

**Rapport School for Career Development**

**LEAST RESTRICTIVE ENVIRONMENT: PROCEDURAL CHECKLIST**

**Student Name and OSIS:**

**Date of IEP Meeting:**

**Note: Fill out this form after completing the present level of performance and before making program recommendations.**

**Section A: LRE Screening (This section must be completed)**

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| --- | --- | --- | --- |
|  |  | **YES**  | **NO** |
| 1. | The child is educated in the school that he or she would attend if nondisabled. |  |  |
| 2. | All of the student’s classes are in the general educational classroom. |  |  |
| 3. | The child has the opportunity to participate in nonacademic and extracurricular services and activities (may include: meals, recess periods, and services and activities such as counseling services, athletics, transportation, health services, recreational activities, special interest groups or clubs sponsored by the child’s LEA, and employment of students, including both employment by the LEA and assistance in making employment available) to the same extent as peers who do not have disabilities. |  |  |

**Section B: LRE Factors and Considerations Screening (Complete only if “NO” has been checked for one or more of the items in Section A. Respond to all items unless otherwise indicated.)**

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| --- | --- | --- | --- |
|  |  | **YES** | **NO** |
| 1. | The IEP Team made a program recommendation consistent with the contents of all of the other sections of the child’s IEP. |  |  |
| 2. | The IEP Team made a recommendation to enable the child to be educated to the maximum extent appropriate with access to the general education curriculum and children who are nondisabled. |  |  |
| 3. | The IEP Team made a recommendation to enable the child’s participation in nonacademic and extracurricular services and activities with nondisabled children to the maximum extent appropriate to the needs of the child. |  |  |
| 4. | The IEP Team considered the use of supplementary aids and services (including but not limited to, SETSS direct in general education class, SETSS direct in separate location, SETSS indirect and/or assistive technology) in conjunction with general education class placement to support access to the general education curriculum. |  |  |
| 5 | The IEP Team recommended the program using the full continuum of special education services, which is required to implement the child’s IEP. |  |  |
| 6. | The IEP Team considered any potential harmful effects (lack of access to curriculum, lack of access to nondisabled peers) of the placement on the child. |  |  |
| 7. | The IEP Team considered any potential harmful effects of the placement on the quality of the services that the child needs. |  |  |

Comments/Additional Information:

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(IEP Team Chairperson, type **e-Signature** in the box above) (type **Date** in box above)