

Least Restrictive Environment (LRE)



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Region 10 ESC
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Least Restrictive Environment (LRE)

IDEA Part B Section 300

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300.114 LRE Requirements

a. General

1. Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.
2. Each public agency must ensure that—
 - i. To the **maximum extent appropriate**, children with disabilities...are educated with children who are nondisabled; and
 - ii. Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs **only if 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**.



300.115 Continuum of Alternative Placements

- a. Each public agency must ensure that **a continuum of alternative placements is available** to meet the needs of children with disabilities for special education and related services.
- b. The continuum required in paragraph (a) of this section must—
 1. Include the alternative placements listed in the definition of special education under §300.39 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and
 2. Make provision for supplementary services (such as resource room or itinerant instruction) to be provided **in conjunction with regular class placement**.



300.116 Placements

In determining the educational placement of a child with a disability...each public agency must ensure that—

- a. The placement decision—
 1. Is made by a group of persons, including the **parents**, and other **persons knowledgeable about the child, the meaning of the evaluation data, and the placement options**; and
 2. Is made in conformity with the LRE provisions of this subpart
- b. The child's placement—
 1. Is determined at least **annually**;
 2. Is **based on the child's Individualized Education Program (IEP)**; and
 3. Is as close as possible to the child's home;



300.116 Placements

In determining the educational placement of a child with a disability...each public agency must ensure that—

- c. Unless the IEP of a child with a disability requires some other arrangement, the child is **educated in the school that he or she would attend if nondisabled**;
- d. In selecting the LRE, consideration is given to **any potential harmful effect** on the child or on the quality of services that he or she needs; and
- e. A child with a disability is not removed from education in age-appropriate regular classrooms **solely because of needed modifications in the general education curriculum.**



300.117 Nonacademic settings

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.107, each public agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Activities from 300.107

- Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.



300.118 Children in Public or Private Institutions

Except as provided in [§300.149\(d\)](#) (regarding agency responsibility for general supervision of some individuals in adult prisons), a State Education Agency (SEA) must ensure that [§300.114](#) is effectively implemented, including, if necessary, making arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures).

300.119 Technical Assistance and Training Activities



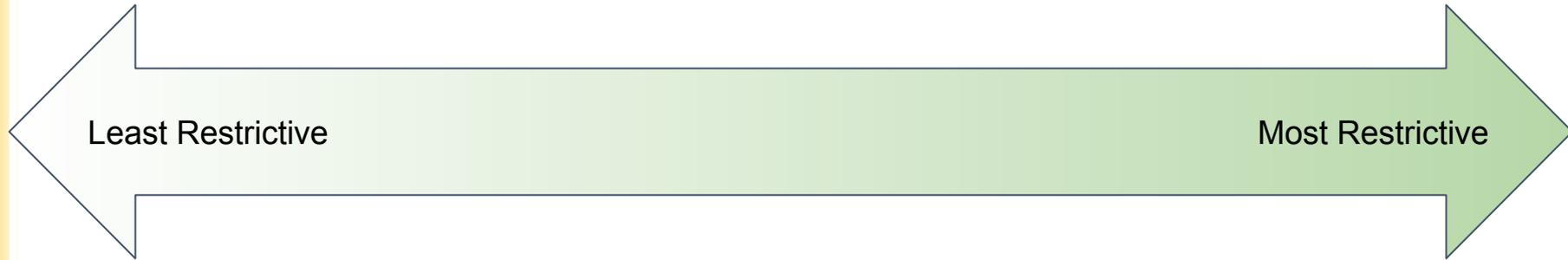
Except as provided in [§300.149\(d\)](#) (regarding agency responsibility for general supervision of some individuals in adult prisons), an SEA must ensure that [§300.114](#) is effectively implemented, including, if necessary, making arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures).



300.120 Monitoring activities

- a. The SEA must carry out activities to ensure that §300.114 is implemented by each public agency.
- b. If there is evidence that a public agency makes placements that are inconsistent with §300.114, the SEA must—
 1. Review the public agency's justification for its actions; and
 2. Assist in planning and implementing any necessary corrective action.

