

Module 15

LRE Decision Making



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We have a tremendous amount of information available on our Web site, in our library, and in the combined expertise of our staff. Please feel free to contact NICHCY for the latest information and connections in research and disabilities. We'd also love for you to visit our Web site and help yourself to all that's there.

Background and Discussion

This module is part of a training package on the 2004 Amendments to the Individuals with Disabilities Education Act (IDEA), developed by NICHCY for the Office of Special Education Programs at the U.S. Department of Education. The training curriculum is entitled *Building the Legacy* and is divided into five separate themes, each with multiple training modules addressing that theme.

This module, LRE Decision Making, is one of five-modules under **Theme D, Individualized Education Programs**. A description of the theme, and the big picture of the training curriculum that lists all of its themes, will be given at the end of this introduction.

But, first, let's launch into *this* module!

Introduction

Our nation's special education law is called the Individuals with Disabilities Education Act—known familiarly as IDEA. The law was most recently reauthorized in 2004.¹ When this module refers to IDEA, it's referring to what's required by the 2004 Amendments, unless otherwise noted. For example, you may also see references to earlier reauthorizations of the law, such as the 1997 Amendments.

IDEA has an impressive legacy of more than 30 years of addressing the educational needs of children with disabilities. When Congress passed the Education for All Handicapped Children Act (EAHCA) in 1975,

How This Discussion Section is Organized

As with the other modules in this curriculum, this discussion section is organized by overhead. A thumbnail picture of each overhead is presented, along with brief instructions as to how the slide operates. This is followed by a discussion intended to provide trainers with background information about what's on the slide. Any or all of this information might be appropriate to share with an audience, but that decision is left up to trainers.



You'll note the "New in IDEA" icon that periodically appears in these pages as an easy tool for identifying new aspects of the regulations resulting from the 2004 Amendments to IDEA.

the law required States to make a free appropriate public education (FAPE) available to eligible children with disabilities. This mandate continues to the present day.

As we will see, least restrictive environment (LRE) is an integral part of the FAPE guaranteed by the IDEA. As a foundational principle of the law, LRE is critical to understand for those involved in educating children with disabilities.

Another Foundation of IDEA: The IEP

The individualized education program (IEP) is a centerpiece of IDEA, allowing each child with a disability to have FAPE made available in the LRE. Each IEP is a written document developed

jointly at a meeting of parents and school officials. The IEP must take into account the child's unique needs, including those related to the child's disability, and, thus, is a truly *individualized* document.

The IEP creates an opportunity for a full range of stakeholders to work together on behalf of an individual child with a disability to plan that child's education program for a particular school year. At an IEP meeting, you'll find teachers, parents, school administrators, other individuals with



Trainer's Note

Throughout this training module, all references in the discussion section for a slide are provided at the *end* of that slide's discussion.

knowledge and special expertise regarding the child (including related services personnel, at the discretion of the parent or public agency), and the child (when appropriate) working to develop this important document. The IEP contains, among other elements:

- a statement of the child’s present levels of academic achievement and functional performance;
- a statement of measurable annual goals, including academic and functional goals;
- a statement of how the child’s progress toward meeting the annual goals will be measured; and
- a statement of the special education and related services and supplementary aids and services to be provided to the child or on behalf of the child.

Taken together, the statements in the IEP represent an individualized education designed to enable the child to both advance appropriately toward meeting the annual goals and to be involved and make progress in the general education curriculum—the same curriculum offered to nondisabled children. As such, the IEP is the cornerstone of FAPE for each child with a disability.

How LRE Relates to the IEP

Least restrictive environment, or LRE as it is more commonly called, is one of several vital components in the development of a child’s IEP and plays a critical role, influencing *where* a child spends his or her time at



school, *how* services are provided, and *the relationships* the child develops within the school and community. Indeed, LRE is a foundational element in building an appropriate IEP that can improve outcomes for a child—in school and in life.

Moving from the Principle of LRE to Reality

LRE has been a principle of IDEA since its inception. Over the years, the U. S. Department of Education—hereinafter referred to as the Department—has emphasized the importance of collaborating with other offices in the Department, such as Title I, Safe and Drug-Free Schools, to ensure that the needs of children with disabilities can be appropriately addressed in regular educational environments. For example:

- In 1986, the Department launched the Regular Education Initiative,² which called for general and special education teachers to collaborate and share responsibility for educating children with disabilities in classrooms alongside their peers without disabilities.
- Between 1987 and 2000, 26 States received five-year State-wide Systems Change grants to “enhance the capacity of States to ...significantly increase the number of children with

severe disabilities the State serves in general education settings, alongside children of the same age without disabilities.”³ Eight of these 26 States —California, Colorado, Hawaii, Kentucky, New Hampshire, New York, South Dakota, and Vermont—were awarded back-to-back Systems Change grants that supported their work in this area for a total of 10 years. These Systems Change grants contributed substantially to the transformation of educational practices and increased the field’s knowledge base on best inclusive education practices, including factors that are critical in promoting its success.

- The 1997 Amendments to IDEA included, for the first time, provisions to ensure access to the general education curriculum for children with disabilities.
- The No Child Left Behind Act of 2001 (NCLB) promotes the delivery of instructional content by highly qualified teachers and increased accountability for students’ academic achievement, and requires schools to include children with disabilities in



their measures of adequate yearly progress. As a result of the 2004 Amendments to IDEA, IDEA is now aligned with the important principles of NCLB in promoting accountability for results, enhancing the role of parents and improving student achievement through instructional approaches that are based on scientific research.

- While IDEA focuses on the needs of individual children and NCLB focuses on school accountability, both laws share the goal of improving academic achievement through high expectations and high-quality education programs for all children.

Despite this history of policies and legislation promoting the inclusion of children with disabilities in the general education environment, according to the National Center for Education Statistics' *The Condition of Education 1999*, only 21% of public school teachers reported that they felt very well prepared to address the needs of children with disabilities in their classrooms.⁴ During the 2004-2005 academic year, according to the Study of State and Local Implementation of IDEA (SLIIDEA), school principals reported that general education teachers were generally much less prepared than special educators to use accommodations in instruction and assessment to improve the academic performance of children with IEPs.⁵ Yet, for children with disabilities to have access to the general education curriculum in the LRE, school personnel must be able to:

- provide content-rich, standards-based curriculum;
- provide differentiated instruction; and
- make accommodations, modifications, and adaptations for curriculum, instruction, and assessment.

In 2003, OSEP began an initiative to support communities of practice and the work of the LRE Community of Practice (CoP) for Part B was founded.⁶ During initial meetings with State and local educational agency (LEA) staff from around the nation, these education leaders wanted the work of the Part B LRE CoP to be grounded by the following three assumptions:

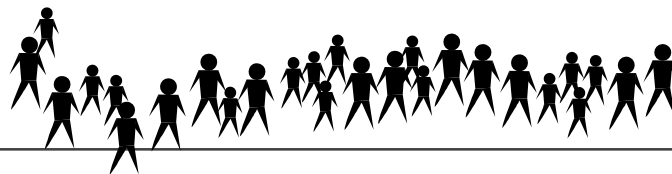
- LRE is not a place—instead, LRE refers to supports and services;
- LRE promotes measurable educational benefit, resulting in academic and life (postschool) opportunities for ALL children and youth; and
- LRE is related to access, participation, and progress in the general education curriculum.

The Part B LRE CoP continues today; anyone can join. We've provided the CoP's online contact info in the box below.

Why LRE Is So Important

The 2004 Amendments to IDEA begin by highlighting critical issues underscoring the importance of the LRE provisions of the law. The 108th Congress, which reauthorized the Act, included the following relevant findings:⁸

- Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in, or contribute to, society.
- Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.
- Before the date of enactment of the Education for All Handicapped Children Act of 1975 (Public Law 94-142), the educational needs of millions



Lookin' for a Community of Practice on LRE?

You're in luck. OSEP has spearheaded several CoPs, with two devoted to LRE—one, for Part B LRE, and the other, for preschool LRE. These are "[o]pen to all interested who share common concerns and passion for changing and improving implementation of IDEA."⁷ Visit the TA communities of practice Web site and see what resources and expertise they've assembled.

<http://www.tacomunities.org/>

of children with disabilities were not being fully met because:

—the children did not receive appropriate educational services; and

—the children were excluded entirely from the public school system and from being educated with their peers.

- Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by:

—having high expectations for children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible;

—coordinating IDEA with educational service agencies and with State and federal school improvement efforts (including improvement efforts under the Elementary and Secondary Education Act of 1965, as amended by NCLB), in order to ensure that children with disabilities benefit from such efforts and that special education can become a service for children rather than a place where such children are sent;

— providing appropriate special education and related services, and aids and supports in the regular classroom, to children with disabilities, when appropriate.

- While States, LEAs, and educational service agencies are primarily responsible for providing an education for all children with disabilities, it is

in the national interest that the federal government has a supporting role in assisting State and local efforts to educate children with disabilities in order to improve results and to ensure equal protection of the law.⁸

It is with this national context in mind—as well as the individual realities and futures of individual children with disabilities—that this module on *LRE Decision Making* is written.



This Module in Time and Space

This module, *LRE Decision Making*, falls within the umbrella topic of **Theme D: Individualized Education Programs (IEPs)**, described below.

- *The IEP Team: Who's a Member?* describes who the law requires participate in developing a child's IEP and what type of information or expertise they might contribute;
- *Content of the IEP* focuses on IDEA's regulatory provisions for what information an IEP must contain;
- *Meetings of the IEP Team* describes what IDEA requires with respect to meetings of the IEP Team and what goes on there;

- *LRE Decision Making* (this module) takes a close look at IDEA's least restrictive environment (LRE) provisions and how these affect decisions regarding a child's placement; and
- *Children Enrolled by Their Parents in Private Schools* examines the responsibilities of public agencies to provide equitable services to children with disabilities who have been placed by their parents in private schools.

