

Educational Program

Series 600

Policy Title: For the Integration of Students with Disabilities

Code No. 603.3B

The Greene County School District has adopted Policy No. 603.3 which offers all children with a disability from birth to 21 years of age in the district an appropriate educational program within the least restrictive environment.

The Greene County School District submits this plan for the appropriate integration of students with disabilities to fulfill requirements set forth in the guidelines provided by the Iowa Department of Education. The following Plan Components will be addressed:

1. The district in cooperation with the Prairie Lakes Area Education Agency will evaluate, staff and provide an individual education plan (IEP) for each child in need of special education services.
2. A continuum of placement options, as outlined in the Iowa Rules of Special Education (Rule #12.5) and the Greene County Special Education District-Developed Instructional Services Delivery System, will be available to accommodate each child's placement in the least restrictive environment.

The District will work with the AEA, other local school districts within the AEA, districts outside the AEA, and out-of-state facilities to assure the appropriate placement of each student with special needs.

When appropriate placement cannot be made in one of the district's programs, the staffing team will be required to document why the child must be placed in a program outside the district.

3. No child will be automatically excluded from consideration for placement in the least restrictive environment, regardless of severity.
4. The least restrictive environment alternative will be re-evaluated at each annual review.
5. Each child's IEP will address the least restrictive environment and document rationale for placement in the alternative selected. The staffing team should document why a child must be placed in a more restrictive environment rather than a less restrictive environment.
6. The District will secure input on its Integration Plan from parents, support staff, administrators and teachers (i.e., building meetings, etc.)
7. Inservice activities related to least restrictive environment, as well as all other aspects of the special education process, will be provided for district staff, parents and students at the building level through group presentations and written communications. One-on-one inservice opportunities which occur throughout the special education process will continue to be utilized.
8. The District's compliance with least restrictive provisions will be evaluated through the individual educational plans (IEP) developed for each child with a disability, compliance monitoring conducted by the AEA or DE, and parent satisfaction with the educational progress made by their child.

9. The following features will be addressed for each special education program within each building:
 - a. Physical Integration: planning for the location of special programs in age-appropriate school buildings with regular education programs.
 - b. Functional Integration: planning for how students with disabilities and their non-disabled peers can simultaneously use school facilities and resources.
 - c. Social Integration: planning for regular personal interactions between students who are disabled and non-disabled.
 - d. Societal Integration: planning curricular experiences so students can ultimately work, live, and recreate with non-disabled citizens as appropriate.

Date of Adoption:
January 8, 2014

Legal References (Code of Iowa):

Date Amended:

Related Administrative Rules and Regulations:

Date Reviewed:
January 10, 2024