

Checklist: Least Restrictive Environment		
Section 1. Whether education can be achieved satisfactorily the regular classroom for a major portion of the school day, with the use of appropriate supplementary aids and services:		
<p>1A. Steps taken by the school to try to include the child in a regular classroom in conjunction with supplementary aids and services.</p> <ul style="list-style-type: none"> • Has the school considered the whole range of supplementary aids and services, including resource rooms and itinerant instruction? • Has the school made efforts to modify the regular program to accommodate the child? • Do the school's efforts constitute at least serious consideration rather than token gestures? 	<p>Yes</p> <p>____</p> <p>____</p> <p>____</p>	<p>No</p> <p>____</p> <p>____</p> <p>____</p>
<p>1B. Comparison between the educational benefits in the segregated setting versus those in a regular classroom with supplementary aids and services:</p> <ul style="list-style-type: none"> • Does the comparison significantly include social and communication skills as well as academic progress? • With such a broad scope, would education experts favor the segregated placement in terms of relative benefits to the individual child? 	<p>____</p> <p>____</p>	<p>____</p> <p>____</p>
<p>1C. Possible negative effects on the education of other children in the regular classroom if the child were integrated with appropriate supplementary aides and services:</p> <ul style="list-style-type: none"> • Is there a negative effect so disruptive that the education of the other students is significantly impaired? • Do the child's disabilities demand so much of the teacher's time that the teacher will be required to ignore the other students? 	<p>____</p> <p>____</p>	<p>____</p> <p>____</p>
<p>1D. Cost factor depending on the circumstances of the specific case:</p> <ul style="list-style-type: none"> • Is the cost of the integrated placement, with appropriate supplementary aids and services, so great that it would significantly impact upon the education of the other children in the district? 	<p>____</p>	<p>____</p>
<p><i>(If most of the answers to questions in Sections 1A through 1D are "yes," a segregated placement may be appropriate. In that case, the proposed segregated placement should be evaluated with the questions in Section 2. If most of the Section 1 answers are "no," a segregated placement probably would not be appropriate and the Section 2 questions would be irrelevant.)</i></p>		
<p>Section 2. Determining if the proposed placement includes the child in school programs with nondisabled children to the maximum extent appropriate:</p> <ul style="list-style-type: none"> • Is it possible to place the child in regular education for some, even if not a significant portion, academic programs? • Is it possible to place the child in regular non-academic classes? 	<p>Yes</p> <p>____</p> <p>____</p>	<p>No</p> <p>____</p> <p>____</p>

<ul style="list-style-type: none"> • Is it possible to provide interaction with nondisabled children during lunch and recess? 	<p>—</p>	<p>—</p>
<p><i>(the more answers in Section 2 that are yes, then more likely it is that the proposed segregated placement meets the LRE criteria as defined by current policy and case law.)</i></p>		

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