



What is the Student's LRE? Making the Decision

This document is intended to provide the Case Conference Committee with a step-by-step decision making process for determining a student's LRE.

When making the individualized placement decision for a student, the case conference committee should follow these steps.

1. First, review the grade level standards to which the student's IEP will be aligned
2. Review present levels of academic and functional performance and determine barriers to student's successful mastery of the standards.
3. Determine appropriate goals aligned to grade level content standards that will reduce or eliminate the barriers.
4. Determine appropriate special education services, related services, and supplementary aids and services required to meet the goals.
5. Next, review the continuum of placement options in sequence from least restrictive to most restrictive. Look at how each option currently exists, as well as how it might also be modified.
6. Now start the decision-making process by examining the general education classroom placement as the first option. Have a thoughtful discussion about the three factors below, considering each of the factors equally.
 - Consider whether the student can make progress toward grade level standards in the general education classroom with one or more of the following supplementary aids and supports:
 - accommodations
 - program and/or curriculum modifications
 - support from a special educator (including teachers, speech-language pathologists, and related service providers)
 - support from a paraprofessional
 - special education training for the general education teacher
 - assistive technology
 - Functional Behavioral Assessments (FBAs) and Behavior Intervention Plans (BIPs).
 - Compare the benefits provided in the general education classroom and those provided in a special education classroom or segregated setting.
 - Compare social and communication skills, as well as academic benefits.
 - Compare the relative benefits to the student.
 - Keep in mind that general education classroom placement is not dependent on whether the student is able to learn the same things in the same way as students without disabilities.
 - Consider the potential harmful effect on the student with a disability or the quality of services needed.

- Positive benefits might include social interaction with peers without disabilities, peer modeling, high expectations, and acceptance of others.
 - Harmful effects might include disruptive behavior that impairs the student's learning or that of others even with the implementation of a BIP.
7. Keep in mind the placement decision cannot be solely based on the following:
 - *Eligibility category *Severity of the disability *Language and communication needs
 - *Current delivery system *Needed modifications to the curriculum
 8. Please note that the placement decision should never be based on the following:
 - *Administrative convenience *Availability of space or services *Funding
 9. When there is a reasonable likelihood that a student with a disability can make progress toward grade level standards in the general education classroom with supplementary aids and supports, then placement in that setting should be implemented for as much of the school day as possible.
 10. If the case conference committee agrees that the student should receive part or all of the special education services outside of the general education classroom, then the IEP must also provide opportunities for participation in general education programs in academic, nonacademic, or extracurricular activities, as appropriate.
 11. If the case conference committee agrees that the student's IEP cannot be satisfactorily implemented in the general education setting, even with the provision of special education services, related services, and supplementary aids and services, then the committee can consider a more restrictive placement. The committee should plan for a more fully inclusive placement in the future.
 12. Finally, clearly articulate on the IEP document the placement decision and the justification for it based on the above considerations.