

Relevant Factors to Consider when Determining LRE

To the maximum extent appropriate, children with disabilities must be educated with children who are nondisabled. Special classes, separate schooling or other removal of children with disabilities from the regular educational environment can occur only when 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 satisfactorily.

20USC1412(a)(5).

- Consider whether the student’s annual goals and short term objectives appropriately meet the academic, social, emotional, physical and career needs of the student.
- Consider the student’s needs for interaction with non-disabled peers.
- Consider whether the proposed placement provides for interaction with non-disabled peers through academic, nonacademic, or extra curricular activities.
- Consider whether the proposed placement supports the amount and type of interaction indicated on the IEP.
- Consider whether the IEP goals can be achieved successfully in a general education class placement with or without accommodations.
- Consider whether the student’s general education classroom curriculum will need to be modified beyond recognition of the Sunshine State Standards, even with appropriate aids and supports.
- Consider whether the IEP goals can be achieved successfully in a resource model placement.
- Consider whether the IEP goals can be achieved successfully in a special class on a regular campus.
- Consider whether the IEP goals can be achieved successfully in a special school.
- Consider whether the student can be educated in the school he/she would attend if non-disabled.
- Consider whether the student will attend the school closest to his/her home where a program is located.
- Consider the placement decision based upon the student’s IEP and individual instructional needs.

- Consider the educational benefits available in the regular classroom with supplemental aids to the educational benefits available in a special education classroom.
- Consider the socialization benefits of interaction with nondisabled students.
- Consider the degree of disruption to other students which results in an inability to meet the student's needs.
- Consider whether the student is so demanding of the teacher's time that it substantially interferes with the learning of others in the classroom.
- Consider whether the placement in the general education class, even with appropriate behavior interventions, will significantly impair the learning of others in the classroom.
- Consider whether the student will receive sufficient educational benefit in the regular classroom, even with the provision of supplemental aids and services.
- Consider whether the regular class environment poses a danger to the student.
- Consider whether the student is developing appropriate independent living skills or otherwise benefiting academically from the placement.
- Consider the previous placements of the student in terms of the programs and support services that the student received.
- Consider whether the student will be overly reliant on the paraprofessional and the extent to which the student would be working in isolation.

Keep in Mind:

- The student's program eligibility cannot be a factor in a placement decision.
- The student's medical condition cannot be a sole factor in the placement decision.
- The members of the IEP team are expected to bring academic and behavioral documentation to the table and to share that documentation with the parents.
- The IEP team will be expected to demonstrate that the student's IEP has been implemented as written.
- Methodology is not required on an IEP, but the IEP team should be equipped to explain the researched-based programs that are available to the student.
- The presumption of the IDEA is that the student will be educated in the general education classroom, but the presumption must be weighed against all other relevant factors.