



Least Restrictive Environment Policy

Participating Humboldt – Del Norte Local Education Agencies (LEAs): Arcata, Big Lagoon Union School District, Blue Lake Union School District, Bridgeville School District, Cuddeback Union School District, Cutten School District, Del Norte Unified School Districts, Eureka City Schools, Ferndale Unified School District, Fieldbrook School District, Fortuna Elementary School District, Fortuna Union High School District, Freshwater School District, Garfield School District, Green Point School District, Hydesville School District, Jacoby Creek School District, Klamath-Trinity Joint Unified School District, Kneeland School District, Loleta Union School District, Maple Creek School District, Mattole Unified School District, McKinleyville Union School District, Northern Humboldt Union High School District, Northern United – Humboldt Charter School, Orick School District, Pacific Union School District, Pacific View Charter 2.0, Peninsula Union School District, Rio Dell School District, Scotia Union School District, South Bay Union School District, Southern Humboldt Unified School District, Trinidad Union School District

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The Humboldt-Del Norte SELPA recognizes that special education is an integral part of the total education system and should provide for inclusion between disabled and non-disabled students, where appropriate. A continuum of services is offered to students throughout the SELPA. Each individual with exceptional needs shall be provided individualized services. These services meet the student's specific educational needs in an educational setting that is inclusive with age appropriate peers in the neighborhood school. Students with low incidence disabilities shall be provided instruction in a manner consistent with state guidelines. Efforts shall be coordinated within the district to provide appropriate curriculum, and access and participation in school activities for students with IEPs. Students shall be exited from special education programs when they are no longer eligible.

The special education staff shall be involved in curriculum development and activities. Special education curriculum will be aligned with the curriculum unless it is clearly not appropriate for a specific student population. Ongoing communication between general and special education teachers is imperative regarding the needs and learning styles of students with IEPs.

Steps shall be taken to ensure that individuals with exceptional needs participate in academic, nonacademic and extracurricular services and activities to promote inclusion of all students

Legal Authority:

20 U.S.C. Sec. 1412(5)(B), CFR 300.551 and 300.552.

Education Code Section 56031