

Least Restrictive Environment (LRE) Data Collection Tool

Student Name:	Date:
Student ID:	

This *LRE Data Collection Tool* must be completed for every annual individualized education program (IEP) and whenever the IEP team is discussing the student's LRE regardless of duration (e.g., 20 min, 3 hours, 6 hours). **This tool must be used for each area of need.**

Section I is completed for each area of need and may be drafted in advance of the individualized education program (IEP) meeting. However, this section is to be reviewed, discussed, and revised, as appropriate, based on the IEP team's discussion.

Section II is to be completed for every student during the IEP meeting. This section is not to be drafted in advance of the IEP meeting.

Considerations:

- Essential factors when considering the least restrictive environment come directly from the [Regulations Governing Special Education Programs for Children with Disabilities in Virginia](#).
- All placement decisions must be based on the individual needs of each student.
- Objective (observable and measurable) data must be provided and attached to support the information provided.

Area(s) of need:

Staff members consulted in drafting Section I:

Name	Role	Name	Role

The **draft of Section I** must be reviewed by the special education department chair or special education administrator in advance of the IEP meeting. **The final document is to be reflective of the IEP team's decision. The LRE and the justification, as determined by the IEP team, will be documented in the student's IEP.**

The completed *LRE Data Collection Tool* is to be attached to the IEP and maintained in the student's cumulative record with the IEP and other corresponding documents.

Least Restrictive Environment (LRE) Data Collection Tool

Section I: If drafted prior to the meeting, this section is to be reviewed, discussed, and revised, as appropriate, based on the IEP team's discussion. Areas of need with similar responses and data sources can be grouped together.

Student:

Student ID:

Area of Need:

Essential LRE Factors	Key Questions	Response with Supporting Data
Removal of children with disabilities from the regular educational environment occurs <u>only</u> 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. 8VAC20-81-130-A(1)(b)	What is the nature and severity of the student's disability?	
	What supplementary aids and services (e.g., accommodations) are needed for the student to receive a free appropriate public education (e.g., reading strategies, read aloud, behavioral support, assistive technology, executive functioning support, prompts, visual supports, etc.)?	
A child with a disability is not removed from education in age-appropriate regular classrooms <u>solely</u> because of needed modifications in the general curriculum. 8VAC20-81-130-C(1)(e)	What, if any, modifications to the general curriculum may be required? Note: <u>Modifications</u> are changes to what the student is expected to learn or be able to do.	
In selecting the least restrictive environment, consideration is given to any potential harmful effect on the child or on the quality of services which the child needs. 8VAC20-81-130-C(1)(d)	What, if any, are the potentially harmful effects on the student for each placement option considered? What, if any, are the potentially harmful effects on the quality of services the student needs in each of the placement options considered?	
The local educational agency shall 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. 8VAC20-81-130-A(2)	What supplementary aids and services might the student need to participate in nonacademic settings (e.g., meals, recess, extracurricular activities)?	

Section II: To be completed during the IEP meeting. This section is not to be drafted in advance of the IEP meeting. Information included in this section must be documented in the IEP.

Essential LRE Factors	Key Questions	Response with Supporting Data
Local educational agencies shall document all alternatives considered and the rationale for choosing the selected placement. 8VAC20-81-130-B(4) An explanation of the extent, if any, to which the child will not participate with children without disabilities in the regular class and in the activities described in this section. 8VAC20-81-110-G(5)	What alternatives have been considered?	
	What placement (setting) has been selected?	
	What is the justification for the proposed placement? Note: Responses to items in Section I should be considered when developing the justification statement.	