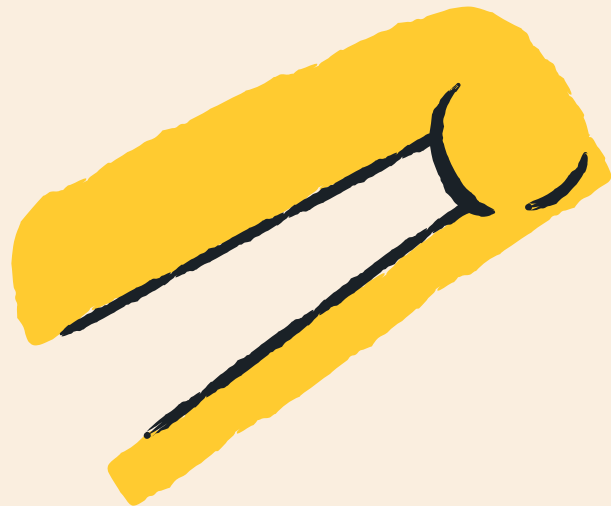
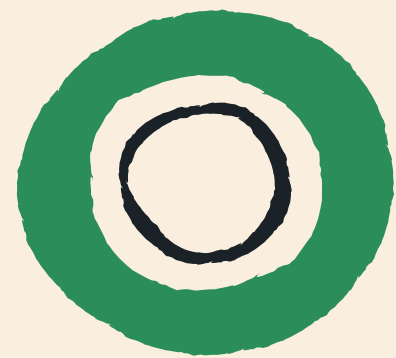
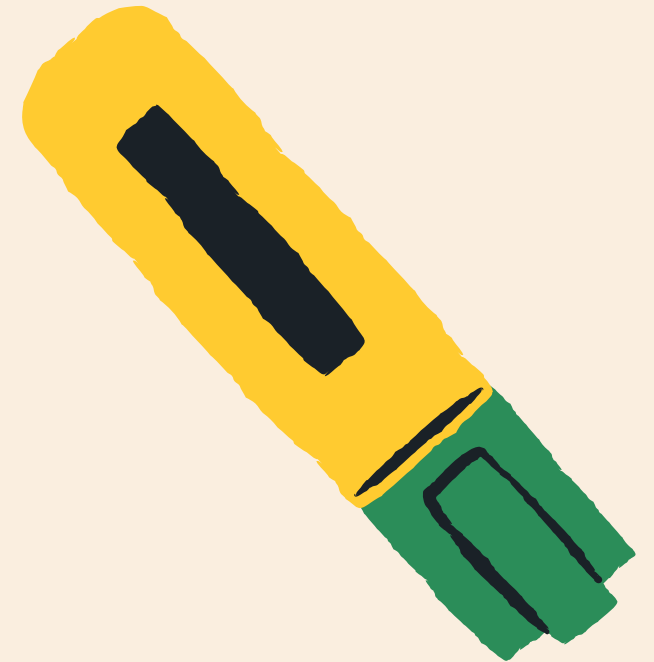




SECAC Meeting 10/17/2024

CONTINUUM OF SPECIAL EDUCATION

A look at Least Restrictive Environments



Least Restrictive Environment

What is the LRE?

The Least Restrictive Environment (LRE) is one of the six main principles of the Individuals with Disabilities Education Act (IDEA). LRE is a term that simply means being in a general education classroom where students with and without disabilities are learning together.



History: Congress passed the federal law IDEA in 1975 seeking “to end the long history of segregation and exclusion of children with disabilities” from school and made a promise that every eligible child, regardless of the nature or perceived severity of the child’s disability, could go to school and learn alongside their peers without disabilities.

The LRE Requirement

To make good on that promise, Congress specifically defined LRE in the law. The IDEA states,

“that to the maximum extent appropriate, children with disabilities... are educated with children who are nondisabled,” “as close as possible to the child’s home,” “in the school he or she would attend if not disabled.”