All of these modules are intended for general audiences. The background materials (what you're reading right now, *LRE Decision Making*) and *Resources for Trainers* include substantial additional information that trainers can use to adapt training sessions to specific audience needs and the amount of time available for training.

Contents of this module on LRE include: (a) background text and slides; (b) handouts for participants; and (c) resources for trainers.

Files You'll Need for This Module

Module 15 includes the following components provided in separate files. If you need or want the entire module, be sure to download each of the components in either Word® or PDF format.

- **Trainer's Guide Discussion.** The discussion text (what you're reading right now) describes how the slides operate and explains the content of each slide, including relevant requirements of the statute signed into law by

President George W. Bush in December 2004 and the final regulations for Part B published in August 2006,¹ which became effective on October 13, 2006.

The discussion is provided in one PDF file, with the equivalent content also available in one accessible Word file. Here are the files' full names and where to find them on NICHCY's Web site:

PDF of discussion for all slides
www.nichcy.org/training/15-discussionSlides.pdf

The entire discussion in an accessible Word® file
www.nichcy.org/training/15-discussion.doc

- **Handouts in English.** The handouts for this module are provided within an integrated package of handouts for the entire umbrella topic of **Theme D, Individualized Education Programs**, which includes five different modules (described above). These handouts are available in both PDF and Word® files as follows:

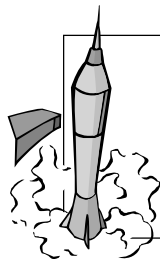
PDF version of the Handouts.
www.nichcy.org/training/D-handouts.pdf

Word® version of the Handouts, for participants who need an accessible version of the handouts or if you'd like to create large-print or Braille versions:
www.nichcy.org/training/D-handouts.doc

- **PowerPoint® slide show.** NICHCY is pleased to provide a slide show (produced in PowerPoint®) around which trainers can frame their presentations on LRE decision making. Find this presentation at:

www.nichcy.org/training/15slideshow.zip

Important note: You do NOT need the PowerPoint® software to use these slide shows. It's set to display, regardless, because the PowerPoint Viewer® is included. You may be asked to agree to Viewer's licensing terms when you first open the slideshow.



To launch the PowerPoint presentation, double-click the **PLAY.bat** file

References

- ¹ Assistance to States for the Education of Children with Disabilities and Preschool Grants for Children with Disabilities, Final Rule, 71 Fed. Reg. 46540 (August 14, 2006) (codified at 34 CFR pt.300).
- ² Will, M.C. (1986). Educating children with learning problems: A shared responsibility. *Exceptional Children*, 52(5), 411-415.
- ³ Smith, A. (1997). Systemic education reform and school inclusion: A view from a Washington window. *Education and Treatment of Children*, 20(1), 7-20.
- ⁴ National Center for Education Statistics (NCES), U.S. Department of Education. (1999). *The condition of education 1999* (NCES 1999-022). Washington, DC: Author. (Available online at: <http://nces.ed.gov/pubs99/condition99/pdf/1999022.pdf>)
- ⁵ Schiller, E., O'Reilly, E., & Fiore, T. (2006, April). *Marking the progress of IDEA implementation*. Bethesda, MD: Apt Associates. (Available online at: www.abt.sliidea.org/Reports/FINAL%20Marking%20Progress%205.01.06.eps.fo.pdf)
- ⁶ IDEA Partnership. (2004). *The evolution of communities of practice among the core States of the Title I – IDEA initiative: 2000-2004*. Alexandria, VA: National Association of State Directors of Special Education. (Available online at: www.ideapartnership.org/report.cfm?reportid=32)
- ⁷ Hornus, V. (2006, July). *Communities of practice*. A Powerpoint presentation at the Summer 2006 RRFC Information Specialists' Meeting. Retrieved October 23, 2007, at www.tacomunities.org/document/index/p/%252Ffolder_1027
- ⁸ 20 U.S.C. 1400(c) [Public Law 108-446, Section 601(c)].

Looking for IDEA as Reauthorized in 2004?

The Statute:

- www.nichcy.org/reauth/PL108-446.pdf
- <http://idea.ed.gov>

Final Part B Regulations:

- www.nichcy.org/reauth/IDEA2004regulations.pdf
 - <http://idea.ed.gov>
-

Finding Specific Sections of the Regulations: 34 CFR

As you read the explanations about the final Part B regulations, you will find references to specific sections, such as §300.507. (The symbol § means “Section.”) These references can be used to locate the precise sections in the Part B regulations that address the issue being discussed. In most instances, we’ve also provided the verbatim text of IDEA’s regulations so that you don’t have to go looking for them.

TPart B regulations have been codified in Title 34 of the *Code of Federal Regulations*. This is more commonly referred to as 34 CFR or 34 C.F.R. Proper legal citations include this—such as 34 CFR §300.507. We have omitted the 34 CFR in this training curriculum for ease of reading.

Citing the Regulations in This Training Curriculum

You’ll be seeing a lot of citations in this module—and all the other modules, too!—that look like this: 71 Fed. Reg. 46738.

This means that whatever is being quoted may be found in the *Federal Register* published on August 14, 2006—Volume 71, Number 156, to be precise. The number at the end of the citation (in our example, 46738) refers to the page number on which the quotation appears in that volume. You can find Volume 71 of the *Federal Register* at a library, the Department’s Web site (<http://idea.ed.gov>), the *Federal Register’s* Web site (www.access.gpo.gov/su_docs/fedreg/a060814c.html), and at NICHCY (www.nichcy.org/reauth/IDEA2004regulations.pdf).



Take me
to my LRE.

How to Operate the Slide:

Slide loads fully and *automatically*, moving through the series of images below and on the next page.

No clicks needed except to advance to the next slide.



Me, too.

Take me
to my LRE.



Yes.

Take me
to my LRE.

(continued on next page) 



Count me in.

Take me
to my LRE.




What
about me?



**Least
Restrictive
Environment**

**Decision
Making**

CLICK AGAIN to advance to next slide.

(discussion on next page) 



This title slide introduces the focus of the module: Least Restrictive Environment (LRE) Decision Making. Before the title actually appears, though, the slide automatically rolls through images of five different children with disabilities, constantly displaying the same statement alongside: “Take me to my LRE.”

Words Versus Acronyms... Versus Meaning

The term *least restrictive environment* is commonly referred to as LRE. It’s perfectly fine (and certainly easier) to say LRE in leading the discussion. However, because its meaning is *so* important, make sure to emphasize the full term, at least initially, so that, as participants hear “LRE,” they will think “least restrictive environment.”

Summarizing LRE

In basic terms, LRE refers to the setting where a child with a disability can receive an appropriate education designed to meet his or her educational needs, alongside peers without disabilities to the maximum extent appropriate. As the Department explained in the Analysis of Comments and Changes to the final Part B regulations in the *Federal Register*:

The LRE requirements in §§300.114 through 300.117 express a strong preference, not a mandate, for educating children with disabilities in regular classes alongside their peers without disabilities. (71 Fed. Reg. 46585)

This module presents the concept of LRE and explains how LRE principles apply when making placement decisions for a child with a disability.

A Wee Bit of Context

LRE has been a part of federal special education law from its inception in 1975. LRE’s basic statutory provision has remained intact for the past 30 years, even as the law has changed dramatically over the same period—including its name!¹

As IDEA has been reauthorized, its LRE principles—educating children with disabilities in the least restrictive environment appropriate, alongside peers who do not have disabilities—have been further bolstered and supported. The 1997 Amendments to IDEA made progressive changes to IDEA by helping to ensure access to the general education curriculum for children with disabilities. Specifically, that reauthorization first introduced IEP requirements with direct connections to general education, such as including a general education teacher on the IEP Team and requiring an explanation in the IEP of the extent, if any, to which a child will *not* participate with nondisabled peers in the regular class and in extracurricular and other nonacademic activities. These are just two of several possible examples. As you’ll see in this module, the 2004 Amendments to IDEA continue to build on this emphasis on involvement and progress in the general education curriculum.

To support full-scale implementation of these emphases in IDEA and its longstanding preference for inclusive schooling practices in schools and classrooms, we’ve identified a wealth of resources available to school administrators, teachers, and families throughout this discussion section—and in the handouts for participants. Make sure you refer the audience to **Handout D-16**, which provides four pages of resources they can utilize when they leave the training session and return to their communities.

Engaging Participants

The children shown in the series of photos on this slide have a range of disabilities, some obvious, some not. The tag line of “Take me to my LRE” remains the same for each, indicating that IDEA’s LRE provisions apply equally to each, regardless of the severity or type of their disability.

This opening slide is intended to prompt participants to explore the presumptions that can, and often do, powerfully influence LRE decision making—for example, that a child with a severe disability cannot or should not be educated in the regular educational environment alongside his or her peers without disabilities. You may want to pose the following questions (or

ones you frame) to the group and invite their input:

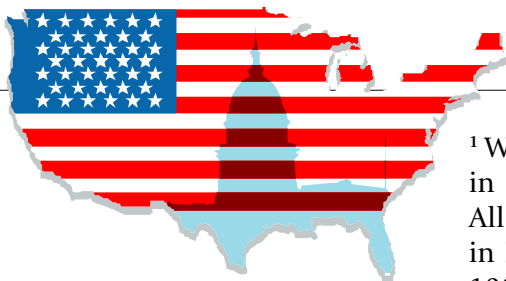
- This slide just showed us five different children. What strikes you about these children? Can you tell from looking at them what their disability is, or their educational needs?
- Based on the photos alone, what initial assumptions *might* be made in defining an appropriate educational placement for each child?
- What do you think makes one educational environment more or less *restrictive* than another? More or less *inclusive*?
- What do we need to know about any of these children in order to determine what's *least restrictive* for each one of them?

