



New York State Education Department  
Office of Special Education  
**Educational Partnership**



# **Least Restrictive Environment (LRE)**

## **Action Planning**

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# 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

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# 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

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**Understanding Actions to Improve LRE**

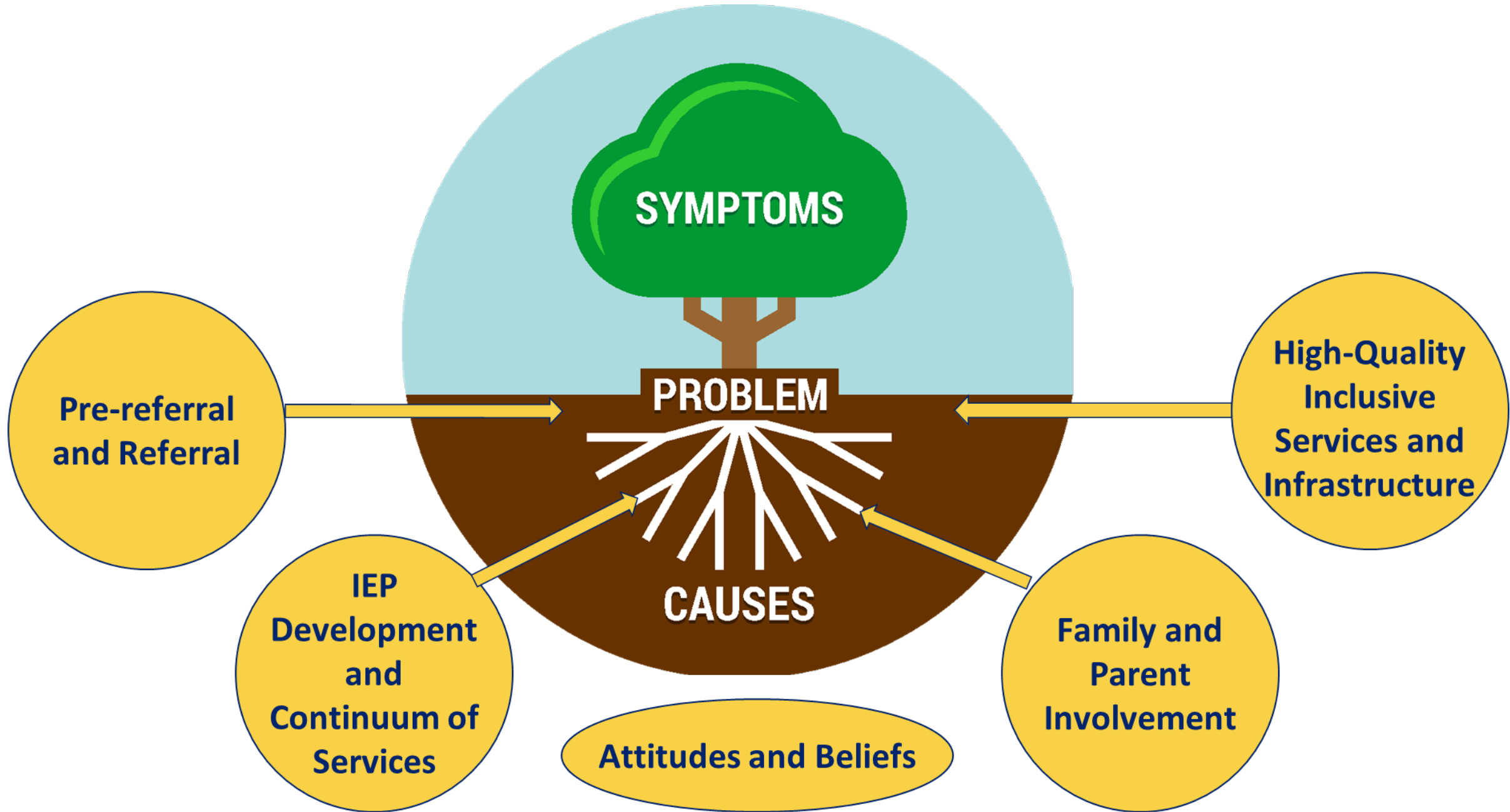
# Four Components to Consider

**Pre-Referral  
and Referral  
Process**

**Individualized  
Education  
Program (IEP)  
Development  
and  
Continuum of  
Services**

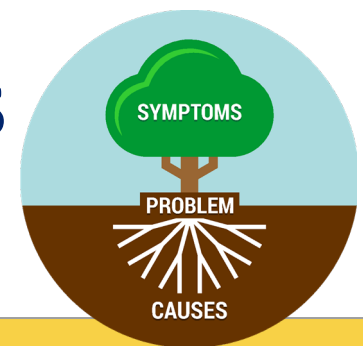
**High-Quality  
Inclusive  
Services &  
Infrastructure  
Considerations**

**Family and  
Parent  
Involvement**



# General Reflection Activity in All Modules

## Pause and Summarize



Gaps, Barriers, Solutions	Module 2	Module 3	Module 4	Module 5
Gaps in Practices and Policies				
Barriers to LRE				
Initial Solutions to Address				

# 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



**IEP  
Development  
and  
Continuum of  
Services**

**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

**High-Quality  
Inclusive  
Services &  
Infrastructure  
Considerations**

**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



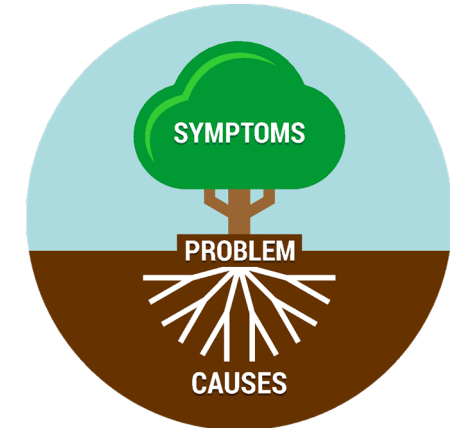
Gaps, Barriers, Solutions	Module 2	Module 3	Module 4	Module 5
<b>Gaps in Practices and Policies</b>	No consistent referral policy in school/district	IEPs lack a thorough description in the present levels of performance indicating the strengths and needs of students	No integrated classes available in our building	Parents in our district feel more restrictive is better
<b>Barriers to LRE</b>	Students are being referred that have not gone through a proper prereferral process and received interventions	Lack of adequate data make it difficult to determine LRE	Students are being placed in small classes, rather than integrated settings	Parents want more services because they believe that will provide a better education for their child
