| NJDOE MONITORING ProtocolPlacement in the Least Restrictive Environment (LRE)**School Age, PSD and Out-of-District** | **School District:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****School:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Monitoring Date:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Team Leader:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****Monitor:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |
| --- | --- |
| **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Compliance Status (Number of compliant files /number of files reviewed)** |
| 1. To the maximum extent appropriate, the child is educated with children who are not disabled [20 U.S.C. §1412(a)(5)(A); 34 C.F.R. §300.114(a)(2)(i)]  |  |  |  |  |  |  |
| **Guiding Questions:**a. Do interviews with CST members, the director of special services and teachers indicate that children are educated with children who are not disabled to the maximum extent appropriate? (Yes or No)b. Do interviews with CST members, the director of special services and teachers indicate that, if a child requires placement in a general education placement with supports, the program is provided? (Yes or No)If the answer to either question is no, the district is noncompliant. |  |  |  |  |  |  |

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| --- | --- |
| **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Compliance Status (Number of compliant files /number of files reviewed)** |
| 2. The IEP shows that a) consideration was given to whether the student can be educated satisfactorily in the general education classroom with supplementary aids and services and b) an explanation of the rejection of any supplementary aids and services was given. [N.J.A.C. 6A:14-4.2(a)(8)] **Guiding Questions**:a. For each student who is placed outside of the general education classroom for 20 percent of the day or more, are the specific supplementary aids and services that were considered identified in the IEP? (Yes or No) b. If the supplementary aids and services listed were rejected, is an adequate reason for the rejection identified in the IEP? (Yes or No) If the answer to either question is no, the IEP is noncompliant. |  |  |  |  |  |  |
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| **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Compliance Status (Number of compliant files /number of files reviewed)** |
| 3. The IEP includes a comparison of the benefits provided in the general education class and the benefits provided in the special education class. **Guiding Questions:**a. Is there an adequate comparison of benefits documented in the IEP? (Yes or No) If no, did the team explain why the benefits were not compared? (Yes or No) b. Are the benefits of BOTH the general education class and the special education class documented in the IEP? (Yes or No)c. Are the benefits documented individualized (e.g., all IEPs do not have the same statement)? (Yes or No)If the answer to any question is no, the IEP is noncompliant. |  |  |  |  |  |  |
| 4. The IEP includes the potentially beneficial or harmful effects which a placement (general education) may have on the student with disabilities or the other students in the class [20 U.S.C. §1412(a)(5); 34 C.F.R. §300.116(d)]**Guiding Questions:**a. Are the potential benefits and/or harmful effects documented in the IEP? (Yes or No) b. Does the IEP describe the potentially beneficial or harmful effects of placement in **general education,** as well as describe the potentially beneficial or harmful effects of a special education placement, on the student with disabilities or the other students in the class? (Yes or No)c. Are the documented harmful or beneficial effects based on the specific student and the placement (general education)? d. Does the IEP show that supports and services were considered to prevent or ameliorate any harmful effects?If the answer to any question is no, the IEP is noncompliant. |  |  |  |  |  |  |
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| **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Compliance Status (Number of compliant files /number of files reviewed)** |
| 5. For students in separate settings, the IEP sets forth activities to move the student to a less restrictive placement. **Guiding Questions:**a. Are the activities to move the student to a less restrictive environment documented in the IEP? (Yes or No) If yes, do the documented activities include efforts to develop the program or supplementary aids and services the student needs to benefit from education in a general education classroom or in-district school?b. Does the IEP include activities the district will complete rather than what the student must do to become "ready" to move to a less restrictive environment? (Yes or No)If the answer to either question is no, the IEP is noncompliant. |  |  |  |  |  |  |
| 6. Is a full continuum of alternative placements available [20 U.S.C. §1412(a)(5); 34 C.F.R. §300.115]**Guiding Question:**a. Do interviews with CST members, the director of special services and teachers indicate that the district can access a full continuum of placement options? (Yes or No)b. Does the file review demonstrate that the district can access a full continuum of placement options? (Yes or No)If the answer to either question is no, the district is noncompliant. |  |  |  |  |  |  |
| 7. Placement must be as close to home as possible. Unless the IEP requires some other arrangement, the child is educated in the school that he or she would attend if nondisabled.[20 U.S.C. §1412(a)(5); 34 C.F.R. §§300.116(b)(3) and (c)] **Guiding Questions:**a. Do interviews with CST members, the director of special services and teachers demonstrate that adequate consideration is given to placing the child in the school they would attend if nondisabled? (Yes or No)b. Does the file review demonstrate that adequate consideration is given to placing the child in the school they would attend if nondisabled? (Yes or No)If the answer to either question is no, the district is noncompliant. |  |  |  |  |  |  |
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| **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Compliance Status (Number of compliant files /number of files reviewed)** |
| 8. The child is not removed from education in age-appropriate general education classrooms solely because of needed modifications in the general education curriculum. [20 U.S.C. §1412(a)(5); 34 C.F.R. §300.116(e)].**Guiding Question:**a. Do interviews with CST members, the director of special services and teachers demonstrate evidence that modifications are utilized as appropriate in general education settings. (Yes or No)b. Do interviews with Child Study Team members, the director of special services and teachers indicate that children are removed from age-appropriate general education classrooms solely because of needed modifications in the general education curriculum (e.g. curriculum modifications due to child not working on grade level, pace of instruction or the rate of learning of other students)If the answer to either question is no, the district is noncompliant. |  |  |  |  |  |  |
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| **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Student Initials/ No.** | **Compliance Status (Number of compliant files /number of files reviewed)** |
| 9. The LEA ensures that students participate with nondisabled children in nonacademic and extracurricular activities to the maximum extent appropriate.**Guiding Questions:**a. Do interviews with the director of special services, child study team members and teachers indicate that the student has opportunities to participate in nonacademic and extracurricular activities? (Yes or No)b. Does the IEP list the modifications the student needs to participate in extracurricular services and activities? (Yes, No or the interviews with the director of special services, child study team members and teachers indicate that the student does not need modifications)c. Does the IEP include an explanation of the extent, if any, to which the child will not participate with nondisabled children in extracurricular and other nonacademic activities? If the answer to any question is no, the district is noncompliant.  |  |  |  |  |  |  |