Of course, you can't know, just from a photograph, what the LRE is for any one of these children. You *can* say that one aspect of LRE for some of the children includes accessibility

and wheelchair accommodation. And you can *also* say that, under IDEA, the starting point of any placement discussion is, most emphatically, placement in the general education classroom with peers who do not have disabilities, with supports the child (or staff) needs in order to appropriately educate the child in that setting. Only if the child cannot be satisfactorily educated in the regular educational environment, with supports as needed, may the conversation turn to other settings.

So—at this point, we cannot know what placement will represent the LRE for the girl who's ready to roll or the one dancing in her wheelchair. Neither do we know about the middle-schooler we see last, who asks: "What about me?" LRE must be determined based on *his* specific needs and IEP goals.

Thus, the complete answer of what we need to know to determine LRE for a child is *everything about the child*.



Footnote

¹ When the nation's special education law was originally passed in 1975 as Public Law 94-142, it was entitled the Education for All Handicapped Children Act of 1975. The name was changed in Public Law 101-476 (the amendments that were passed in 1990) to the Individuals with Disabilities Education Act—IDEA. The latest set of amendments, Public Law 108-446, are entitled the Individuals with Disabilities *Improvement* Act of 2004 [emphasis added], but its "nickname" remains IDEA.

The IEP series...

- The IEP Team
- Content of the IEP
- Meetings of IEP Team
- **LRE Decision Making**
- Children with Disabilities Enrolled by Their Parents in Private Schools

Slide loads fully. No clicks are needed except to advance to the next slide.

CLICK to advance to next slide.

With Slide 2, you frame the upcoming discussion of LRE within its larger context, as one of five modules in the series covering the IEP, or this training curriculum's **Theme D**.

It's important to note that LRE is but one component in the development of the IEP and forms part of the structure upon which an appropriate and effective IEP is built.

Theme D Considered

Just as the slide gives the audience the Big Picture of the modules comprising **Theme D** of *Building the Legacy*, it also suggests (reading between the lines) that there are other series or themes in the curriculum. True! The box on the right shows what those themes are, which you may wish to share with participants, as well as

Themes in *Building the Legacy*

Theme A
Welcome to IDEA

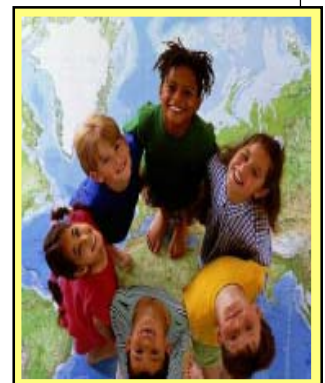
Theme B
IDEA
and General Education

Theme C
Evaluating Children
for Disability

Theme D
Individualized Education
Programs (IEPs)

Theme E
Procedural Safeguards

Available online at:
www.nichcy.org/training/contents.asp



where they can be found online and downloaded, if desired (www.nichcy.org/training/contents.asp). This has the benefit of making participants aware that there are other themes around which important IDEA-related issues can be (and are!) meaningfully grouped, just as there's more to know about the IEP than what's covered in this specific module.



A Note to Trainers

Depending on participants' previous experience, you may need to pull in info from other modules in this series, to build sufficient background knowledge, before diving into LRE. You might ask—by a show of hands—how many of them have attended training in one or more of the other modules shown on this slide, or have participated in other training related to the IEP Team, content of the IEP, or LRE.

Starting View

Slide loads with this view.

This module looks at:

- **Defining Least Restrictive Environment (LRE)**
 - Requirements (§300.114)
 - Continuum of alternative placements (§300.115)
 - Placements (§300.116)
 - Nonacademic settings (§300.117)


Clicks 1-3

Clicks 1-3:
Each time you click, another bullet appears.

This module looks at:

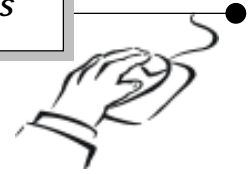
- **Defining Least Restrictive Environment (LRE)**
 - Requirements (§300.114)
 - Continuum of alternative placements (§300.115)
 - Placements (§300.116)
 - Nonacademic settings (§300.117)
- **Role of “Supplementary Aids and Services” in Supporting Participation of Children with Disabilities**
- **Factors to Consider in LRE Decision Making**
- **Resources to Support Children in the LRE**

CLICK AGAIN to advance to next slide.

(discussion on next page) 

Slide 3: Background and Discussion

3 Clicks



Slide 3 presents the agenda for this training session.

A conceptual understanding of LRE will be built by presenting the elements that comprise LRE, in accordance with IDEA and the final Part B regulations. As Bullet 1 and its four sub-bullets indicate, we're going to be taking a close look at IDEA's provisions at §§300.114, 300.115, 300.116, and 300.117. And in doing so, we'll also be taking a closer look at:

- the role that supplementary aids and services play in supporting the participation of children with disabilities in regular classes and other extracurricular activities alongside their nondisabled peers (Bullet 2 on the slide); and
- the multiple factors that must be considered when determining a child's LRE placement (Bullet 3).

The module will conclude by connecting participants with selected resources they can use to support the education of children with disabilities in the LRE (Bullet 4).

Defining LRE

Each public agency must ensure that—

- To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled

and...

§300.114 LRE requirements.

Slide loads fully. No clicks are needed except to advance to the next slide.

CLICK to advance to next slide.

IDEA's LRE provisions are found at §§300.114 through 300.117 and are the frame around which this training module is constructed. The first part of the LRE requirements appears on the slide and is provided in the box on this page and on **Handout D-8**.

What's Clear about IDEA's LRE Requirements

Since the Education for All Handicapped Children Act was passed in 1975, schools have been required to make FAPE available to eligible children with disabilities in the LRE. IDEA is clear about what LRE requires: Children with disabilities are to be educated with children who

The Beginning of IDEA's LRE Requirements at §300.114

(a) *General*. (1) Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and...

[§300.114(a)(1) and (2)(i)]

are not disabled to the maximum extent appropriate.

Yes, “to the maximum extent appropriate” is a qualifier. All things related to the IEP, such as determining what is appropriate for a child, are, by definition and necessity, *individually* determined for each child. The standard or expectation is that education with nondisabled children is absolutely the *first* environment to be considered when an IEP Team is determining where a specific child with disabilities will receive his or her special education and related services. As the Department emphasized in the Analysis of Comments and Changes:

[T]he Act presumes that the first placement option considered for each child with a disability is the regular classroom in the school that the child would attend if not disabled, with appropriate supplementary aids and services to facilitate such placement. (71 Fed. Reg. 46588)

Thus, each child’s IEP Team first must determine whether the child can be educated satisfactorily in the regular educational environment with appropriate supplementary aids and services before more restrictive placement options can be considered. (*Id.*) If it is determined that the child can receive an appropriate education in the regular classroom, with or without the provision of supplementary aids and services, then placement in the regular classroom is the LRE for that child.

And if it’s determined that the child cannot be satisfactorily educated in the regular classes, even with supplementary aids and services?

Well, that’s a question we’ll answer in an upcoming slide—Slide 7, to be precise.

What’s Beneficial about Inclusive Settings

Given that IDEA clearly favors general education placement, involvement, and participation for children with disabilities—certainly to the maximum extent appropriate—it’s not surprising that many benefits emerge when children with disabilities are part of the life and activities of a school. The National Association of School Psychologists (NASP) offers the following summary:

- Typical peers serve as models for children with disabilities.
- Natural friendships develop within the child’s home community.
- Children with disabilities learn new academic and social skills within natural environments, facilitating generalization of skills.
- All students learn to value diversity.
- General education classrooms are better able to meet the needs of all students as a result of additional instructional resources, staff development for general and special

educators, a more flexible curriculum, and adapted instructional delivery systems.¹

There are other benefits, too, including:

- Students without disabilities develop an appreciation and acceptance of individual differences, including their own.
- Students are better prepared for adult life in an inclusive society.
- Students without disabilities have opportunities to master activities by practicing and teaching others.
- They also have the opportunity to participate in alternative learning experiences, such as peer tutoring, cooperative learning groups, specific strategies instruction, individual remediation, small group instruction, specific language/listening development activities, and differentiated instruction.
- There’s increased collaboration among school staff and increased parent participation.
- A wider variety of interventions and modifications are attempted with children.
- Teaching methods, techniques, and strategies are enhanced.
- Expectations are higher for children with disabilities—and so is their achievement.²



References

¹ National Association of School Psychologists. (2002). *Position statement on inclusive programs for students with disabilities*. Retrieved July 17, 2007, from http://www.nasponline.org/about_nasp/pospaper_ipsd.aspx

² Sources for the list of benefits include:

- Campus Training School. (n.d.). *Inclusion benefits*. Retrieved July 18, 2007, from www.campusschool.dsu.edu/resourceroom/inclusion/inclusio1.htm
- Carolina Fragile X Project. (n.d.). *Classrooms and instruction: What are the benefits of inclusion?* Retrieved March 14, 2008, from www.fpg.unc.edu/~fx/Pages/inclusion.htm
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- McGregor, G., & Vogelsberg, R.T. (1998, February). *Inclusive schooling practices: Pedagogical and research foundations*. Pittsburgh, PA: Consortium on Inclusive Schooling Practices.
- Moore, C., & Gilbreath, D. (1998, January). *Educating students with disabilities in general education classrooms: A summary of the research*. Juneau, AK: Alaska Department of Education.
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Starting View

Slide loads with the next part of the LRE provision.

Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs *only...*

Defining LRE



Click 1

Click 1: The remainder of the provision appears.


Special classes, separate schooling, or other removal of children with disabilities from the regular educational 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 satisfactorily

Defining LRE



CLICK AGAIN to advance to next slide.

(discussion on next page) 

Slide 5: Background and Discussion

I Click



Now let us look at the second part of IDEA's LRE requirements. How the provision at §300.114(a) ends is shown on the slide, is bolded in the box below, and is provided for participants on **Handout D-8**.

Key Terms in LRE

The provision under study contains many key terms and phrases that, together, indicate a strong preference for where children with disabilities are to be educated: the regular educational environment. Consider with the audience the specific wording and phrases in the provision:

- Special classes
- Separate schooling
- Other removal from the regular educational environment
- Occurs only if...

Since its earliest days, the law has displayed a strong preference for children with disabilities to be educated alongside their peers without disabilities, to the maximum extent appropriate. It recognizes that, in many cases, *supplementary aids and services* must be provided to a child with a disability to enable him or her to be educated in the general education classroom. You'll note that "use of supplementary aids and services" is italicized on the slide to emphasize its importance and the pivotal role that these aids and services often play in facilitating and supporting the education of individual children

with disabilities in the regular educational environment.

Simply put, removal of a child with disabilities from the regular education class may occur *only if* the child cannot be satisfactorily educated in the regular educational environment *with* the use of supplementary aids and services.

Considering the Meaning of "Regular Educational Environment"

The use of the term "regular educational environment" is longstanding in IDEA's regulations. In response to a public comment on the scope of the LRE provision, the Department explained that the term "encompasses regular classrooms and other settings in schools such as lunchrooms and playgrounds in

which children without disabilities participate" (71 Fed. Reg. 46585).

The settings in a school where children without disabilities participate are many and varied; all are considered part of the "regular educational environment."

Considering the Meaning of "Satisfactorily Educated"

Note that there isn't a specific standard or level established within IDEA for determining what it means for the education of a child with a disability to be "achieved satisfactorily." Rather, *each child's IEP* is the measuring

The Next Part of IDEA's LRE Requirements at §300.114

(a) *General.* (1) Except as provided in §300.324(d)(2) (regarding children with disabilities in adult prisons), the State must have in effect policies and procedures to ensure that public agencies in the State meet the LRE requirements of this section and §§300.115 through 300.120.

(2) Each public agency must ensure that—

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational 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 satisfactorily.

[All of §300.114(a), with §300.114(a)(2)(i) bolded]

tool. The IEP Team determines if a child's education is appropriate and if it is being achieved satisfactorily. The IEP specifies, among other things:

- requirements for measurable annual goals for the child [§300.320(a)(2)];
- how the child's progress toward those goals will be measured [§300.320(a)(3)(i)]; and
- how often the child's parents will be informed as to their child's progress [§300.320(a)(3)(ii)].

The IEP may be reviewed and revised, enabling the IEP Team to respond to concerns that the child's education in the regular educational environment "cannot be achieved satisfactorily" and to make necessary and appropriate adjustments or modifications, especially regarding the type of supplementary aids and services provided to support the child's education in a regular classroom setting. Detailed information on the IEP Team meeting is provided in a separate module, *Meetings of the IEP Team*, if you'd like to expand the information you provide to accompany the discussion here.

Considering "Supplementary Aids and Services"

The provision of supplementary aids and services is essential for many children with disabilities to progress and learn. But just what *are* supplementary aids and services?

The term "supplementary aids and services" is defined at §300.42, which is provided on **Handout D-6** and in the box below. Go over the definition carefully with the audience, because this is very important information.

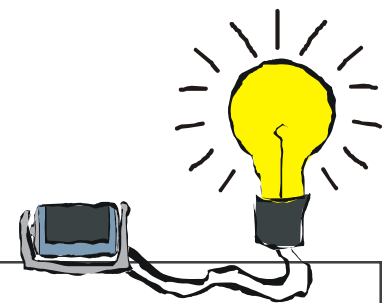
Supplementary aids and services can be accommodations and modifications to the curriculum under study or the manner in which that content is presented or a child's progress is measured, but that's not all they are or can be. Supplementary aids and services can also include direct services and supports to the child, as well as support and training for staff who work with that child. Remember that the determination of what constitutes appropriate supplementary aids and services for a particular child is made on an individual basis.

Here are a few examples that the New Mexico Public Education Department¹ provides online that will give you a sense of the variety and breadth of possibilities:

- Supports to address *environmental needs* (e.g., preferential seating; planned seating on

the bus, in the classroom, at lunch, in the auditorium, and in other locations; altered physical room arrangement);

- Levels of *staff support needed* (e.g., consultation, stop-in support, classroom companion, one-on-one assistance; type of personnel support: behavior specialist, health care assistant, instructional support assistant);
- *Planning time* for collaboration needed by staff;
- Student's *specialized equipment needs* (e.g., wheelchair, computer, software, voice synthesizer, augmentative communication device, utensils/cups/plates, restroom equipment);
- *Pacing of instruction* needed (e.g., breaks, more time, home set of materials);



§300.42: How IDEA Defines "Supplementary Aids and Services"

§300.42 Supplementary aids and services.

Supplementary aids and services means aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.

- *Presentation* of subject matter needed (e.g., taped lectures, sign language, primary language, paired reading and writing);
- *Materials* needed (e.g., scanned tests and notes into computer, shared note-taking, large print or Braille, assistive technology);
- Assignment modification needed (e.g., shorter assignments, taped lessons, instructions broken down into steps, allow student to record or type assignment);
- Self-management and/or follow-through needed (e.g., student calendars, teach study skills);
- *Testing adaptations* needed (e.g., read test to student, modify format, extend time);
- Social interaction support needed (e.g., provide Circle of Friends, use cooperative learning groups, teach social skills); and
- Training needed for personnel.

Supplementary aids and services must also be understood in light of the IEP provisions. In particular, consider §300.320(a)(4), which requires that each child’s IEP include “[a] statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child.”

Supplementary aids and services are intended to be provided in regular education classes, other education-related

settings, and extracurricular and other nonacademic settings in order to facilitate integration of children with disabilities with nondisabled children in all facets of school. The definition of the term (shown in the box on the previous page) specifically mentions “regular education classes, other education-related settings, and in extracurricular and nonacademic settings,” which pretty much covers the gamut of school settings where children might be engaged in learning, interaction, and development.

Who Determines What a Child Needs?

As is fully discussed in earlier modules in **Theme D**, a child’s IEP Team is responsible for determining what supplementary aids and services a child needs and for specifying these in the IEP. The public agency responsible for the child’s education must then provide them to the child in the places and amounts detailed in the IEP.

Because supplementary aids and services can play such a central role in supporting children with disabilities, IEP Teams will greatly benefit from a sound knowledge base about these aids and services. The list of resources provided on **Handout D-16** will help!

Handouts! Handouts!



You’ll be referring participants to **Handouts D-6** and **D-8** to see several of IDEA’s key LRE regulations. Don’t forget to mention **Handout D-16**, too, which provides the audience with tools to take home and use to expand local knowledge and support children with disabilities in general education classrooms, as they work with the general education curricula.

There’s a lot to know about the topics discussed here—especially supplementary aids and services. The resources listed on **Handout D-16** will connect participants to critical how-to’s that are based on decades of the field’s experience educating children with disabilities in inclusive environments.

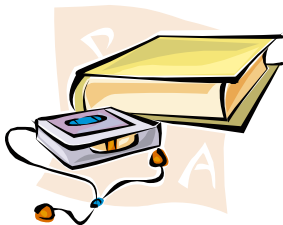
Considering NIMAS

And while we're on the subject of supports that really *do* support children, what about the role that NIMAS can play? NIMAS is a new and exciting addition to IDEA intended to greatly improve *access to instructional materials* for blind or other persons with print disabilities—textbooks and workbooks, for example. (NIMAS stands for National Instructional Materials Accessibility Standard.)

A separate module is devoted entirely to the NIMAS provisions (see Module 8), so the topic will not be covered in detail here. However, it does bear mentioning because of its potential use with children who are blind or have other print disabilities. For them, NIMAS is very relevant; it can help secure their access to the general curriculum.

For reference, we've included two NIMAS-related sections from the regulations on **Hand-out D-8**. These are:

- access to instructional materials, at §300.172, and
- purchase of instructional materials, at §300.210.



Statistics from the 26th Annual Report to Congress

Given the importance of supplementary aids and services in LRE decision making and implementation, let's take a look at what types of supplementary aids and services children with disabilities are actually receiving. According to the SEELS School Program Survey² and as reported in the 26th *Annual Report to Congress* on the implementation of IDEA,³ about 85% of elementary or middle-school children with disabilities in regular education language arts classes have some type of support indicated on their IEP or 504 plan. Looking at the specific accommodations and supports they receive, we find that:

- 61.9% are provided extra time to take tests or complete assignments.
- 36.8% are given shorter or different assignments.
- 35.3% have tests read to them
- 33.4% take modified tests.
- 33.3% receive feedback more frequently than other children.
- 30.4% receive slower-paced instruction.
- 22.7% are provided physical adaptations.

Other learning supports provided to these children in language arts classes include the following:

- Progress monitored by special education teacher: 51.9%
- Teacher aides, instructional assistants, or other personal aides: 27.5%
- Learning strategies/study skills: 24.2%
- Peer tutor: 22.9%
- Books on tape: 14.5%
- Use of computer for activities not allowed other children: 11.2%
- Reader or interpreter: 10.3%
- Behavior management program: 9.8%
- Communication aids: 3.2%

Suppose a Child Needs...

