

# Checklist for Discussing and Determining LRE

The IEP team must discuss the learner's placement at *each* annual IEP meeting to ensure the least restrictive environment is reviewed and the placement is appropriate.

## Prior to the IEP Meeting

1. Review Student's Individual Needs
  - ☐ Assess current performance levels
  - ☐ Identify specific needs
  - ☐ Review supplementary aids and services documented on the IEP
2. Gather Team Input
  - ☐ Include teachers, special educators, support personnel, and parents
  - ☐ Collect insights from related service providers
3. Examine Current Learning Environment and Placement
  - ☐ Analyze effectiveness of current educational setting
  - ☐ Analyze use of supplementary aids and services
  - ☐ Review progress toward IEP goals
4. Consider Alternatives
  - ☐ Explore more or less restrictive options on the continuum
  - ☐ Assess accessibility of general education settings
5. Collect Data
  - ☐ Document academic and behavioral data
  - ☐ Track interventions and supports implemented

## During the IEP Meeting

6. Conduct IEP Meeting
  - ☐ Schedule meeting to discuss findings and options
  - ☐ Ensure all stakeholders are present
7. Evaluate Need for Change
  - ☐ Discuss if a more (or least) restrictive environment is warranted. If a learner is in a more restrictive placement, how might we reintegrate back into general education?
  - ☐ Consider potential benefits versus drawbacks
8. Document Decisions on the Prior Written Notice
  - ☐ Record the rationale for placement decisions
  - ☐ Document each proposed/refused changes to the IEP
  - ☐ Note any agreed upon changes

## After the Meeting

9. Follow up Plan
  - ☐ Set timelines for review of new placement and plan for continuous monitoring/support
10. Family Communication
  - ☐ Keep families informed throughout the process
  - ☐ Provide resources and support options.