

Northland
LEARNING CENTER

SEAC Meeting: Understanding Least Restrictive Environment (LRE)

March 19, 2025: 3:30-4:30pm

WELCOME!

WE ARE GLAD YOU ARE HERE!

COOK COUNTY ISD 166
Home of the Vikings

INDEPENDENT SCHOOL DISTRICT 2142
ST. LOUIS COUNTY SCHOOLS

CHISHOLM PUBLIC SCHOOLS
Committed to High Expectations

INTERNATIONAL FALLS
INDEPENDENT SCHOOL DISTRICT 361

ELY PUBLIC SCHOOLS
Home of the Timberwolves

ROCK RIDGE

Nett Lake Elementary School
Soaring to Excellence

MIB
MOUNTAIN IRON-BUHL PUBLIC SCHOOL

Northland
LEARNING CENTER

GIANTS
MESABI EAST

Hosted by:

Jackie Ward - Executive Director

Hannah Helander - Special Education Coordinator

Chris Hautala - CEIS Coordinator

Tell us about yourself

What is your name?

What district are you a part of?

What is your role: parent, teacher, administrator, etc?

Important Definitions from the Minnesota Department of Education (MDE)

MDE defines LRE as:

– An IDEA requirement that, to the maximum extent appropriate, LEAs must educate students with disabilities in their least restrictive environment. Special classes, separate schooling, or other removal of children with disabilities from the general education environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. 34 CFR 300.114.

MDE defines FAPE as:

School districts and charter schools must make available to each eligible student a free appropriate public education (FAPE), consisting of special education and related services that are provided in conformity with the student's individualized education program (IEP). 34 CFR 300.17 and 300.101.

Continued MDE Definitions

- Individuals with Disabilities Education Act (IDEA) – The major federal law related to special education that provides funding to states and sets specific procedural requirements for the identification and education of students with disabilities. 20 USC 1400 et seq.

- Individualized Education Program (IEP) – An IEP is a written statement for a child with a disability that is developed, reviewed and revised in a meeting in accordance with IDEA regulations. 34 CFR 300.320 to 324.

- Inclusion – Under special education, inclusion is an approach that stresses educating students with disabilities, regardless of the type or severity of that disability, in the regular classrooms of their neighborhood schools and delivering special education and related services within the classroom to the extent possible.

- Instructional Settings – Instructional settings describe, **for reporting purposes,** how students with disabilities are served in the least restrictive environment in accordance with the student's Individualized Education Programs (IEPs). 34 CFR 300.114.

- Educational Placement Options

The Evaluation Report Guides the IEP

1. The **E**valuation **R**eport Identifies **Needs**
2. The Needs Become IEP **Goals**
3. The Goals Determine **Instruction** Necessary to achieve Goals
4. The Instruction Necessary Determines **Services**
5. The Services Determine **Minutes** on Service Grid (Explained in **LRE**)
6. The Minutes Determine **%** of School Week receiving Services
7. The % of time receiving Services Determines **Federal Setting**

What does Least Restrictive Environment (LRE) mean for your child?

Least Restrictive Environment is a part of the IEP.

- LRE should be discussed/decided upon yearly at the IEP Team meeting.

- LRE is on the Services Page. It is the section that explains the Service Grid: What are the skill deficits each service is addressing? How much time will be missed with general education peers? What general education activities will the student miss while receiving these services?

- Services can be provided in the general education classroom (often called “push-in”), in another setting such as the special education room (often called “pull-out”), or a combination of both models. There are many factors that determine the best delivery method for your child, and, please, bring up any questions or concerns you have at the meeting.

- The IEP is a legal document, and any changes to it (other than minor clerical corrections) need to be made through an Amendment or new IEP. Either case requires your notification and consent through a Prior Written Notice (PWN).

MDE Least Restrictive Environment Checklist

Least Restrictive isn't restricted to Environments

Provision of services in the least restrictive manner should guide all IEP decisions:

- Curriculum: are modifications appropriate vs a different choice?
- Assessments: MCAs w/ accommodations vs MTAS alternative?
- Accommodations & Modifications: What does your student need to access their classroom, curriculum, and activities? What is working, and what is not? Has assistive technology been considered?
- A paraprofessional is one of the most restrictive options.
- Overhelping doesn't help in the long run, consider all options.

Questions & Discussion Time

- On the subject of LRE, FAPE, or other MDE guidance
- On any other special education related topic
- Please fill out the Feedback sheet; it can really help guide the topics of future meetings.

Resources

Our website: www.northlandsped.org

Next NLC SEAC Meeting will be Scheduled for Next Fall

Thank you for joining us!