



Priority Area 1: Least Restrictive Environment (LRE)

Under 34 CFR §300.114 “to the maximum extent appropriate,” students experiencing disabilities, including students “in public or private institutions or other care facilities, are educated with children who are nondisabled; and special classes or separate schooling for children with disabilities or their removal from the general education environment occurs only when the nature or severity of the student’s disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily.”

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled...

IDEA also requires that schools provide a full continuum of placements as needed, ranging from general education classrooms with support to special classes and special school placements. The IEP team is responsible for determining the most appropriate educational placement in the least restrictive environment that can meet the student’s needs. students experiencing disabilities.

The purpose of this priority area is to ensure placement decisions are individualized in accordance with IDEA regulations and to determine if a relationship exists between placement decisions and outcomes of students experiencing disabilities.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

RECORD REVIEW ITEM: LRE-1 - 34 CFR §300.116(a)

Record Review Item	Potential Documentation
<p>The placement decision was made by a group and included the parents; the group included individuals who have knowledge about:</p> <ul style="list-style-type: none"> • The student, • Meaning of evaluation data, and • Placement options. 	<ul style="list-style-type: none"> • IEP • Special Education Placement Determination • Prior Written Notice • Parent invitation • Meeting notes
Evidence of Compliance	
<p>YES</p> <p>Placement decision was made by a knowledgeable group.</p>	<p>NO</p> <p>Placement decision was not made by a knowledgeable group.</p>

RECORD REVIEW ITEM: LRE-2 - 34 CFR §300.116(b)

Record Review Item	Potential Documentation
<p>The file's documentation demonstrates that the student's placement was:</p> <ul style="list-style-type: none"> • determined annually, at a minimum, • based on the student's needs as indicated in the IEP, • as close as possible to the student's home; and • resulted in the student being educated in the school that they would attend if nondisabled unless the IEP requires another arrangement. 	<ul style="list-style-type: none"> • Meeting Notes • Special education/related services • IEP – PLAAFP • IEP – Special Factors • Other relevant information used to make placement decisions during the IEP process • Special Education Placement Determination
Evidence of Compliance	
<p>YES</p> <p>Placement decisions are made in conformity with LRE provisions.</p>	<p>NO</p> <ul style="list-style-type: none"> • Placement decisions are not made in conformity with LRE provisions.

<ul style="list-style-type: none"> • The IEP must address each component to mark YES. • Special factors or justifications requiring a more restrictive placement decision may be considered as evidence of compliance as long as there is evidence that the above factors were considered. 	<ul style="list-style-type: none"> • Placement decision is not supported by the present levels and/or special education and related services.
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RECORD REVIEW ITEM: LRE-3 - 34 CFR §300.320(a)(6)(i)

Record Review Item	Potential Documentation
The IEP indicates the student was provided accommodations based on the student's unique needs as indicated by the IEP that enable the child to be involved and make progress in the general education curriculum.	<ul style="list-style-type: none"> • IEP – PLAAFP • Evaluation results • IEP – Supplementary Aids/Services; Accommodations • IEP – Specially Designed Instruction • List of accommodations provided to teacher(s) • Classroom observation notes • Interview with student's teacher • Student work samples • Meeting notes

Evidence of Compliance

YES	NO	NOT APPLICABLE
The IEP identifies needed accommodations to be provided to the student, the accommodations align with the student's PLAAFP, and there is evidence that required accommodations were provided.	There is no evidence that the IEP team considered the need for accommodations OR accommodations were included in the IEP, but there is no evidence that required accommodations were provided, or accommodations do not align with the student's PLAAFP.	The IEP team considered the need for and determined the student does not require accommodations.

RECORD REVIEW ITEM: LRE-4 - 34 CFR §300.324(a)(2)(i-v)

Record Review Item	Potential Documentation
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<p>The IEP team considered special factors including:</p> <ul style="list-style-type: none"> • The use of positive behavioral interventions and supports, and other strategies, to address the behavior of a student whose behavior impedes their learning or the learning of others; • The language needs of a child with limited English proficiency, as those needs relate to the child’s IEP; • The use of Braille in the case of a child who is blind or visually impaired unless the IEP team determines, after an evaluation of the child’s reading and writing skills, needs, and appropriate reading and writing media (including an evaluation of the child’s future needs for instruction in Braille or the use of Braille), that instruction in Braille or the use of Braille is not appropriate for the child; • The communication needs of the child, and in the case of a child who is deaf or hard of hearing, consider the child’s language and communication needs, opportunities for direct communications with peers and professional personnel in the child’s language and communication mode, academic level, and full range of needs, including opportunities for direct instruction in the child’s language and communication mode; and • Whether the child needs assistive technology devices and services. 	<ul style="list-style-type: none"> • IEP – Special factors • IEP – Supplementary Aids/Services; Accommodations • Meeting notes • IEP – PLAAFP • Behavior Intervention Plan • Evaluation results
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Evidence of Compliance		
YES	NO	NOT APPLICABLE
The IEP team considered the existence of special factors, determined that special	The IEP team did not consider any special factors, OR the IEP team considered	The IEP team considered the existence of special factors and determined the special

factors apply to this student, and appropriately addressed the applicable special factors in the student's IEP.	special factors, determined that special factors applied to this student, and did not appropriately address the applicable special factors in the student's IEP.	factors do not apply for this student.
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RECORD REVIEW ITEM: LRE-5 - 34 CFR §300.116 & 300.320(a)(5)

