

PARTICIPATION IN THE GENERAL EDUCATION CURRICULUM

The Board of Education shall make available to all students with disabilities a free and appropriate public education (“FAPE”) that meets their individual educational needs in the least restrictive environment, in compliance with State and federal law. The provision of FAPE shall include special services and programs that enable students with disabilities to be involved in and progress in the general education curriculum to the maximum extent possible.

The Board shall take the following steps to ensure that every student with a disability is educated in the least restrictive environment:

1. Special services and programs shall be made available to enable students with disabilities to be educated with nondisabled students to the maximum extent appropriate. Such services may include, but are not limited to, consultant teacher services and other group or individual supplemental or direct special education instruction, specially designed instruction, related services, and other supplementary services that are provided to the student in the general education classroom;
2. A student with a disability shall be provided with all the special education services identified on the student’s IEP;
3. Students with disabilities placed together for purposes of special education shall be grouped by similarity of individual needs, with consideration of the following:
 - (i) The range of academic or educational achievement of such students shall be limited to assure that instruction provides each student appropriate opportunities to achieve his or her annual goals. The learning characteristics of students in the group shall be sufficiently similar to assure that this range of academic or educational achievement is maintained.
 - (ii) The social development of each student shall be considered prior to placement in any instructional group to assure that the social interaction within the group is beneficial to each student, contributes to each student's social growth and maturity, and does not consistently interfere with the instruction being provided. The social needs of a student shall not be the sole determinant of such placement.

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(iii) The levels of physical development of such students may vary, provided that each student is provided appropriate opportunities to benefit from such instruction. Physical needs shall be considered prior to determining placement to assure access to appropriate programs. The physical needs of the student shall not be the sole basis for determining placement.

(iv) The management needs of such students may vary, provided that environmental modifications, adaptations, or human or material resources required to meet the needs of any one student in the group are provided and do not consistently detract from the opportunities of other students in the group to benefit from instruction.

Legal References: 8 N.Y.C.R.R. §§200.2(b)(4), 200.6(a)

1st Reading June 19, 2007

2nd Reading & Adoption July 9, 2007