

## The Least Restrictive Environment (LRE)

LRE is:	LRE is <u>NOT</u> :
<ul style="list-style-type: none"> <li>required by federal and state law</li> </ul>	<ul style="list-style-type: none"> <li>an option</li> </ul>
<ul style="list-style-type: none"> <li>were students with disabilities attend schools that are as close to their home as possible</li> </ul>	<ul style="list-style-type: none"> <li>educating students with disabilities without consideration of the school they would attend if they were not disabled</li> </ul>
<ul style="list-style-type: none"> <li>an individualized determination of the appropriate placement for educating a student with a disability which is made by a team, including the student's family and, with the family's permission, the student</li> </ul>	<ul style="list-style-type: none"> <li>special education services based upon the category of disability (e.g., all students with Down Syndrome are educated in special classes and participate in Community Based Instruction)</li> <li>placement of only students with mild disabilities in regular education classrooms</li> </ul>
<ul style="list-style-type: none"> <li>Consideration of the regular education classroom with any necessary supplemental supports, aids, and services as the first possible placement.</li> </ul>	<ul style="list-style-type: none"> <li>failure to consider the regular education classroom with any necessary supplemental supports, aids, and services as the first possible placement</li> </ul>
<ul style="list-style-type: none"> <li>consideration of the full continuum of educational options to meet individual student needs</li> </ul>	<ul style="list-style-type: none"> <li>considering only one placement option within the continuum (e.g., special schools)</li> </ul>
<ul style="list-style-type: none"> <li>placement of students with disabilities with peers who are at or near the same chronological age</li> </ul>	<ul style="list-style-type: none"> <li>placement of students with disabilities with peers who are not at or near the same chronological age</li> </ul>
<ul style="list-style-type: none"> <li>bringing supports and services to students where they need them</li> </ul>	<ul style="list-style-type: none"> <li>making supports and services available only in specific placements, thereby forcing the student and family to choose between receiving services or being educated with non-disabled peers</li> </ul>
<ul style="list-style-type: none"> <li>students with disabilities being involved with and progressing in the general education curriculum</li> </ul>	<ul style="list-style-type: none"> <li>providing a separate curriculum, not related to the general education curriculum</li> </ul>
<ul style="list-style-type: none"> <li>access to curricular and co-curricular activities</li> </ul>	<ul style="list-style-type: none"> <li>access to only curricular or non-curricular activities</li> </ul>

LRE is:	LRE is not:
<ul style="list-style-type: none"> <li>coordinated delivery of educational and related services</li> </ul>	<ul style="list-style-type: none"> <li>isolated and fragmented services, supports, and programs within the continuum</li> </ul>
<ul style="list-style-type: none"> <li>educating students with disabilities in regular classrooms with supports and services related to student needs to the extent appropriate</li> </ul>	<ul style="list-style-type: none"> <li>“dumping” students in regular education classrooms without supports to them and/or their teachers</li> </ul>
<ul style="list-style-type: none"> <li>providing curricular and assessment modifications as needed</li> </ul>	<ul style="list-style-type: none"> <li>requiring students with disabilities to do the same as the other students in the class</li> </ul>
<ul style="list-style-type: none"> <li>collaboration and shared responsibility between general and special educators, administrators, related service personnel, parents, community service providers, peers, and students with disabilities</li> </ul>	<ul style="list-style-type: none"> <li>special educators assuming sole responsibility to the education of students with disabilities</li> </ul>
<ul style="list-style-type: none"> <li>providing special education programs and services at all schools in the district, maximizing opportunities for interaction between students with and without disabilities</li> </ul>	<ul style="list-style-type: none"> <li>clustering students with disabilities in a few schools or in segregated classrooms or in select classrooms rather than across all classrooms in the school</li> </ul>
<ul style="list-style-type: none"> <li>viewing special education as a service</li> </ul>	<ul style="list-style-type: none"> <li>viewing special education as a placement</li> </ul>

The LRE principle prohibits a school from placing a student with a disability in a special education classroom for the majority of the school day if components of his or her program (e.g., developing communicative and social skills) can be met in the regular classroom setting.

Placement decisions must be child-centered, rather than system-centered in which placement is based on factors such as administrative convenience, tradition, available personnel, or outdated approaches.