

LRE Decision Making Matrix

How are we determining where and how the student receives the services described in their IEP?

Student Name:

Grade:

Age:

This matrix is designed to assist IEP teams in determining the least restrictive environment for students with disabilities. Start with the assumption that all students are general education students. Based on the student's needs and the LRE in his/her current IEP, the team will use the matrix to help determine if the student is receiving services in the appropriate and least restrictive environment(s) throughout his/her day.

Follow the steps below to complete the matrix:

1. List the daily grade level appropriate schedule for students across the top row.
2. List the student's IEP goals and objectives in the first column.
3. Briefly list accommodations or other supports required to meet the goal or objective in the box corresponding to each course/class (use the guiding questions below).
 - a. Can the student be successful in the general education setting without supports or services (by class)?
 - i. If NO, please continue
 - ii. If YES, consider whether the student still has needs that warrant an IEP.
 - b. If the student needs supports and/or services to be successful in the general education setting:
 - i. What are the supports/services?
 - ii. Can the general education teacher reasonably provide these supports/services?
 - c. If the general education teacher cannot currently provide the supports/services:
 - i. Will "Support for School Personnel" be sufficient to support the student?
 - ii. Do the supports/services need to be provided by an Intervention Specialist? Paraprofessional? Related services?
 - iii. Provide a justification as to why the supports/services cannot reasonably be provided in the general education setting.
4. As the IEP team completes the matrix, discuss each of these questions:
 - a. What is the appropriate LRE for each class (document in the "Location" row)?
 - b. Is there a need for additional supplemental services or supports for this class? (Document in the middle boxes.)
 - c. Does the student need additional classes scheduled in order to meet the needs identified in the IEP?
 - i. How many classes? How often?
 - ii. Of what nature/topic/content (vocational, daily living, orientation and mobility)?
 - iii. Who will provide instruction?

Daily Schedule

Class schedule →									
IEP Goals/ Objectives and SDI: ↓									
Transition Services and Activities									
Location →									

Accommodations from the IEP:

Instructional:

Materials:

Activities:

Environment:

Additional supports/services: