

## LRE Checklist

A checklist for parents of children with disabilities on the least restrictive environment.

### The School

- Does your child attend a regular public school?
- Is this the same school he/she would attend if he/she did not have a disability?
- Is the school physically accessible? (Can students with mobility impairments use the same entrance as other students? Are water fountains, bathrooms, and other facilities accessible?)

### Physical Integration

- Are special classes and programs spread throughout the school (as opposed to being congregated in a separate section or wing)?
- Are special classes and programs located alongside regular classes?
- Are special classes and programs indistinguishable from regular classes (e.g., do they have the same titles as regular classes - "Room 220" instead of the "resource room")?

### Special Integration

- Does your child use (to the same extent as other students):
  - The cafeteria at the same time as other students?
  - Hallway lockers?
  - The school playground with other students?
  - Regular school buses with other students?
  - The school library or media center (in a small group)?
- Does your child participate in (to the extent as other students):
  - School assemblies?
  - Graduation exercises?
  - School social activities?
  - Clubs?
  - Regular music classes?
  - Regular art classes?
  - Regular physical education classes?
  - Homeroom?
  - Study halls?
  - Field trips with other students?
- Does your child perform the same school jobs as other students (e.g., attendance monitor, audio-visual equipment aide, or cafeteria helper)?
- Is your child integrated with regular education students when he/she participates in regular activities?
- Does your child's school provide for typical students to serve as helpers or friends for special education students?

## **Individualized Education Program (IEP)**

- Does your child's IEP specifically address the least restrictive environments?
- Does your child's IEP provide for participation in regular academic or extracurricular activities?
- Does the school district have written criteria for making decisions on the least restrictive environment?
- Does your child participate in regular academic programs to the extent possible?
- Are supportive services (aides, interpreters, and equipment) provided, as appropriate, when your child participates in regular activities?
- Are resource rooms used as a supplement to regular educational programs, rather than being used as placements (i.e., do students spend more time in regular programs than resource rooms)?
- Does your child receive related services (physical therapy, occupational therapy, health services, and speech and communication services) that he/she needs?
- Does your child's IEP specify criteria for movement to a less restrictive program?

## **Parent Involvement**

- Are you encouraged to provide ideas and suggestions on integrating your child into regular school activities?
- Does the school encourage parents of special education students to participate in the P.T.O. (P.T.A.)?
- Does the school explain the program options available to students to parents?

## **Attitudes**

- Are typical students encouraged to interact with special education students?
- Do social studies, health, and other academic courses include sessions on disabilities?
- Do regular teachers promote positive attitudes among regular education students?
- Does the school have books, films, and media presentations on disabilities?
- Are parents of students with disabilities and adults with disabilities invited to speak at regular classes?

## **Staff**

- Do special education teachers coach athletic teams, serve as homeroom teachers, sponsor school service clubs, and perform other faculty responsibilities?
- Do regular and special education teachers share the same lounge?
- Do regular and special education teachers hold joint staff meetings?
- Are in-service training sessions on special education offered to all school personnel?
- Do regular and special education teachers plan integrated activities together?
- Are consultants available to help special and regular education teachers with curricula?
- Does the principal demonstrate support for integration with staff and parents?
- Is the principal involved with the special education program?

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