

Least Restrictive Environment

The State Education Agency (SEA) must ensure to the maximum extent appropriate:

- Children with disabilities are educated with children who are non-disabled.
- Special classes, separate schooling, or other removal of children with disabilities from the general education 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.

Continuum of Placements:

- 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.
- The continuum must include instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions; and
- Make provisions for supplementary aids and services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

Determining Placement

In determining the educational placement of a child with a disability including a preschool child with a disability the agency must ensure that :

- The placement decision 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
- Is made in conformity with the definition of LRE
- Placement is determined at least annually
- Is based on the child's IEP
- Is as close as possible to the child's home
- Unless the child's IEP requires some other arrangement, the child is educated in the school that he or she would attend if not disabled;
- In selecting LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and
- A child with a disability is not removed from the general education classroom solely because of needed modifications in the general education curriculum.