

# Chapter 6

Expanded guidance regarding procedures when a student is experiencing a lack of progress

# LRE Considerations

## Section 1

In making LRE determination, consider at least the following four factors:

- 1. What steps has the school district taken to accommodate the child in the general education classroom, including the school district's consideration of a continuum of placements and support services?
- 2. What academic benefits will the child receive in the general education classroom as compared to those the child will receive in the special education classroom?
- 3. What is (or what is expected to be) the child's overall educational experience in general education, including non-academic benefits?
- 4. What effect will the child's presence in the general education classroom have on that classroom?

# LRE & Continuum of Alternative Placements

## Section 2

- Added Examples to the continuum of alternative placements
- Revised the LRE Decision Tree
  - Placement Determination decision is made **AFTER** identification of needs, goals, and services/supports

# LRE: Lack of Expected Progress

## Section 3 When to Review Placement Decisions

Under IDEA, IEP teams have the responsibility to periodically review the child's IEP, “but not less frequently than annually to determine whether the annual goals for the child are being achieved; and revises the IEP as appropriate **to address any lack of expected progress** toward the annual goals and in the general education curriculum, where appropriate” (20 U.S.C. § 1414 (d)(4)(A)).

As teams conduct these reviews, lack of expected progress may be an appropriate reason and time to review placement decisions.