



Least Restrictive Environment (LRE) Interview Form

Michigan Department of Education Office of Special Education
Fall 2024

Participant Information

District _____ Date _____

Interviewee _____ Role _____

Interviewer _____

Interview Questions

Key: **SE** indicates the question will be asked of special education personnel. **GE** indicates the question will be asked of general education personnel.

1. Please tell us about your school/district. Does the Intermediate School District (ISD) or district operate virtual school(s) (continuum of placements) 34 CFR §300.115(a)? (SE/GE)
2. Please share your understanding of the *Individuals with Disabilities Education Act* (IDEA) requirement which states on an annual basis, each public agency must ensure eligible students with an Individualized Education Program (IEP) receive a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE) (34 CFR §§300.114(a)(2) and 300.116(b)(1)). (SE/GE)
3. For students with IEPs who are placed in general education for a portion of their day or more, how is specialized instruction provided (34 CFR §300.115(b)(2))? (SE/GE)
4. How are you involved in the IEP process (34 CFR §300.114)? (SE/GE)

- a. How are you informed of your responsibilities related to implementing the IEP including specific accommodations/modifications and supports in the general education setting (34 CFR §300.323(d))?
 - b. If you are not directly involved in the IEP process, how are you informed when students with an IEP have changes to their IEP (i.e., program changes/accommodation changes/etc.) (34 CFR §300.324(a)(4)(ii))? (SE/GE)
 - c. How do you document the provision of these services (34 CFR §300.17(d))? (GE)
5. What professional development (PD) or guidance related to LRE has the district made available (34 CFR §300.114)? Did this PD include general educators and administrators? (SE/GE)
 6. What professional development or guidance related to supplementary aids and services, including accommodations and accessibility needs, has the district conducted (34 CFR §300.114)(a)(2)(ii)? (SE/GE)
 7. What professional development or guidance related to the continuum of alternative programming placements has the district conducted (34 CFR §300.115)? (SE/GE)
 8. Describe the process used by the district to address the student's educational and behavioral needs to receive FAPE in the general education setting before moving to the next more restrictive option (34 CFR §300.114(a)(2)). (SE/GE)
 9. Describe the process used annually by the district to address the student's educational and behavioral needs to receive FAPE in the general education setting annually regardless of current placement (34 CFR §§300.114(a) and 300.116(b)(1)). (SE/GE)
 10. Describe how the district creates opportunities for inclusion including non-academic and extracurricular activities (34 CFR §300.117). (SE/GE)
 11. What types of supplemental aids and services are considered to support Students with Disabilities (SWDs) in accessing the general education curriculum (34 CFR §300.114(a)(2)(ii))? (SE/GE)

12. Does your district implement a Multi-Tiered System of Supports (MTSS) framework with fidelity measures in place for implementation? At what grade or building level? (SE/GE)

Policy

The questions in this section are intended primarily for the special education director.

13. What policies and procedures are in place to ensure, to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled (§300.114(a)(2)(i))?

Does your response include the consideration of preschool and transition age students ages 22-26?

14. What policies and procedures are in place to ensure that special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only 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 (§300.114(a)(2)(ii))?

Does your response include the consideration of preschool and transition age students ages 22-26?

15. What policies or procedures are in place regarding the development, implementation, and evaluation of supplementary aids and services (34 CFR §§300.114(a)(2)(ii) and 300.320(a)(4))? (Examples: Statewide Autism Resources & Training (START) Running the Board, Education Benefit Review, etc.)

Does your response include the consideration of preschool and transition age students ages 22-26?

16. What policies or procedures are in place guiding teams through the continuum of programming/services (§300.115(b)(1))? (Examples, data analysis review, educational benefit review)

Does your response include the consideration of preschool and transition age students ages 22-26?

17. How do you access alternative placements within your ISD (§300.115(b)(1))?

Does your response include the consideration of preschool and transition age students ages 22-26?

18. What policies or procedures are in place to ensure students with disabilities participate with their nondisabled peers in nonacademic and extracurricular activities (§300.117)?

Does your response include the consideration of preschool and transition age students ages 22-26?

19. What are the barriers for implementing LRE, making LRE decisions? (for example, attitudes/values/beliefs/location)

Does your response include the consideration of preschool and transition age students ages 22-26?