Least Restrictive Environment (LRE)

Action Planning

Produced collaboratively by the Technical Assistance Partnerships for Academics, Behavior and Equity
Disclaimer

The resources shown are designed to provide helpful information. Resources are provided for instructional use purposes only and do not constitute NYSED endorsement of any vendor, author, or other sources. To the best of our knowledge, the resources provided are true and complete.
Meeting Norms

• Take care of your needs (water, food, restroom, etc.)
• Speak your truth – Use “I” statements
• Ask what you need to understand and contribute
• Listen with respect
• Push your growing edge
• Participate and struggle together
• Expect a lack of closure
• Respect each others’ needs and learning styles
Blueprint for Improved Results for Students with Disabilities

Self-Advocacy
Students engage in self-advocacy and are involved in determining their own educational goals and plan.

Family Partnership
Parents, and other family members, are engaged as meaningful partners in the special education process and the education of their child.

Specially-Designed Instruction
Teachers design, provide, and assess the effectiveness of specially-designed instruction to provide students with disabilities with access to participate and progress in the general education curriculum.

Research-Based Instruction
Teachers provide research-based instructional teaching and learning strategies and supports for students with disabilities.

Multi-tiered Support
Schools provide multi-tiered systems of behavioral and academic support.

Inclusive Activities
Schools provide high-quality inclusive programs and activities.

Transition Support
Schools provide appropriate instruction for students with disabilities in career development and opportunities to participate in work-based learning.
Slide Marker Icons

- Activity
- Handout
- Poll
- Discussion
- Reflection
- Action Plan
- Vetted/Policy
Training Objectives

• Participants will review their key learnings from each of the LRE training modules.
• Participants will identify areas of greatest or most immediate need to be addressed.
• Participants will determine short-term and long-term goals to develop an action plan to improve LRE in their school/district.
• Participants will develop a timeline for the action plan.
Activity 1:
Section 1: Module Review

Understanding Actions to Improve LRE
Four Components to Consider

- Pre-Referral and Referral Process
- Individualized Education Program (IEP) Development and Continuum of Services
- High-Quality Inclusive Services & Infrastructure Considerations
- Family and Parent Involvement
Root Cause Analysis

Problem

Symptoms

Causes

Pre-referral and Referral

IEP Development and Continuum of Services

Attitudes and Beliefs

Family and Parent Involvement

High-Quality Inclusive Services and Infrastructure
## General Reflection Activity in All Modules

**Pause and Summarize**

<table>
<thead>
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Let’s Review Module 2

Pre-referral and Referral

Does your district/building have a clear and effective process for pre-referral interventions and referral of students suspected of having a disability?
Activity 2:
Participant Workbook

Consider the activities you reviewed in the Module 2 participant workbook (Activities 2-9).

Use the guiding questions to fill in the pause and summarize chart in the Module 6 participant workbook.
Let’s Review Module3

Does the Committee on Special Education (CSE) collaboratively develop IEPs in accordance with the unique strengths and needs of the student in order to ensure participation in the LRE?

Does the district/school utilize a variety of combinations of special education supports and services to serve students with disabilities in general education and promote meaningful access, participation and progress in the general curriculum?
Activity 3:
Participant Workbook

Consider the activities you reviewed in the Module 3 participant workbook (Activities 2-9).

Use the guiding questions to fill in the pause and summarize chart in the Module 6 participant workbook.
Let’s Review Module 4

Do the school leaders, educators and parents support the provision of high-quality inclusive services?

Do school leaders, educators and parents each fulfill their roles in promoting an infrastructure that supports implementation of LRE placements?
Activity 4:

Participant Workbook

Consider the activities you reviewed in the Module 4 participant workbook (Activities 2-7).

Use the guiding questions to fill in the pause and summarize chart in the Module 6 participant workbook.
Let’s Review Module 5

Family and Parent Involvement

Does the district/school meaningfully engage family members, value their input and involve them in the planning and problem-solving process?
Activity 5:

Participant Workbook

Consider the activities you reviewed in the Module 5 participant workbook (Activities 3-9).

Use the guiding questions to fill in the pause and summarize chart in the Module 6 participant workbook.
Section 2: Determining Priorities

Prioritizing Actions to Improve LRE
## Activity 6
### Practice Determining Priorities

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<td>No consistent referral policy in school/district</td>
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<td>Revamp referral process form</td>
<td>Professional development on IEP writing</td>
<td>Redo school schedule to include integrated classes</td>
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### Activity 7
Determine Your Own Priorities

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Section 3:
Action Planning for LRE
Identifying Actions to Improve LRE and Developing a Plan
## Activity 8
### Develop an Action Plan

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<tr>
<th>Potential Focus Area</th>
<th>Action to Be Taken</th>
<th>Short-term or Long-term?</th>
<th>Who is responsible?</th>
<th>When will this be completed?</th>
<th>Next Steps</th>
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<td><strong>Module 2 - Prereferral and Referral</strong></td>
<td>Revamp the referral process form to include documentation of prerereferral interventions</td>
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<td><strong>Module 4 - Inclusive Services and Infrastructure</strong></td>
<td>Redo school schedule to include ICT classes</td>
<td>Long-term</td>
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Activity 8:

Participant Workbook

Use the guiding questions to develop an action plan that addresses your team’s priorities for improvement.

Complete the action planning chart in the Module 6 participant workbook.
Section 4:
Challenging Beliefs About LRE

Surfacing the Underlying Assumptions to Improve LRE
## Activity 9
Consider Beliefs and Perceptions

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Activity 10:
Participant Workbook

How might beliefs about special education impact the implementation of your action plan?

- Special Education, LRE, and Inclusion
- Student Ability
- Parent Responsibility/Capacity
- Teacher Responsibility/Capacity
- School District Responsibility/Capacity
Activity 11:
Questions and Answers
Contact Us

Full Name
Title
Name@email.com

Full Name
Title
Name@email.com

Full Name
Title
Name@email.com

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