plan (IEP) specifies a shortened day; The ARD (Admission, Review, and Dismissal) Committee may determine a student's instructional day should be shortened based on the individual educational plan (IEP).

D. Instructional Arrangements - the ARD committee will consider, based on the assessment and evaluation data, the most appropriate instructional arrangement to serve the needs of the student:

1. Mainstream is an instructional arrangement for providing special education services according to individual education plans to eligible students with disabilities whose instruction is provided in the regular classroom setting with necessary special education support. Support in this setting may include team teaching between a certified special education teacher and a regular or mainstream teacher, use of adaptive technology or assistive equipment, instructional modifications or specialized curriculum or materials. The objective of the support will be to insure that the student's individualized education plan is implemented in the classroom.
2. Resource is a supportive and assistive program offered to students with disabilities when the ARD committee determines that it is appropriate to serve the needs of the student for certain subject (s) in other than the mainstream classroom. A resource classroom is staffed and/or supervised by certified special education personnel who address the individual needs of each student in a reduced class student/teacher ratio using specialized teaching methods, materials, curriculum and strategies specific to the student's IEP for less than 50% of the school day.
3. Self Contained (mild to moderate) is a classroom serving the specialized needs of more severely handicapped students who are determined to be appropriate for this setting at least 50% of the school day in order to implement the IEP of the individual student. A self-contained classroom is staffed and/or supervised by certified special education personnel who address the individual needs of each student in a reduced class student/teacher ratio using specialized teaching methods, materials, curriculum and strategies.

4. Self Contained (severe) is a classroom serving the specialized needs of more severely handicapped students who are determined to be appropriate for this setting for all but one or two classes (PE, music, etc.) in the school day. A self-contained classroom is staffed and/or supervised by certified special education personnel who address the individual needs of each student in a reduced class student/teacher ratio using specialized teaching methods, materials, curriculum and strategies.
5. Homebound is an instructional setting in the student's home with instruction, materials, supplies and curriculum determined by the ARD committee due to:
 - a. Illness (chronic or single incident) requiring absence from school for more than 4 weeks as documented by a physician;
 - b. Disciplinary action of student with disabilities as determined by school administrator or ARD committee based on total cumulative days assigned or change of placement;
 - c. Infants and Toddlers when determined by Individualized Family Services Plan
6. Speech Therapy is an instructional arrangement, which provides solely for therapy services by a speech therapist and is not counted as any other instructional arrangement.

The Admission, Review and Dismissal Committee may identify other program options as approved by the Texas Education Agency.