Record Review Item	Potential Documentation
<p>The IEP team considered:</p> <ul style="list-style-type: none"> All placement options and related services in conjunction with discussing any needed supplementary aids and services, accommodations/modifications, assistive technology and/or accessible materials, and supports for school personnel as well as potential harmful effects on the student. The potential harmful effects of the placement of the child and whether it would impede the ability of the child or other children to learn. 	<ul style="list-style-type: none"> Special Education Placement Determination Placement Considerations Nonparticipation justification For students who are Deaf or hard of hearing, information about relevant services and placements offered Prior Written Notice IEP – Special Factors General student information Evaluation recommendations IEP – Supplementary Aids/Services; Accommodations IEP – Services Meeting notes

Evidence of Compliance

<input type="checkbox"/> YES	<input type="checkbox"/> NO	NOT APPLICABLE
<p>For a student not educated or served in the general education setting, the IEP includes justification for why the student's placement is not the general education classroom and:</p> <ul style="list-style-type: none"> Is based on the needs of the student; 	<p>Rationale is not given, or the rationale given:</p> <ul style="list-style-type: none"> Is not based on the student's needs; Does not reflect consideration or the provision of supplementary aids and 	<p>The student receives all special education and related services within the general education setting.</p>

<ul style="list-style-type: none"> • Reflects that the committee has given adequate consideration to meeting the student’s needs in the general education classroom with supplementary aids and services; and • If the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily, a justification is given for the decision. 	<p>services in the general education classroom; or</p> <ul style="list-style-type: none"> • Does not describe potential harmful effects to the student or others, if applicable. 	
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RECORD REVIEW ITEM: LRE-6 - 34 CFR §300.116

Record Review Item

The student was not removed from education in age-appropriate general education classrooms solely because of needed modification in the general education curriculum.

Potential Documentation

- IEP – Service Summary
- IEP – PLAAFP
- Student Schedule
- Service Trackers
- Observation

Evidence of Compliance

YES

The student was not removed from classrooms with age-appropriate peers solely due to modifications.

NO

The student was removed from classrooms with age-appropriate peers due to needed modifications.

NA

The student was not removed from classrooms with age-appropriate peers and does not require modifications.

RECORD REVIEW ITEM: LRE-7 – 34 CFR §300.117

Record Review Item	Potential Documentation
<p>The student participates with nondisabled peers in the extracurricular services and activities to the maximum extent</p>	<ul style="list-style-type: none"> • IEP – Service Summary • Student Schedule

<p>appropriate and has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary to participate in nonacademic settings.</p>	<ul style="list-style-type: none"> • Observation • Nonparticipation justification • IEP – PLAAFP • Meeting notes
<p>Evidence of Compliance</p>	
<p><input type="checkbox"/> YES</p> <p>There is evidence the student is included in extracurricular activities and has access to aids and services determined by the IEP team.</p>	<p><input type="checkbox"/> NO</p> <p>There is evidence the student is excluded from extracurriculars or has not received the aids and services determined by their IEP team.</p>

Individual Student File Review Form

Student Information				
Student Name:				
Student SSID:				
Student DOB:				
Student Disability:				
Grade:				
IEP Start Date:				
IEP End Date:				
LRE				
LRE1	Placement decision was made by knowledgeable group and in conformity with LRE provisions	Y	N	
LRE 2	Placement was determined: <ul style="list-style-type: none"> • Annually • Based on the student's IEP • As close as possible to the student's home • Where the student who attend if nondisabled 	Y	N	
LRE 3	Accommodations were included & align with PLAAFP	Y	N	N/A
LRE 4	Special Factors were addressed	Y	N	N/A
LRE 5	All placement options considered	Y	N	N/A
LRE 6	Not removed for modifications	Y	N	
LRE 7	Participation in extracurriculars	Y	N	
Comments				

LEAST RESTRICTIVE ENVIRONMENT (LRE) – Summary Sheet

INFORMATION	
LEA Name:	Required Sample Size:

Total number of student files reviewed is indicated below.

Elementary School Students	Middle School Students	High School Students	Out of District Placements	Grand Record Total

List SSIDs of the targeted sample of student files. Enter “Yes” if evidence was found. Enter “No” if no evidence was found. Enter “NA” if the item is not applicable to the selected student. No item may be left blank.

SSID	LRE-1	LRE-2	LRE-3	LRE-4	LRE-5	LRE-6	LRE-7

Plan of Correction – Identify what will be done and when to correct any individual or systemic noncompliance for each item where the LEA found noncompliance during the self-assessment process.

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LRE Focus Group Questions:

LRE	School/District Staff	Parents	Students	Community
• What story does our district’s LRE data tell?	X	X	X	X
• What are our district’s/programs’ inclusion success stories?	X	X	X	X
• What patterns exist within our student population (e.g., race, ethnicity, disability, gender, and grade), school sites and IEP team decisions regarding LRE?	X	X	X	X
• How well are student and parent perspectives included in LRE decisions?	X	X	X	X
• How does our district’s staffing and staff practices relate to our LRE data?	X	X	X	X
• What investments have we made, or should we consider making to support our district’s implementation of inclusive practices?	X	X	X	
• What are the systemic changes, personnel growth and professional learning, and supports for students needed to increase inclusion in our system (e.g., UDL)?	X	X	X	X