Suppose a child needs a specific supplementary aid or service that's typically provided in separate environments, not in the regular education classroom? Does this mean that the needed supplementary aid or service doesn't have to be provided? Or that the child's placement may then be somewhere other than the regular educational environment?

No, to both questions. As mentioned above, the public agency is responsible for providing the supplementary aids and services that the IEP Team determines the child needs and lists in the child's IEP in order to enable the child to be educated in regular education settings. As stated in the language of the LRE provision, supplementary aids and services are to enable the child with a disability to be educated in regular classes with nondisabled children to the maximum extent appropriate. The fact that supplementary aids and services often play a decisive role in whether or not the child can be satisfactorily educated in the regular educational environment makes it all the more

important that the public agency meet its responsibility to provide them and to educate the child in the LRE to the maximum extent appropriate. If the IEP Team has determined that the child *can* be satisfactorily educated in the regular classroom with the support of a given supplementary aid or service, those aids or services must be specified in the child's IEP and must be provided to the child. Section 300.116 is sufficiently clear that placement decisions must be based on the individual needs of each child

with a disability. Therefore, public agencies must not make placement decisions based on a public agency's needs or available resources, including budgetary considerations and the ability of the public agency to hire and recruit qualified staff. (71 Fed Reg. 46588)



References

¹ From *A Sampling of Supplemental Supports Aids & Services*, developed by the New Mexico Public Education Department, available online at: www.ped.state.nm.us/seo/library/qtrly.0204.lre.handouts.pdf

² The Special Education Elementary Longitudinal Study (SEELS) was a study of school-age children funded by OSEP and was part of the national assessment of the 1997 IDEA. From 2000 to 2006, SEELS collected data at three points in time through school staff, direct assessments, and parent interviews to provide information about the experience of children with disabilities. For more information and to view SEEL results, visit: www.seels.net/

³ U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. (2006, April). *26th annual (2004) report to Congress on the implementation of the Individuals with Disabilities Education Act* (Vol. 1). Washington, DC: Government Printing Office. (Available online at: www.ed.gov/about/reports/annual/osep/2004/index.html)

Starting View

Defining LRE

Placement-Neutral Funding

States must *not* use a funding mechanism that distributes funds based on *the type of setting* in which a child is served, if doing so leads to a violation of LRE requirements



Slide loads with this top requirement about placement-neutral funding.

Defining LRE

Placement-Neutral Funding

States must *not* use a funding mechanism that distributes funds based on *the type of setting* in which a child is served, if doing so leads to a violation of LRE requirements



Placement decisions *must* be based on a child's unique needs and IEP, *not* on administrative convenience, disability/program label, or allocation of funds

Click 1

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(discussion on next page)



Lots of words on this slide, but don't be deterred. These are very critical words that spell out equally critical requirements for States. Refer participants to **Handout D-8** again, so they can see how Bullet 1 renders, nearly verbatim, this key part of IDEA's LRE provisions (appearing in the box below as well).

A Bit of Background for Context

Even though the law has long required that placement decisions for individual children be made on an individual basis, other factors have been used to influence placement decisions, such as category of disability, administrative convenience, and availability of special education and related services. Further, in the past, some State funding mechanisms provided increased levels of State funding for certain placements that were made based on the above factors—such as segregated placements for children with mental retardation. Such practices had the unfortunate effect of encouraging placement decisions that were *not* based on each child's unique needs and prevented placement decisions from being made on an individual basis as required by IDEA. Provisions to address such State funding mechanisms were added to IDEA's LRE provisions in the 1997 Amendments and are maintained under the 2004 Amendments.

Placement-Neutral Funding

IDEA's provisions regarding "placement-neutral funding" break the connection between the amount of funding an LEA might receive for (or spend on) educating children with disabilities and the placement of those children in specific settings. Since the 1997 Amendments, a State funding mechanism must not result in placements that violate LRE requirements, as you can see at §300.114(b)(1)(i).

Accordingly, a State may not use a funding mechanism that distributes funds based on the type of setting in which a child is served that results in the denial of FAPE to that child according to the child's unique needs as reflected in the IEP, as stated in [§300.114(b)(1)(ii)].

In other words, "Congress's intent [was] that State funding mechanisms support the LRE requirements and do not provide an incentive or disincentive for certain placement decisions" (71 Fed. Reg. 46586). Further, if the State does not have policies and



The Conclusion of IDEA's LRE Requirements at §300.114

(b) *Additional requirement—State funding mechanism—*(1) *General.* (i) A State funding mechanism must not result in placements that violate the requirements of paragraph (a) of this section; and

(ii) A State must not use a funding mechanism by which the State distributes funds on the basis of the type of setting in which a child is served that will result in the failure to provide a child with a disability FAPE according to the unique needs of the child, as described in the child's IEP.

(2) *Assurance.* If the State does not have policies and procedures to ensure compliance with paragraph (b)(1) of this section, the State must provide the Secretary an assurance that the State will revise the funding mechanism as soon as feasible to ensure that the mechanism does not result in placements that violate that paragraph.

[§300.114(b)]

procedures in place to ensure compliance, the State is required to provide the Secretary (of Education) with an assurance that it will revise its funding mechanism as soon as feasible to ensure that it does not result in placements that violate LRE. This latter requirement is found in the last provision in the box on the last page, §300.114(b)(2).

The requirements summarized on Slide 6 are intended to ensure that placement decisions are driven by the child's individual needs and IEP. How placement decisions are made, and what the 2004 Amendments to IDEA have to say on the subject, will be discussed much more fully in an upcoming slide.

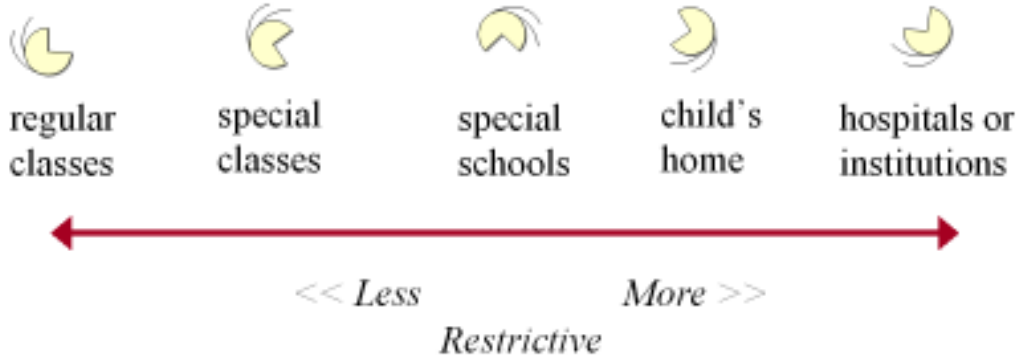
For now, on *this* slide, it's enough to say that, when placement is decided, it may not involve use of a funding mechanism that results in violations of IDEA's LRE provisions.

Space for Notes

Defining LRE

Continuum of Alternative Placements

... includes instruction in:



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As the audience has now discussed, the frame within which placement determinations *begin* is the regular educational environment. If a child can be satisfactorily educated in that setting (with needed supplementary aids and services), then the general education class is that child's LRE. Placing this child in a segregated class or separate program would directly violate the LRE provisions in IDEA.

However, the IEP Team may determine that the child cannot be educated satisfactorily in the regular education classroom, even when supplementary aids and services are provided. An alternative placement must then be considered.

This is why schools have been, and still are, required to ensure that "a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services" [§300.115(a)]. As can be seen on the slide, these placement options include:

- instruction in regular classes,
- special classes,
- special schools,
- home instruction, and
- instruction in hospitals and institutions.

IDEA's regulation stating this is shown in the box on the next page; refer participants to **Hand-out D-8**. In addition, provision must be made for supplementary services, such as resource room or itinerant instruction, in conjunction with regular class placement [§300.115(b)].

Although a public agency is not responsible for ensuring that "each school building in an LEA be able to provide all the special education and related services for all types and severities of disabilities" (71 Fed. Reg. 46588), the public agency *is* responsible for having the full continuum of options available in its jurisdiction (by contract with private entities, if necessary). If an option is not available in its jurisdiction, and the LRE of a

specific child with a disability indicates that placement, the public agency must either create the placement, alter an existing one, or send the child to another public or private placement that does meet his or her needs. If the child is placed by the public agency in another public or private placement, the cost of that placement is paid by the public agency.¹

This requirement for the continuum “is intended to ensure that a child with a disability is served in a setting where the child can be educated successfully in the LRE” (71 Fed. Reg. 46587). It also reinforces the importance of the individualized inquiry in determining what placement is the LRE for each child with a disability (*Id.*). As such, the requirement for a continuum of alternative placements supports the fact that

determining LRE must be done on an individualized basis, considering “each child’s unique educational needs and circumstances, rather than by the child’s category of disability, and be based on the child’s IEP” (71 Fed. Reg. 46586). It bears noting that:

...the process for determining the educational placement of children with low-incidence disabilities (including children who are deaf, hard of hearing, or deaf-blind) is the same process used for determining the educational placement of all children with disabilities.” (*Id.*)



**§300.115:
Continuum of Alternative Placements**

§300.115 Continuum of alternative placements.

(a) 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.

(b) The continuum required in paragraph (a) of this section must—

(1) Include the alternative placements listed in the definition of special education under §300.38 (instruction in regular classes, special classes, special schools, home instruction, and instruction in hospitals and institutions); and

(2) Make provision for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement.