Congress was wise enough to recognize that the general education classroom would not be the best place for all students with disabilities; so a requirement is included in the IDEA that states when a child is taken out of general education classes and placed in separate classes or schools, that should occur “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 U.S.C. 1412(a)(5)(A)]

Decision-Making Process for Least Restrictive Environment

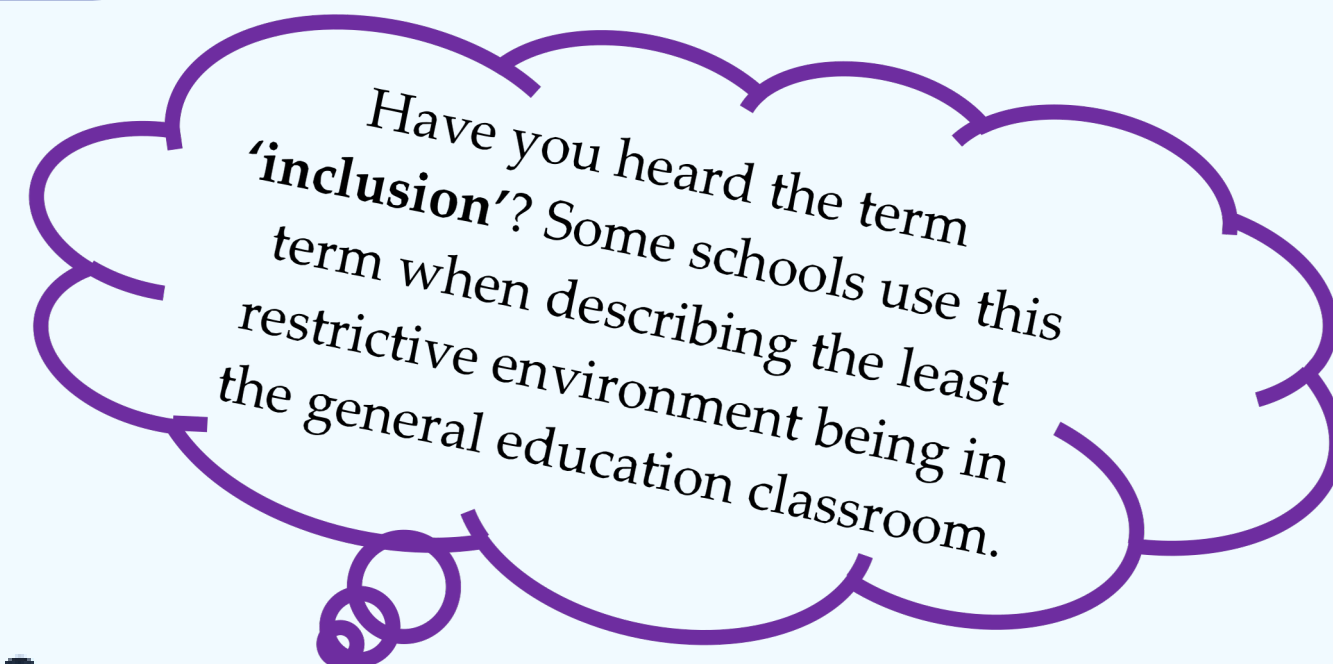
The IDEA requires that the placement team (the child's IEP team) considers the following based on the individual child's unique circumstances, present levels of performance, goals, services, and supports.

The following is a general outline of the process for the individual child's IEP.



One size does not fit all, so it is important to determine the most appropriate environment where the child will receive a quality education, whether that is in the general classroom or in a separate classroom.

The process is in place to ensure that the IEP team is taking the necessary actions to ensure equal opportunity for learning.