<b>Initial Solutions to Address</b>	Revamp referral process form	Professional development on IEP writing	Redo school schedule to include integrated classes	One-time presentation at special education parent meeting

# Activity 7

## Determine Your Own Priorities



Gaps, Barriers, Solutions	Module 2	Module 3	Module 4	Module 5
Gaps in Practices and Policies				
Barriers to LRE				
Initial Solutions to Address				



# **Section 3:**

# **Action Planning for LRE**

**Identifying Actions to Improve LRE and  
Developing a Plan**



# Activity 8

## Develop an Action Plan

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

# 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



Gaps, Barriers, Solutions	Module 2	Module 3	Module 4	Module 5
<b>Gaps in Practices and Policies</b>	No consistent referral policy in school/district	IEPs lack a thorough description in the present levels of performance indicating the strengths and needs of students	No integrated classes available in our building	Parents in our district feel more restrictive is better
<b>Barriers to LRE</b>	Students are being referred that have not gone through a proper prereferral process and received interventions	Lack of adequate data make it difficult to determine LRE	Students are being placed in small classes, rather than integrated settings	Parents want more services because they believe that will provide a better education for their child
<b>Initial Solutions to Address</b>	Revamp referral process form	Professional development on IEP writing	Redo school schedule to include integrated classes	One-time presentation at special education parent meeting

# 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

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Technical Assistance Partnership  
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This training was provided by the Technical Assistance Partnership for Behavior & Academics at The University of Albany, and Equity at the Bank Street College of Education. The OSE Educational Partnership is funded by the New York State Education Department Office of Special Education.