**Statistics from the 26th
Annual Report to Congress**

The final Part B regulations make clear that a range of environments must be available in which children with disabilities may receive special education and related services. It’s interesting to consider the percentages of children actually being educated in any of these environments. According to the *26th Annual Report to Congress* on the implementation of IDEA, the percentage of children with disabilities, ages 6 through 21, receiving education and related services in different environments in Fall 2002 (the most recent data available) is as follows:

- 96% of children with disabilities were educated in regular school buildings, although the time they spent in regular classrooms varied.
- 48.2% were being educated outside the regular classroom for less than 21% of the school day.
- 28.7% were being educated outside the regular classroom 21-60% of the school day.
- 19% were being educated outside the regular classroom more than 60% of the day.
- 4% were being educated in separate environments (e.g., public and private residential facilities, public and private separate facilities and homebound/hospital environments).²

Considering LRE in Institutions

As you can see from the statistics above, 4% of children with disabilities were educated in separate environments in Fall 2002. This includes public and private residential facilities, public and private separate facilities, and homebound/hospital environments. Looking at this list of settings, you have to wonder how public agencies address IDEA's LRE principles and requirements, especially the importance of educating children with disabilities alongside their nondisabled peers.

IDEA speaks to this responsibility at §300.118, provided in the box on this page and on **Handout D-8**. As you can see, a State educational agency (SEA) is *not* relieved of its obligation to ensure that the requirements of §300.114 are effectively implemented for children with disabilities in public or private institutions. Ask the audience to summarize the requirements of §300.114. They were just discussed across Slides 4-6 and appear on **Handout D-8**, if participants need to take a quick peek to remind themselves.

How might a public agency address its LRE obligations to children with disabilities *it has placed* in public or private institutions in order for each child to receive special education and related services in accordance with his or her IEP? IDEA addresses this question in the closing portion of §300.118, which reads "making arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures)." Thus, a child's placement by the public agency in a public or private institution does not relieve the agency from ensuring that LRE requirements are met to the maximum extent appropriate for the child. As IDEA indicates, the means by which the public agency may do so could be through a memorandum of agreement or other mechanism.

You'll note that we italicized the words *it has placed* in the previous paragraph—emphasizing that we're talking about LRE obligations to children who are in a public or private institution *because the public agency has placed them there* as part of providing them with FAPE. LRE does *not* apply when a child is

placed in a private school by his or her *parents* when FAPE has been made available to the child by the public agency. (The responsibility of public agencies for parentally-placed children with disabilities is examined in detail in the Module 16, *Children Enrolled by Their Parents in Private Schools*.)



Considering LRE for Preschoolers

Do IDEA's LRE provisions apply in making placement decisions for preschool-age children with disabilities? Yes, they do. However, as the Department has recognized, there are public agencies that do *not* operate programs for preschool children *without* disabilities. In this case, public agencies are not required to start up a preschool program for children without disabilities merely to satisfy IDEA's LRE provisions (71 Fed. Reg. 46589), so alternative methods of compliance must be considered.

Public agencies that do not have an inclusive public preschool that can provide all the appropriate services and supports must explore alternative methods to ensure that the LRE requirements are met. Examples of such alternative methods might

§300.118: LRE for Children in Public or Private Institutions, Too!

§300.118 Children in public or private institutions.

Except as provided in §300.149(d) (regarding agency responsibility for general supervision for some individuals in adult prisons), an SEA must ensure that §300.114 is effectively implemented, including, if necessary, making arrangements with public and private institutions (such as a memorandum of agreement or special implementation procedures).

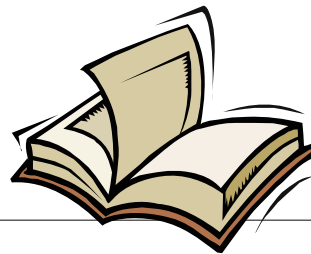
include placement options in private preschool programs or other community-based settings. Paying for the placement of qualified preschool children with disabilities in a private preschool with children without disabilities is one, but not the only, option available to public agencies to meet the LRE requirements. We believe the regulations should allow public agencies to choose an appropriate option to meet the LRE requirements. However, if a public agency determines that placement in a private preschool program is necessary as a means of providing special

education and related services to a child with a disability, the program must be at no cost to the parent of the child. (*Id.*)

for supplementary services (such as resource room or itinerant instruction) to be provided in conjunction with regular class placement. The statistics just discussed show the various placement arrangements that children with disabilities actually have—ranging from less than 21% of the day outside the regular classroom all the way to being educated in a separate environment for the entire school day.

A Final Note

Placement is not an “either/or” decision, where children are either placed in a regular education classroom or they’re not. The intent is for services to follow, or go with, the child, not for the child to follow services. As is evident in IDEA’s regulations at §300.115 (shown earlier in this slide’s discussion), public agencies must make provision



References

¹ Smith, D., & Hager, D.M. (n.d.). *Session 1: Special education overview* (Teleconference Training Series on AT and Special Education). Retrieved July 25, 2007, from www.resna.org/taproject/goals/education/teleconf/session1.htm

² U.S. Department of Education, Office of Special Education and Rehabilitative Services, Office of Special Education Programs. (2005). *26th annual (2004) report to Congress on the implementation of the Individuals with Disabilities Education Act* (Vol. 1). Washington, DC: Government Printing Office. (Available online at: www.ed.gov/about/reports/annual/osep/2004/index.html)

Defining LRE

Placements

Placement decisions are made by a group of persons, including the parents, who are knowledgeable:

- about the child
- the meaning of the evaluation data
- the placement options



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IDEA's placement provisions, found at §300.116, appear in their entirety on **Handout D-8** and are discussed across the next three slides. The provisions related to this slide—the very beginning of §300.116—are presented in the box below.

Who Decides Placement?

In accordance with §300.116(a), the group that determines the educational placement for a child with a disability must include individuals with specific expertise or knowledge:

- the child's parents;
- personnel who know the variety of placement options available to meet the child's needs, and
- individuals who understand the significance of the data used to develop the child's IEP.

Often, *but not always*, this may be the same group of people comprising the IEP Team.

The Beginning of IDEA's Placement Provisions at §300.116

§300.116 Placements.

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—

(a) The placement decision—

(1) 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

(2) Is made in conformity with the LRE provisions of this subpart, including §§300.114 through 300.118...

[§300.116(a)]

Additional Factors to Consider

Additional provisions or standards for making placement decisions are shown on the next two slides. These come directly from IDEA's requirements and leave no room for doubt or confusion on the preferred placement for a child with a disability.

Starting View

Slide loads with the image, "Placements", and Bullet 1.

Defining LRE

- The child's placement is determined at least annually

Placements



Clicks 1-3

Clicks 1-3: Each time you click, another bullet appears and the picture changes.


Defining LRE

- The child's placement is determined at least annually
- Is based on the child's IEP
- Is as close as possible to the child's home
- Unless child's IEP requires another arrangement, child is educated in the school that he or she would attend if nondisabled

Placements



CLICK AGAIN to advance to next slide.

(discussion on next page) 

Slide 9: Background and Discussion

3 Clicks



Continuing with the placement provisions at §300.116, this slide examines §300.116(b) and (c). These appear in their entirety on **Handout D-8** and are presented in the box on this page.

Adding to the Frame

Determining a child's placement in the LRE must be done each and every year, basing the placement on the child's IEP, making the placement as close as possible to the child's home, and placing the child in the school he or she would normally attend if not disabled (unless, as the regulations state, the child's IEP requires some other arrangement). These fit within the frame already discussed: that IDEA's LRE requirements "express a strong preference, not a mandate, for educating children with disabilities in regular classes alongside their peers without disabilities" (71 Fed. Reg. 46585).

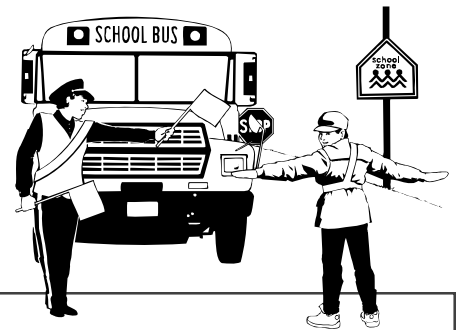
Special education and related services under IDEA are inextricably connected to principles of *individualization* and are designed to respond appropriately to the needs of each specific child. As the Department explained in the Analysis of Comments and Changes:

The overriding rule in §300.116 is that placement decisions for all children with disabilities must be made on an individual basis and ensure that each child with a disability is educated in the school the child would attend if not

disabled unless the child's IEP requires some other arrangement. However, the Act does not require that every child with a disability be placed in the regular classroom regardless of individual abilities and needs. This recognition that regular class placement may not be appropriate for every child with a disability is reflected in the requirement that LEAs make available a range of placement options, known as a continuum of alternative placements, to meet the unique educational needs of children with disabilities. (71 Fed. Reg. 46587)

Notifying Parents

Although the parents of the child are part of the group determining the child's placement and are likely to be well informed as to the placement decision, the public agency must still provide parents with prior written notice regarding the



More of IDEA's Placement Provisions at §300.116

§300.116 Placements.

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—

(a) ...

(b) The child's placement—

(1) Is determined at least annually;

(2) Is based on the child's IEP; and

(3) Is as close as possible to the child's home;

(c) Unless the IEP of a child with a disability requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled...

[§300.116(a)-(c)]

placement decision a reasonable time before it implements that decision (§300.503, see the box on this page).

