



# Least Restrictive Environment (LRE)

Student Name \_\_\_\_\_ ID# \_\_\_\_\_ Date of meeting \_\_\_\_\_

### Least Restrictive Environment:

When discussing the least restrictive environment and placement options, the following must be considered:

- To the maximum extent appropriate, the student is educated with children without disabilities.
- Special classes, separate schooling, or other removal of the student from the regular educational environment occurs only when the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.
- The student's placement should be as close as possible to the child's home and unless the IEP of the student with a disability requires some other arrangement, the student is educated in the school that he or she would attend if he or she did not have a disability.
- In selecting the LRE, consideration is given to any potential harmful effect on the student or on the quality of services that he/she needs.
- The student with a disability shall be served in a program with age-appropriate peers unless it can be shown that for a particular student with a disability, the alternative placement is appropriate as documented by the IEP.

### General Education Participation:

Consider and document below the student's potential access to general education locations across the school day, e.g.:

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| <ul style="list-style-type: none"> <li>• General Education Classes/Subjects</li> <li>• Assemblies</li> <li>• Natural Environment (ECSE only)</li> <li>• Recess (ES and MS only)</li> </ul> | <ul style="list-style-type: none"> <li>• General Education Specials/Electives</li> <li>• Adult/Community Setting</li> <li>• Hallways/Transition</li> <li>• Cafeteria</li> </ul> |
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