

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:		
1A. Steps taken by the school to try to include the child in a regular classroom in conjunction with supplementary aids and services. · 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?	Yes _____ _____ _____	No _____ _____ _____
1B. Comparison between the educational benefits in the segregated setting versus those in a regular classroom with supplementary aids and services: · 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?	_____ _____	_____ _____
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: · 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?	_____ _____	_____ _____
1D. Cost factor depending on the circumstances of the specific case: · 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?	_____	_____
<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>		
Section 2. Determining if the proposed placement includes the child in school programs with nondisabled children to the maximum extent appropriate: · 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? · Is it possible to provide interaction with nondisabled children during lunch and recess?	Yes _____ _____ _____	No _____ _____ _____
<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>		

Source: Perry Zirkel, professor of education, Lehigh University