

LEAST RESTRICTIVE ENVIRONMENT (LRE) 101

**Riverview School District
*Mini Overview Presentation***

November 5, 2019

DEFINING LRE

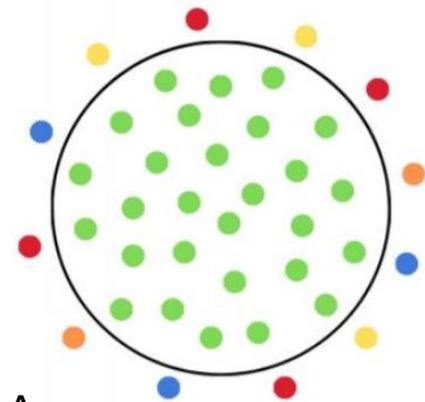
- LRE is part of the [Individuals with Disabilities Education Act](#) (IDEA).
- IDEA states that children who receive *special education* should learn in the least restrictive environment.
- This means they should spend *as much time as possible with peers who do not receive special education*

LEAST RESTRICTIVE ENVIRONMENT

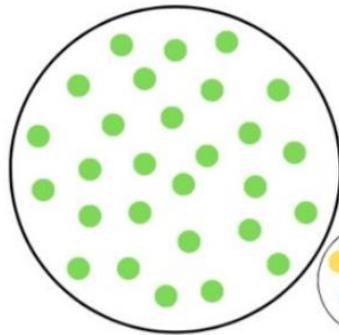
At a Glance

- Least restrictive environment (LRE) isn't a place; it's a principle that guides a student's educational program.
- Special education law states that students with disabilities should be learning with their peers.
- When LRE comes up, so do the words "mainstreaming" and "inclusion."
- "Environment" makes LRE sound like a *place*. But it actually is more about a student's educational *program*. *Where your child learns is only one piece of the program.*

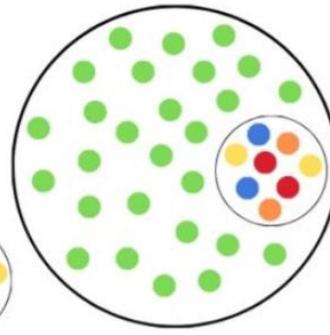
WHAT IS INCLUSION?



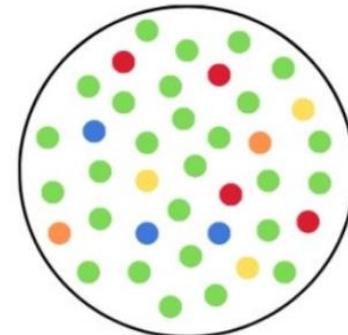
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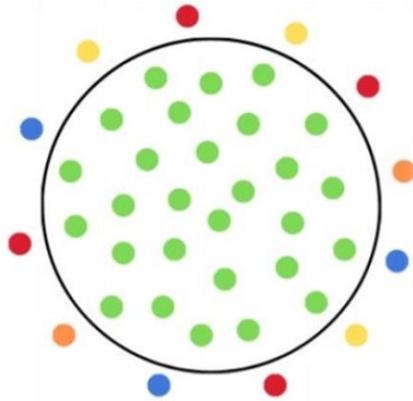
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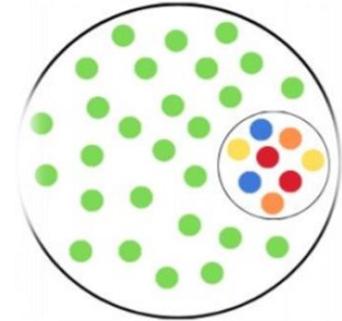
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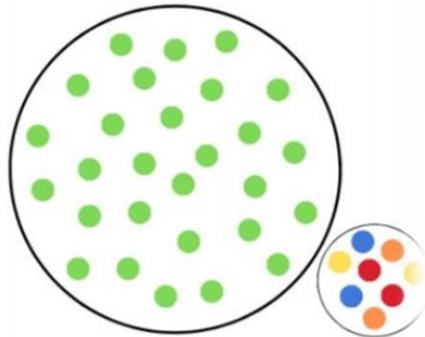




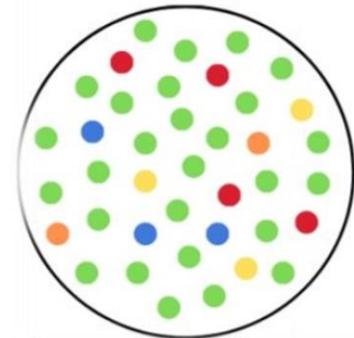
EXCLUSION



INTEGRATION



SEGREGATION



INCLUSION

SUPPLEMENTARY AIDS & SERVICES

- Aids, services, and other supports that are provided in regular education classes, other education-related settings, and in extracurricular and nonacademic settings, to *enable children with disabilities to be educated with nondisabled children to the maximum extent appropriate*
- Examples of supplementary aids and services may include:
 - *para-educators or interpreter services*
 - *assistive technology devices and services*
 - *consulting teachers*
 - *environmental adaptations*
 - *note takers*
 - *modifications to the regular class curriculum*
- Supplemental aids and services must be listed on the student's Individualized Education Program



IDEA: The BIG “2” about LRE that are important to understand when working with the IEP team

1. 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*;
2. 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*. [20 USC 1412 Section 612 (a) (5), and its implementing regulation found at 34 C.F.R. §300.114(a)].