Preschool LRE

Ages 3-5

- Same guidelines regarding least restrictive environment
- Options are different based on students not required to be in general education school
- Options range from itinerant services to separate classes
- Continuum may look different for students based on if or where they are attending preschool
- CCPS is exploring more options to continue to expand our LRE options for students 3-5

DEFINITIONS

Least Restrictive Environment

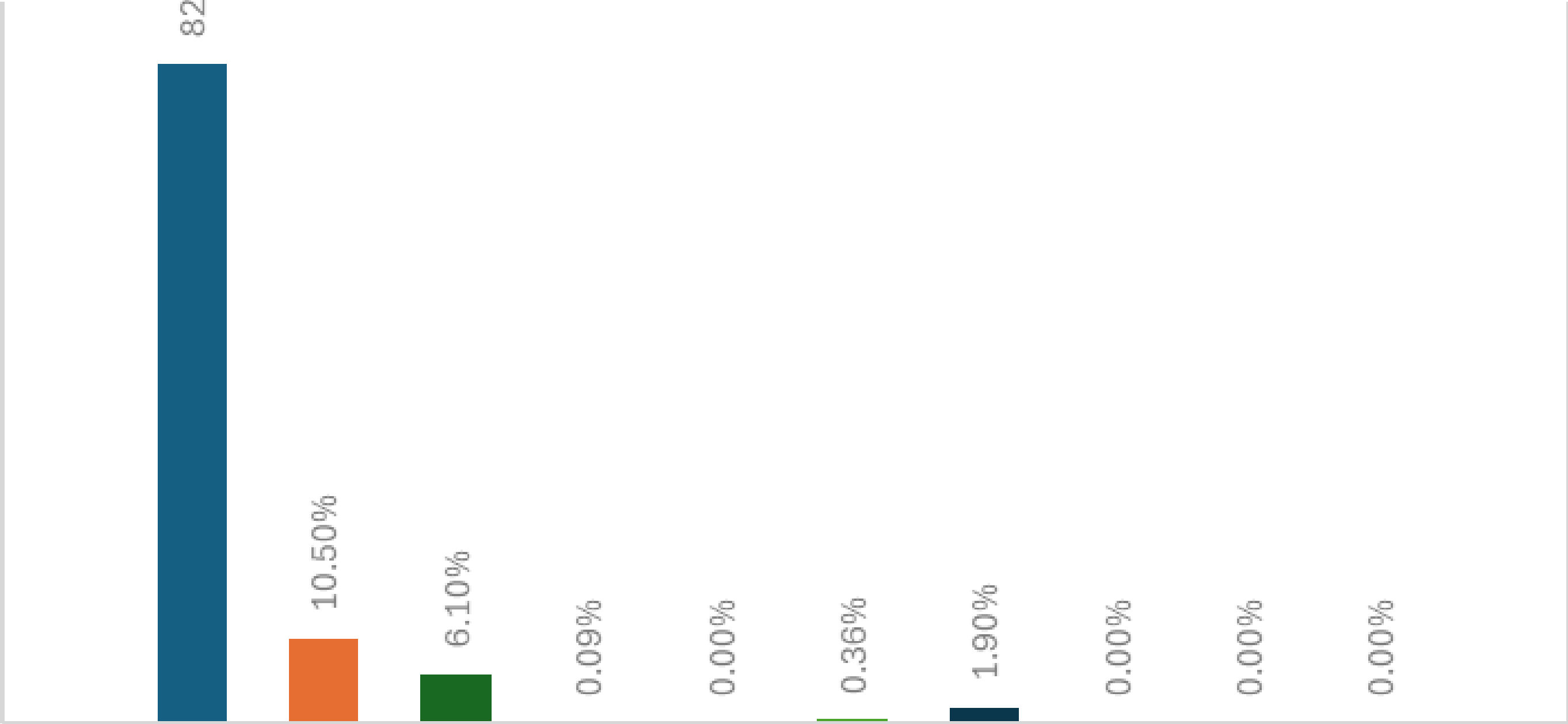
The least restrictive environment is the educational environment that an IEP team decides is the most appropriate for a student’s needs and abilities. Ideally, students with special needs should be educated, as much as possible, in general education classrooms alongside their non-disabled peers. The LREs examined in these datasets include:

LRE	Description
A	Inside General Education Settings 80% or More – All special education and related services are provided to a student who is served inside the general education setting for 80% or more of the school day.
B	Inside General Education Settings Between 40 and 79% – All special education and related services are provided to a student who is served inside the general education setting for 40–79% of the school day.
C	Inside General Education less than 40% – All special education and related services are provided to a student who is served inside the general education setting for less than 40% of the school day.
D	Homebound Placement – All special education and related services are provided in the child’s family or caregiver’s residence.
E	Hospital Placement – All special education and related services are provided in a medical treatment facility on an inpatient basis.
F	Public Separate Day School – All special education and related services are provided in a public separate day facility that <i>does not house programs for students without disabilities</i> . This LRE is restricted to students who attend a public separate day school for more than 50% of the school day.
G	Private Separate Day School – All special education and related services are provided in a private separate day facility that <i>does not house programs for students without disabilities</i> . This LRE is restricted to students who attend a private separate day school for more than 50% of the school day.

