

Section 1: Whether education can be achieved satisfactorily in the regular classroom for a major portion of the school day, with the use of appropriate supplementary aids and services.

1A. Steps taken by the school to try to include the child in a regular classroom in conjunction with supplementary aids and services:

- Has the school considered the whole range of supplementary aids and services, including resource rooms and itinerant instruction?
Yes No
- Has the school made efforts to modify the regular program to accommodate the child?
Yes No
- Do the school's efforts constitute at least serious considerations rather than token gestures?
Yes No

1B. Comparison between the educational benefits in the segregated setting versus those in a regular classroom with supplementary aids and services:

- Does the comparison significantly include social and communication skills as well as academic progress?
Yes No
- With such a broad scope, would education experts favor the segregated placement in terms of relative benefits to the individual child?
Yes No

1C. Possible negative effects on the education of other children in the regular classroom if the child were integrated with appropriate supplementary aids and services:

- Is there a negative effect so disruptive that the education of the other students is significantly impaired?
Yes No
- Do the child's disabilities demand so much of the teacher's time that the teacher will be required to ignore the other students?
Yes No

1D. Cost factor depending on the circumstances of the specific case:

- Is the cost of the integrated placement, with appropriate supplementary aids and services, so great that it would significantly impact upon the education of the other children in the district?
Yes No

If most of the answers to questions in Sections 1A through 1D are "Yes", a segregated placement may be appropriate. In that case, the proposed segregated placement should be evaluated with the questions in Section 2. If most of the Section 1 answers are "No", a segregated placement probably would not be appropriate and the Section 2 questions would be irrelevant.

Section 2: Determining if the proposed placement includes the child in school programs with nondisabled children to the maximum extent appropriate:

- Is it possible to place the child in regular education for some, even if not a significant portion, academic programs?
Yes No
- Is it possible to place the child in regular non-academic classes?
Yes No
- Is it possible to provide interaction with nondisabled children during lunch and recess?
Yes No

The more answers in Section 2 that are "Yes", then more likely it is that the proposed segregated placement meets the LRE criteria as defined by current policy and case law.