LRE & IDEA

- By law, it is the *IEP team that decides* on the educational placement for an individual student.
- The law and PDE policy require that each local education agency and IEP team make educational placement decisions based on the 5 general principles

GENERAL PRINCIPLES OF LRE

1. A *Free and Appropriate Public Education (FAPE) must be provided to every student with an IEP*; moreover, FAPE must be delivered in the LRE as per the IEP team.
2. Students **will not be removed** from regular education classrooms merely because of the severity of their disabilities

GENERAL PRINCIPLES OF LRE

3. When students with disabilities, including students with significant cognitive disabilities, need specially designed instruction or other supplementary aids and services to benefit from participating in regular education classrooms, as required in their IEP, *local education agencies (LEAs) are obliged to ensure that those services are provided*
4. IEP teams must determine whether the goals in the student's IEP can be implemented in regular education classrooms with supplementary aids and services *before* considering removal from the regular education classroom;
5. Before contemplating placement in a more restrictive setting School districts *must consider the full range of supplementary aids and services in regular education classrooms*, based on peer-reviewed research to the extent practicable, including modification of curriculum content,.

KEY FACTORS TO CONSIDER TO DETERMINE LRE AS AN IEP TEAM

1. What efforts have been made to accommodate the child in the regular classroom and with what outcome(s)
2. What additional efforts (i.e., supplementary aids and services) in the regular classroom are possible
3. What are the educational benefits available to the child in the regular classroom, with the use of appropriate supplementary aids and services
4. Are there possible significant and negative effects of the child's inclusion on the other students in the class

IMPLICATIONS FOR EDUCATORS

- Be familiar with a wide array of supplementary aids and services
- Know the proper IEP decision making sequence (see above);
- Consider the whole range of supplementary aids and services when making placement decisions
- Understand that modifications to the regular curriculum may be an appropriate means of delivering educational benefit within the regular classroom
- Address services needed for a student identified under IDEA
- Be clear about the supports you need in order to implement any given student's IEP within your regular classroom
- Be familiar with the continuum of placement options

IMPLICATIONS AS A DISTRICT

- Program and placement decisions are based on student strengths, potential and needs
- IEP teams consider the regular classroom with supplementary aids and services **before** considering a more restrictive environment
- Staff is aware of this policy on Least Restrictive Environment
- Supportive team structures are in place to enable general education teachers to effectively educate students with IEPs in their regular classroom as appropriate;
- IEP teams use the most current IEP format