The notice that the public agency provides to parents must be written in language understandable to the general public and in the parents' native language or other mode of communication (unless it's clearly not feasible to do so). The notice must also contain specific information, enumerated at §300.503(b), including (but not limited to):

- the educational placement of the child to be initiated, as proposed by the agency;
- an explanation of why the agency proposes that placement;
- a description of each evaluation procedure, assessment, record, or report the agency used as a basis for the placement decision;
- a description of other options considered and why these options were rejected;
- a statement that the parents have protection under IDEA's procedural safeguards and the means by which a description of those safeguards may be obtained; and

§300.503(a): Prior Written Notice to Parents Regarding the Placement Decision

§300.503 Prior notice by the public agency; content of notice.

(a) *Notice.* Written notice that meets the requirements of paragraph (b) of this section must be given to the parents if a child with a disability a reasonable time before the public agency—

(1) Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or

(2) Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child.

[§300.503(a)]

- sources that can help the parents understand IDEA's pertinent provisions.

Should the parents disagree with the placement decision, they have recourse to IDEA's procedural safeguards, which include mediation and due

process procedures, as a way of resolving the conflict. A parent of a child with a disability can also file a State complaint.

Procedural safeguards are discussed at length under **Theme E** of the *Building the Legacy* training curriculum (Modules 17, 18, and 19) and will not be discussed further here. Borrow from those modules if you'd like to elaborate on prior written notice or the steps that parents may take if they disagree with the placement decision.

View I

Slide loads with this picture and Bullet 1.

Defining LRE

- Consideration must be given to any potential harmful effect on the child or on the quality of services that he or she needs



Placements

Click I

Click 1: Bullet 2 appears, and the picture changes.


Defining LRE

- Consideration must be given to any potential harmful effect on the child or on the quality of services that he or she needs
- A child with a disability may not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum



Placements

CLICK AGAIN to advance to next slide.

(discussion on next page) 

Slide 10: Background and Discussion

I Click



And now we've arrived at the conclusion of IDEA's placement provisions at §300.116. This slide examines §300.116(d) and (e), which appear in their entirety on **Handout D-8** and are presented in the box below.

Clearly, consideration must be given to the entirety of a child's needs, including any potential harmful effects of a particular placement. In determining LRE, then, attention must be paid to ensuring that placement will not result in harm to the child nor a lessening in the quality of services the child receives. However, as is also clear, the need to modify the general education curriculum for a child is not, on its own, a sufficient or acceptable reason to remove that child from being educated in age-appropriate regular classrooms.

And while we're speaking of making needed modifications to the general education curriculum...

Modifications to the General Education Curriculum

A powerful array of provisions related to the involvement and progress of children with disabilities in the general education curriculum were added to the IDEA by the 1997 Amendments. These provisions have been maintained and even strengthened under the 2004 Amendments. As a result, there has been an explosion of resources available on how to make modifications and adaptations to the general education curriculum. Much of this infor-

mation can be identified on NICHCY's Web site and can also serve as a springboard to other information. If you're looking for guidance on the art and science of instructional modifications, adaptations, and accommodations, we'd strongly recommend beginning with any of these pages:

- *Search for Information*
www.nichcy.org/search.htm

Enter the term "accommodations" in the search box, check the "Resources" box so the system searches for resources available within OSEP's Technical Assistance and Dissemination (TA&D) network, and go for it!

- *NICHCY Connections... to Curriculum Resources*
www.nichcy.org/resources/curriculum1.asp

Find teacher resources, publishers of general education and special education curriculum, books and articles, and much more.

- *NICHCY Connections... to Disability Publishers*
www.nichcy.org/resources/publishers.asp

This A-Z resource page will put you in touch with sources of information on how to make adaptations and modifications for children with specific

The Conclusion of IDEA's Placement Provisions at §300.116

§300.116 Placements.

In determining the educational placement of a child with a disability, including a preschool child with a disability, each public agency must ensure that—

(a) ...

(b) ...

(c) ...

(d) In selecting the LRE, consideration is given to any potential harmful effect on the child or on the quality of services that he or she needs; and

(e) A child with a disability is not removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum.

[§300.116(d)-(e)]

disabilities such as attention-deficit/hyperactivity disorder (AD/HD), autism, deafness, learning disabilities, traumatic brain injury (TBI), and more.

- *A-Z Topics*
www.nichcy.org/resources/default.asp

In the index of NICHCY's A-Z topics, you can also connect with additional information by consulting A-Z pages on behavior, learning disabilities, literacy, *OSEP's Tool Kit on Teaching and Assessing Students with Disabilities*, strategy instruction, and universal design.

Again, refer participants to **Handout D-16**, which provides a "starter set" of resources on LRE, including resources to help educators adapt instructional methods and materials to the needs of individual students with disabilities. It would be a

good idea to go over the categories for resources on that handout, so participants can see the breadth and depth of what's available to support implementation of LRE across the spectrum of school settings. For example, how 'bout these categories?

- OSEP's network of assistance for SEAs, LEAs, and Families
- Instructional capacity and skills of educators
- Leadership

- Accessible materials for students with disabilities
- Student self-determination and self-esteem
- Supports for families
- LRE guides and resources published by different States

Space for Notes

View 1

Participation in Extracurricular and Nonacademic Services and Activities

Each public agency must ensure that...

- the child has supplementary aids and services determined appropriate and necessary by the child's IEP Team to participate in **nonacademic** and **extracurricular** services and activities



Slide loads with this view.

Click 1:
The only thing that changes is the image on the right and the text above it, as shown below. That one click sets the action in motion, and the images below appear and disappear automatically.

Click 1

Image 1.

Meals



Image 2.

Athletics



Transportation

Image 3.




Recess, clubs, and more

Image 4.



CLICK AGAIN to advance to next slide.

(discussion on next page) 



Supporting the participation of a child with a disability in the regular educational environment goes beyond supporting progress in, and participation in, the general education classroom and curriculum. This point has already been mentioned. But let's take a closer look at *other* settings and activities within a school where the participation of children with disabilities must also be supported, so that they may take part in school life to the maximum extent appropriate and of interest to them. These settings and activities are captured on the slide as "Extracurricular" and "Nonacademic" and are specifically mentioned in IDEA.

Where in the Part B Regulations?

It's both easy *and* difficult to locate where the Part B regulations state that public agencies are required to support the participation of children with disabilities in extracurricular and nonacademic services and activities. Easy, because in fact this requirement is expressed in multiple locations in the regulations. And difficult, for the same reason.

But let's look at five of the most obvious provisions.

Content of the IEP— §300.320(a). In the box on this page, you'll find regulations specifying that participation in both extracurricular and nonacademic activities must be addressed in IEP development, including a statement of the special education, related services, and supplementary aids

and services to be provided to the child, or on behalf of the child, to enable the child's participation in those activities.

Also note that the IEP Team must consider what *program modifications or supports for school personnel* are needed to enable the child's participation in those activities. That's pretty far-sweeping attention! And it's clear that IDEA's LRE principles are at work here, especially in the wording "to be educated and participate with other children with disabilities and nondisabled children."

The definition of supplementary aids and services—§300.42. Can participants remember if the definition of supplementary aids and services mentioned extracur-

ricular and nonacademic settings? Hopefully, they know that it did. Refer the audience to **Handout D-6** to refresh memory as to precisely how §300.42 uses these terms. Although the definition was given earlier in this module, here it is again, for your ease of reference.

§300.42 Supplementary aids and services.

Supplementary aids and services means aids, services, and other supports that are provided in regular education

Supporting Participation in Extracurricular and Nonacademic Activities: Content of the IEP at §300.320(a)(4)

(4) A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child—

- (i) To advance appropriately toward attaining the annual goals;
- (ii) To be involved in and make progress in the general education curriculum in accordance with paragraph (a)(1) of this section, and to participate in extracurricular and other nonacademic activities; and
- (iii) To be educated and participate with other children with disabilities and nondisabled children in the activities described in this section;

[§300.320(a)(4)]

classes, other education-related settings, and in extracurricular and nonacademic settings, to enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate in accordance with §§300.114 through 300.116.

Nonacademic services—
§300.107. As discussed in Module 13, *Content of the IEP*, IDEA also includes regulations regarding nonacademic services. We've provided these in the top part of the box on this page and on **Handout D-6**, where it was discussed as part of the *Content of the IEP* module. If participants haven't completed Module 13 previously, the regulation at §300.107 may be new (and news) to them.

The provisions at §300.107 contain some very interesting and pertinent language. First, you'll notice the invocation of LRE language in the phrase "necessary to afford children with disabilities an equal opportunity for participation in those services and activities." There is also a nice little list of examples, some of which appear on this slide. Go through that list with the audience, so the range of settings and activities is clear. It's quite a range—from meals to counseling services, from clubs to employment.

Program options—§300.110.
Also as discussed in Module 13, *Content of the IEP*, IDEA addresses public agency responsibility for supporting participation of children with disabilities in the full range of programs and nonacademic services. We've cited §300.110 in the box and on **Handouts D-6 and D-8**.

And What Are Nonacademic Activities and Settings? IDEA's Provisions at §300.107 and §300.117

§300.107 Nonacademic services.

The State must ensure the following:

(a) Each public agency must take steps, including the provision of supplementary aids and services determined appropriate and necessary by the child's IEP Team, to provide nonacademic and extracurricular services and activities in the manner necessary to afford children with disabilities an equal opportunity for participation in those services and activities.

(b) Nonacademic and extracurricular services and activities may include counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the public agency, referrals to agencies that provide assistance to individuals with disabilities, and employment of students, including both employment by the public agency and assistance in making outside employment available.

§300.110 Program options.

The State must ensure that each public agency takes steps to ensure that its children with disabilities have available to them the variety of educational programs and services available to nondisabled children in the area served by the agency, including art, music, industrial arts, consumer and homemaking education, and vocational education.

