

Chapter 7: Information on Least Restrictive Environment

- (7.1) What does least restrictive environment (LRE) mean?
- (7.2) What do the terms “mainstreaming”, “integration”, “full inclusion”, and “reverse mainstreaming” mean?
- (7.3) What are the major legislative provisions of law underlying the Least Restrictive Environment requirement?
- (7.4) What factors may be important in determining whether my child is being educated to the maximum extent appropriate with her non-disabled peers?
- (7.5) Does the district have to provide aids and services to assist my child’s integration? What if the district says that providing those aids and services is too expensive?
- (7.6) The district told me that my child may not be integrated because she cannot benefit academically from regular class instruction. Is this true?
- (7.7) Must the district consider using supplementary aids and services in a regular education classroom to address my child’s disruptive behavior before placing her in a more restrictive setting?
- (7.8) What sorts of things may I ask for in the way of supplementary aids and services to assist my child in the regular classroom?
- (7.9) If my child is not placed in a regular classroom, does the district have any LRE obligations with regard to my child’s education?
- (7.10) Are there any factors the district may not consider in determining the LRE for my child?
- (7.11) If my child cannot benefit from the regular academic program, can she participate in other school programs?

- (7.12) When I develop my child's IEP, how can I include services and placement in the least restrictive environment? How can the IEP team write this specifically?
- (7.13) How can my child's general education classroom activities and curriculum be adapted by the IEP team?
- (7.14) Can my child's IEP extend integration activities into the community?
- (7.15) What if the only educational placement the school district offers my child is a special center for students with disabilities operated by the county?
- (7.16) Could nondisabled students also benefit from services provided to a student with disabilities in a general education classroom?
- (7.17) Can the nature or severity of my child's disability be used to justify a segregated educational setting?
- (7.18) Does "LRE" apply to students in public institutions, residential or nonpublic school placements?
- (7.19) What are the obligations of the regular education staff in providing students with integration, full inclusion and mainstreaming opportunities?
- (7.20) Should the school district provide support and assistance to my child's general education teacher, special education teacher or other staff helping my child?
- (7.21) What if there is no regular education teacher willing or available to teach my child?
- (7.22) If I think my child's right to an education in the least restrictive environment is being denied, what can I do?
- (7.23) How can I ensure that my district has an effective model of integrated services for all students with disabilities?

- (7.24) What if my school district tells me that my child can only get related services if she attends school on a segregated site?
- (7.25) Is it possible for my child to be in a “resource class” for most of the day and still participate in regular classes?
- (7.26) Do the LRE requirements apply to a preschool-age child? If my district does not offer any preschool for children without disabilities, will my child be able to integrate with any nondisabled children?
- (7.27) My child is transitioning out of high school special education and into more adult programming opportunities. Do the LRE requirements also apply to transition-age students?
- (7.28) My child is integrated into the regular classroom during the regular academic year. Should that integrated programming be available during the “extended school year”?
- (7.29) What role do parents play in determining the educational placement of their child?
- (7.30) What should I know if my child must receive her education at home or in a hospital?