LRE	Description
H	Public Residential Facility – All special education and related services are provided in a public residential facility. This LRE is restricted to students who attend a public residential facility for more than 50% of the school day.
I	Private Residential Facility – All special education and related services are provided in a private residential facility. This LRE is restricted to students who attend a private residential facility for more than 50% of the school day.
U	Correctional Facilities – All special education and related services are provided in a correctional facility. These data are intended to be an unduplicated count of all children receiving special education services in: Short-term detention facilities (community-based or residential), or correctional facilities
V	Parentally Placed in Private Schools – Unduplicated total who have been enrolled by their parents or guardians in regular parochial or other private schools, whose basic education is paid through private resources, and who receive special education and related services at public expense from a local educational agency or intermediate educational unit under a service plan. <i>This does not include children who are home-schooled or placed in private/nonpublic schools by the LEA.</i>

		Number of Students	Percentage
A - INSIDE GENERAL EDUCATION (80% or more)		2516	82.40%
B - INSIDE GENERAL EDUCATION (40% - 79%)		322	10.50%
C - INSIDE GENERAL EDUCATION (less than 40%)		188	6.10%
D -HOMEBOUND		3	0.09%
E - HOSPITAL		0	0.00%
F - PUBLIC SEPARATE DAY SCHOOL		11	0.36%
G - PRIVATE SEPARATE DAY SCHOOL		59	1.90%

CCPS LRE CODING



Services In General Education

- Push In
- Co-Teaching

Services Outside of General Education

- Resource Model
- Class Period
- High School Level: Learning Resource Mod
- Regional Program
- Seperate Building within CCPS
- Seperate Building outside of CCPS

Placement is not
LOCATION

SUCCESS Program

**Skill development and Universal design for Children with Communication
and Extensive Support needs in School**

- Regional program to service students whose needs are more significant than can be met at a comprehensive school**
- Decisions regarding placement in the SUCCESS program are made by the IEP team along with Central Office staff**
- A structured language-rich environment with supports of visuals and assistive technology devices**
- Individualized behavioral interventions are centered on teaching appropriate replacement behavior, along with proactive strategies used to prevent occurrences of undesired behavior**
- Staffing includes special education teachers, Instructional Assistants, Student Support Assistants, and Autism Behavior Consultant**

SUCCESS Program

**Skill development and Universal design for Children with Communication
and Extensive Support needs in School**

- **Keeps students in their Least Restrictive Environment within Carroll County**
- **Allows access to general education peers and curriculum and school activities- family nights, assemblies**
- **Focused on individual student needs in a smaller setting with additional supports**
- **Addresses student behaviors and communication needs in a strategic manner**
- **Enhances student independence in the school setting**

BEST

Behavior Education Support Team

- Elementary, Middle, High School
- Regional programs to service students whose needs are more significant than can be met at a comprehensive school
- Decisions regarding placement in the BEST program are made by the IEP team along with Central Office staff
- Staffing includes Special Education Teachers, Instructional Assistants, Student Support Assistants, and Mental Health Therapists

BEST

Behavior Education Support Team

- Keeps students in their Least Restrictive Environment within Carroll County
- Allows access to general education peers and curriculum and school activities- family nights, assemblies
- Focused on individual student needs in a smaller setting with additional supports
- Addresses student behaviors needs in a strategic manner
- Enhances student independence in the school setting
- Offers counseling and other community supports through their mental health therapists
- Offers parent education/family supports through their mental health therapists

Let's talk
about
inclusion...