LRE Continuum

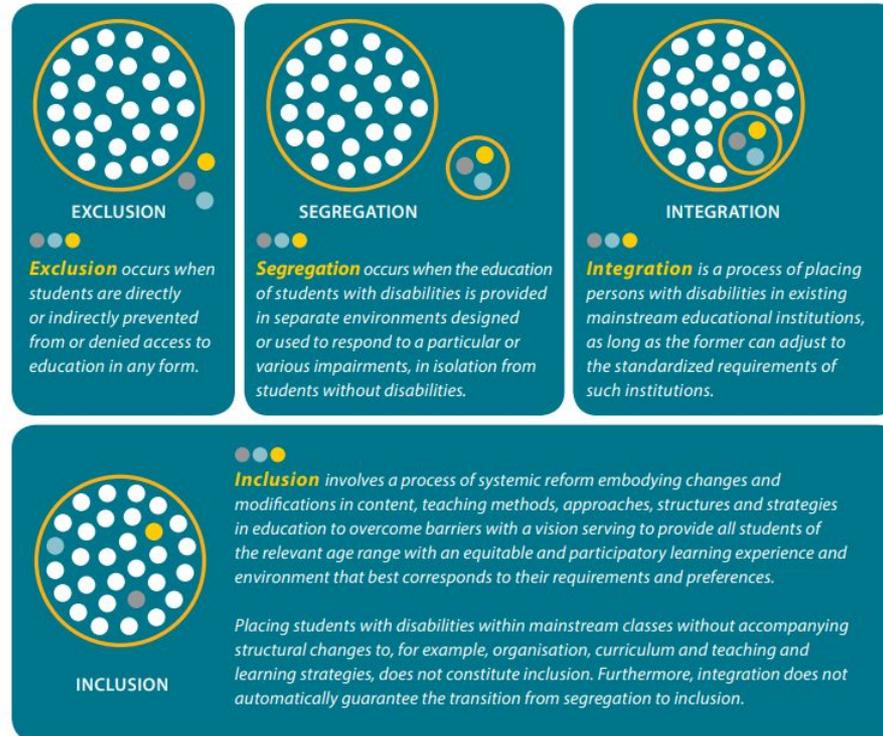


- Descriptors Used
 - Full Gen Ed
 - Inclusion
 - Mainstreamed

- Descriptors Used
 - Sped Support
 - Resource Support
 - Self-Contained
 - Residential Placement
 - Homebound



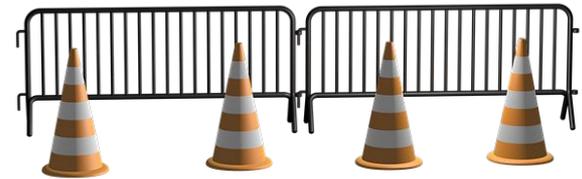
Inclusive Education



Inclusive Education



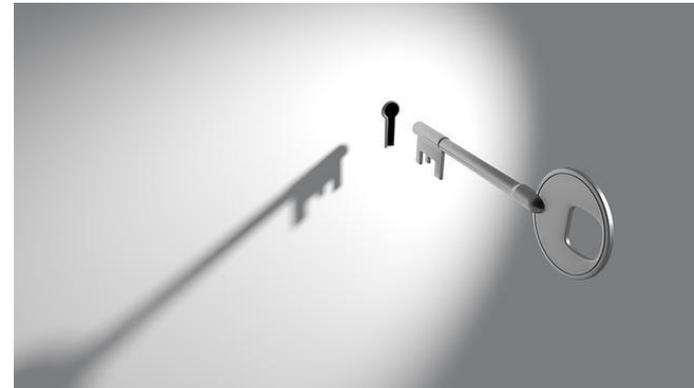
- Barriers to Inclusive Practices
 - ❑ Misconception of student abilities
 - ❑ Inadequate teacher prep
 - ❑ Logistical Challenges





Inclusive Education

- Keys to Successful Inclusive Environments
 - ❑ Buy-in from Gen Ed/Admin
 - ❑ Understanding of the Practice
 - ❑ Training and Tools
 - ❑ Access to Supports/Personnel





Special Education Settings

- Sped Is A Program, Not A Place
 - Who Is Being Served?
 - Who Is Providing The Services?
- Required to Provide Appropriate Services
 - Specialized Personnel
 - Individualized Needs
 - Context of the Needs



Factors to Consider

Good Questions for LRE determination:

- IEPs defined supports and services
- Benefits of Gen Ed vs. Sped
- Non-Academic Benefits
- Disruption of Other Students

Bad Questions for LRE Determination:

- Students Disability Category
- Current Staffing
- What Is Best for Parents/Staff



Further Resources

- Understood.org
 - ❑ [Least Restrictive Environment: What You Need to Know](#)
- Legal Framework
 - ❑ [LRE State and Federal Regulations](#)
- Partners Resource Network
 - ❑ [LRE - Key Definitions in IDEA](#)
 - ❑ [Least Restrictive Environment, Mainstreaming, and Inclusion](#)



got questions?



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Collaborative Project



Sources



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Questions?



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Special Populations

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Many Thanks!