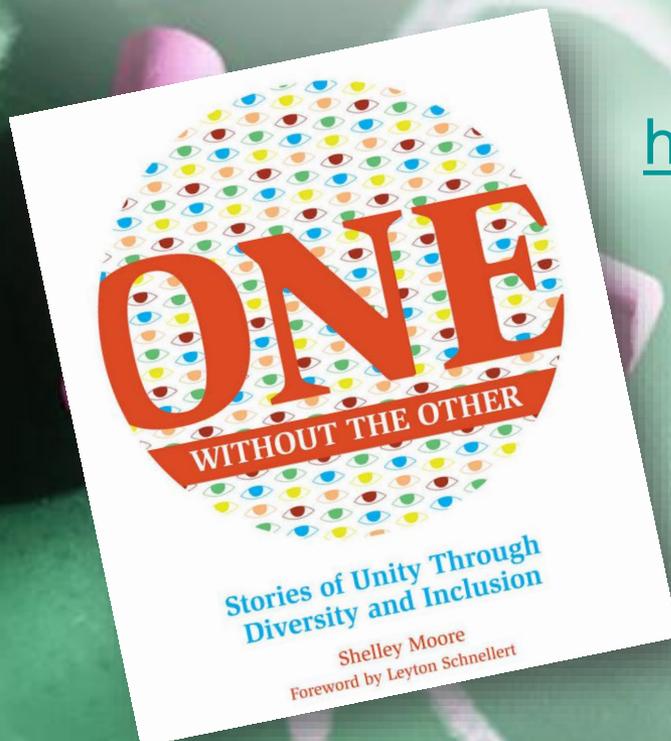
ROLE OF THE GENERAL ED. TEACHER

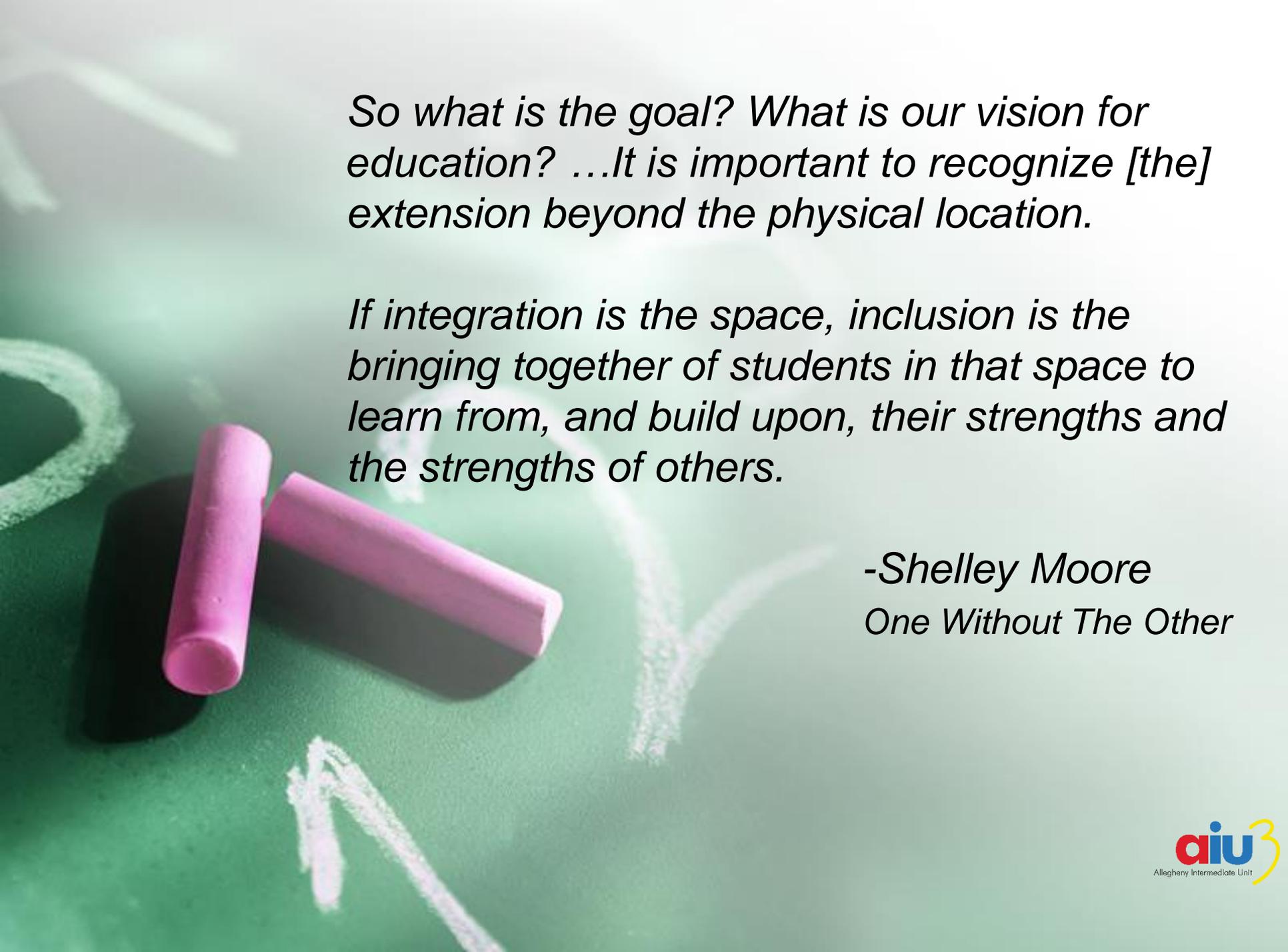
- Law states that at least one general education teacher must be present at the IEP team meeting, if the child is, or may be, participating in the general education environment.
- Assist in the development of the IEP by helping determine:
 - *positive behavioral interventions and strategies*
 - *supplemental aids and services*
 - *program modifications*
 - *Supports for personnel that enable teachers to work with the child.*

The Evolution of Inclusion: Doing Better...Meaningfully Meeting LRE

Shelley Moore

<https://www.youtube.com/watch?v=PQgXBhPh5Zo>





So what is the goal? What is our vision for education? ...It is important to recognize [the] extension beyond the physical location.

If integration is the space, inclusion is the bringing together of students in that space to learn from, and build upon, their strengths and the strengths of others.

*-Shelley Moore
One Without The Other*

DR. ERIN J. GRIMM

Training & Consultation Coordinator

Allegheny Intermediate Unit

Erin.grimm@aiu3.net

412-394-4952