

Least Restrictive Environment for age 6-21: Indicator 5

Measurement: Percent of children with IEPs aged 6 through 21:

- A. inside the regular class 80% or more of the day inside the regular class 80% or more of the day;
- B. inside the regular class less than 40% of the day; or
- C. Served in public or private separate schools, residential placements, or homebound or hospital placements.

Calculation

Regular Classroom with Modifications:

Percent = [(# of children with IEPs served inside the regular class 80% or more of the day) divided by the (total # of students aged 6 through 21 with IEPs)] times 100.

Self-Contained

Percent = [(# of children with IEP's served inside the regular class less than 40% of the day) divided by the (total # of students aged 6 through 21 with IEP's)] times 100.

Out of District

Percent = [(# of children with IEP's served in public or private separate schools, residential placements, or homebound or hospital placements) divided by the (total # of students aged 6 through 21 with IEP's)] times 100.

Collection Method

Information is collected through SIMS utilizing the special education tab.

Collection Dates

December 1 Child Count

District Submission Date

Sign off sheet timeline for December 1 Child Count

Important Notes:

Information is publicly report for the State Performance Plan one year after data is collected. Example: 2010 Child Count is reported in 2012.

Strategies to Analyze LRE for 6-21 Data:

- Conduct training workshops for special education personnel how to deal students with behavioral and emotional problems.
- Provide training opportunities for special education teachers in identified districts, along with all districts, on the process of the justification of placements and necessity of the Least Restrictive Environment.
- Provide training to staff on calculating and definitions dealing with the Least Restrictive Environments.
- Remember: Students with disabilities should be educated with nondisabled students to the maximum extent appropriate for the child.
- Create questions for staff to ask during the IEP team meeting to consider when determining the students LRE.
 - Are services required outside the classroom?
 - Can they make progress in general education setting?
 - What are the positive and negative consequences of having the child included or excluded from regular education classes?

Resources and Improvement Activities