

# Least Restrictive Environment (LRE)

"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, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily."

**Individuals with Disabilities Education Act Regulations, §300.114(a)**

## Placement Decisions should be...



- Made by a team that includes parents.
- Determined at least annually.
- Based on a child's individual needs, which may change over time.
- Available through a continuum.
- As close to the child's home as possible.

## Placement Decisions should not be...



- Made by one individual.
- Determined once in a child's educational career.
- Based on a disability category.
- One size fits all.
- More restrictive just because of needed modifications to the regular education curriculum.

## Tips for Success



- First identify special education services, then the setting.
- Provide access to nondisabled peers and the regular education curriculum across the continuum.
- Remember that LRE applies to nonacademic settings and transportation.

## Questions to ask before we make decisions...



- What academic and social-behavioral data support our decision?
- Have we considered additional training for teachers/parents/families as part of supplementary aids/services?
- Is this decision based on our needs (e.g., schedules, personnel) or the child's?