§300.117 Nonacademic settings.

In providing or arranging for the provision of nonacademic and extracurricular services and activities, including meals, recess periods, and the services and activities set forth in §300.107, each public agency must ensure that each child with a disability participates with nondisabled children in the extracurricular services and activities to the maximum extent appropriate to the needs of that child. The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

Nonacademic settings—§300.117. Module 13, *Content of the IEP*, also addresses public agency responsibility for supporting participation of children with disabilities in nonacademic services. You'll also find these in the box on the previous page and on **Handout D-6**.



aids, services, and other supports, as determined by the IEP Team, if necessary to ensure the child's participation in nonacademic and extracurricular services and activities.

Therefore, we will clarify in §300.117 that each public agency must ensure that children with disabilities have the

supplementary aids and services determined necessary by the child's IEP Team for the child to participate in nonacademic and extracurricular services and activities to the maximum extent appropriate to the needs of that child. (71 Fed. Reg. 46589)

Accordingly, the last sentence of §300.117 states:

The public agency must ensure that each child with a disability has the supplementary aids and services determined by the child's IEP Team to be appropriate and necessary for the child to participate in nonacademic settings.

This provision again invokes LRE language in the requirement that a public agency "must ensure that each child with a disability participates with nondisabled children to the maximum extent appropriate to the needs of the child." This provision operates in tandem with "nonacademic services" at §300.107 so that both *services* and *settings* are addressed in the regulations. Here we also see that meals and recess periods are mentioned (as they are on the slide), as are clubs, art, music, consumer education, and recreational activities. These are just some of the variety of programs and services that must be available to children with disabilities, as they are available to children without disabilities.

life is encouraged and supported—while always bearing in mind that participation is "to the maximum extent appropriate" for the needs of the child.

In response to a public comment requesting that the Department amend the regulations to clarify that children with disabilities should receive the supplementary aids and services necessary to ensure their participation in nonacademic and extracurricular services and activities, the Department responded as follows:

The Act places great emphasis on ensuring that children with disabilities are educated, to the maximum extent appropriate, with children who are nondisabled and are included in nonacademic and extracurricular services and activities as appropriate to the needs of the child. We believe the public agency has an obligation to provide a child with a disability with appropriate

Summary

Between the intersection of IDEA's multiple provisions and the repeated use of terms such as services, settings, and activities, IDEA fairly covers the gamut of school-related participation for children with disabilities. LRE is one of the most basic principles of the law, so it's not surprising that, again and again, we see how full participation of children with disabilities in school

Summarizing LRE

Special education is *not* a place. It's a set of services and supports

The first "where" to consider is...

Where a child with a disability receives special education services is that child's *placement*



Slide loads fully. No clicks are needed except to advance to the next slide.

CLICK to advance to next slide.

Almost done with this module...nearly there...and this slide gives you an opportunity to review with the audience the key elements of LRE as a way of summarizing this central principle of IDEA and what IDEA specifically requires.

The slide provides an incomplete statement ("The first "where" to consider is...") that you can invite the audience to finish (e.g., "...the regular educational environment"). Through question and answer, or through providing more lead-ins that the audience must then complete, review with participants the essentials of LRE and LRE decision making, including:

- What IDEA requires with respect to LRE

- What placement-neutral funding is
- What supplementary aids and services are, and what role they play in LRE decision making
- Continuum of alternative placements
- Who decides a child's placement
- Factors to be considered in deciding a child's placement
- Where IDEA's LRE provisions apply in a school and in the education of a child with a disability.

In Conclusion

IDEA maintains the presumption that students with disabilities are most appropriately educated with their nondisabled peers. Special education is not intended to be a destination. Rather, its purpose is to support the child with a disability in the general education curriculum and activities.

Prior to the enactment of the Education for All Handicapped Children Act of 1975, many children with disabilities were *excluded entirely* from the public school system and from being educated with their peers [section 600(c)(2)]. The public education of children with disabilities has evolved from "no education at all" to restricted, predominantly segregated

education, to the promise of higher expectations and greater access expressed in IDEA '97, to the even higher expectations and clearer language of the 2004 Amendments to the IDEA.

Just look at the progress! Comparing language from the 1997 Amendments to IDEA and the 2004 Amendments, as

shown below, is an excellent way to appreciate the inclusive tone and elevated intent of Congress when it reauthorized IDEA. All of the additional language (the regular classroom; general education curriculum; expectations established for all children; and

the maximum extent possible) further emphasizes the meaning and purpose of the LRE provisions for children with disabilities.



From the 1997 Amendments to IDEA

Over 20 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(A) having high expectations for such children and ensuring their access in the general curriculum to the maximum extent possible;

Public Law 105-17

From the 2004 Amendments to IDEA

Almost 30 years of research and experience has demonstrated that the education of children with disabilities can be made more effective by—

(A) having high expectations for such children and ensuring their access to the general education curriculum in the regular classroom, to the maximum extent possible, in order to—

(i) meet developmental goals and, to the maximum extent possible, the challenging expectations that have been established for all children; and

(ii) be prepared to lead productive and independent adult lives, to the maximum extent possible;

Public Law 108-446

Resources to Support Children in General Education Settings



Let's start with...

Slide loads with this first image.

Auto-load:
The slide progresses through the following two images *automatically*. In other words, don't click until you want to advance to the next slide!

Resources to Support Children in General Education Settings

Image 1.



the waterfall of information in...

Image 2.



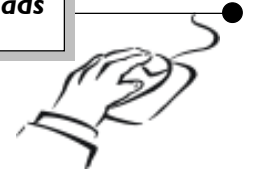
Building the Capacity of Educators to Provide High Quality Services to Students with Disabilities in General Education Settings

CLICK to advance to next slide.

(discussion on next page)

Slide 13: Background and Discussion

Auto-Loads



Time to delve into resources that participants can take home and put to use in their personal and professional lives to support the education of children with disabilities in the LRE—*each* child's LRE. The slide suggests beginning with *Building the Capacity of Educators to Provide High Quality Services to Students with Disabilities in General Education Settings*, the guide developed by the Facilitator Team for the LRE Part B Community of Practice (mentioned in the introduction of this module).

Setting up the Discussion

This module has focused primarily on the core of IDEA's LRE provisions at §§300.114-300.117. It hasn't mentioned two additional provisions that have great relevance to teachers and administrators responsible for implementing those provisions—§300.119 and §300.120. Both are presented in the box on the next page and on **Handout D-16**, to ensure that participants have them for reference. You can use those provisions to frame this discussion of resources.

In a nutshell, §300.119 and §300.120 address State-level responsibilities to carry out activities that ensure that:

- teachers and administrators in all public agencies are fully informed about their responsibilities for implementing §300.114 (LRE requirements);
- these individuals are provided with technical assistance and training necessary to assist them in this effort; and

- §300.114 is implemented by each public agency in the SEA's jurisdiction.

This slide allows you to discuss these State-level responsibilities and to offer, in the same spirit of supporting LRE implementation, the "starter set" of resources provided on **Handout D-16**.

Back to the Guide

The slide mentions a specific resource—*Building the Capacity of Educators to Provide High Quality Services to Students with Disabilities in General Education Settings*, a guide that was developed to help State personnel identify federally-funded resources to address LRE. It's intended to be used in conjunction with the State Performance Plan Guide previously developed by the LRE Part B Community Facilitators.

The topical areas by which the guide is organized were identified by the Facilitators based on a review of research and literature, and their experience in providing technical assistance. The topic areas are:

- instructional capacity;
- leadership;
- resource availability;
- perceptions;
- parent and family support;
- integration with schoolwide reform; and
- self-determination.

These topics are not exhaustive of the variety of factors that may impact LRE, and States are encouraged to carefully review their own circumstances to identify additional variables that may affect the participation and progress of students with disabilities in general education settings.

The guide includes suggestions regarding centers supported by OSEP whose work is most aligned with the topical areas that can impact LRE. Suggestions are provided regarding the information and materials offered by each center as a way to help States target their request for technical assistance. The list of suggested centers is not exhaustive of the large number of national, regional, and local organizations that may be helpful to States as they implement activities to address LRE.

Where to Find the Guide

Happily, excerpts of the guide have been provided for participants to take away home on **Handout D-16**. Refer participants to that handout, which also includes other resources identified and added by NICHCY.

May all those involved in educating children with disabilities find these resources helpful in implementing IDEA's LRE principles and provisions!

**Two Additional LRE Provisions:
§300.119 and §300.120**

§300.119 Technical assistance and training activities.

Each SEA must carry out activities to ensure that teachers and administrators in all public agencies—

(a) Are fully informed about their responsibilities for implementing §300.114; and

(b) Are provided with technical assistance and training necessary to assist them in this effort.

(Approved by the Office of Management and Budget under control number 1820-0030)

(Authority: 20 U.S.C. 1412(a)(5))

§300.120 Monitoring activities.

(a) The SEA must carry out activities to ensure that §300.114 is implemented by each public agency.

(b) If there is evidence that a public agency makes placements that are inconsistent with §300.114, the SEA must—

(1) Review the public agency's justification for its actions; and

(2) Assist in planning and implementing any necessary corrective action.

(Approved by the Office of Management and Budget under control number 1820-0030)

(Authority: 20 U.S.C. 1412(a)(5))





Slide loads fully. No clicks are needed except to END the slide show.

CLICK to END the slide show.

Use this slide to open the floor up for a question and answer period. Depending on how much time you have available for this training session, you can have participants work individually or in pairs to make a quick list of what information they've gleaned from this session and what aspects of LRE decision making are most relevant (or new, or important, or elusive) to them.

Emphasize the local or personal application of the information presented here.

Space for Notes
