

Special Programs Update

12/10/2019



SPED Department

1. Unique Learning Systems
2. Newsela
3. Updated [padlet](#)
4. Building relationships
5. IEP tip of the month “continuous growth”

What is LRE (least restrictive environment)

LRE is part of the [Individuals with Disabilities Education Act](#)(IDEA). IDEA says that children who receive special education should learn in the least restrictive environment.

This means they should spend as much time as possible with peers who do not receive special education.

Least Restrictive Environment (LRE)-

1 GENERAL EDUCATION CLASSES

NO SUPPORTS

← GOAL!

2 INCLUSION

SPECIAL ED TEACHER SUPPORTS WITHIN THE GENERAL ED CLASSROOM

3 RESOURCE ROOM

STUDENTS ARE PULLED OUT OF THEIR REGULAR CLASSES TO MEET WITH RESOURCE TEACHER.

4 SELF-CONTAINED

STUDENTS ARE TAUGHT BY SPECIAL EDUCATION TEACHERS WITH OTHER SPECIAL EDUCATION STUDENTS ONLY.

5 SEPERATE SCHOOLS

STUDENTS ATTEND SCHOOLS SPECIFICALLY FOR STUDENTS WITH DISABILITIES

6 RESIDENTIAL

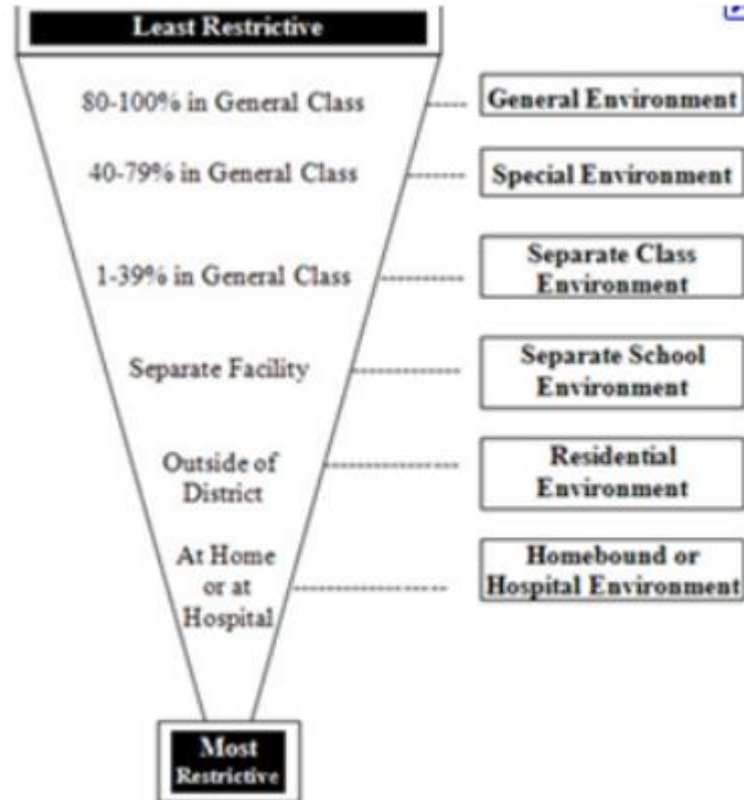
STUDENTS PERMENANTLY RESIDE AT THEIR SCHOOL FOR SPECIAL NEEDS



LRE at a glance

- Least restrictive environment (LRE) isn't a place; it's a principle that guides a child's educational program.
- Special education law says a child should be learning with her/his peers.
- When LRE comes up, so do the words "mainstreaming" and "inclusion."

Categories of LRE



The research:

**Over 80 years of research has shown
that placement in the general
education setting positively impacts
outcomes!**

Carlberg & Kavale
(1980)

50 research studies
from 1932 – 1970

Wang & Baker
(1985)

Meta-analysis
from 1975 – 1984

Oh-Young & Filler
(2015)

Research studies
from 1980 – 2013

Theobald, et al.
(2018)

WA Study on
CTE & Outcomes

Why Inclusionary practices?

Simply put, both students with and without disabilities learn *more*. Students with disabilities have higher achievement and improved skills through inclusive education, and their peers without challenges benefit, too (Bui, et al., 2010; Dupuis, Barclay, Holms, Platt, Shaha, & Lewis, 2006; Newman, 2006; Alquraini & Gut, 2012).

For students with disabilities (SWD), this includes academic gains in literacy (reading and writing), math, and social studies — both in grades and on standardized tests — better communication skills, and improved social skills and more friendships. More time in the general classroom for SWD is also associated with fewer absences and referrals for disruptive behavior.

Their peers without disabilities also show more positive attitudes in these same areas when in inclusive classrooms. Research shows the presence of SWD gives non-SWD new kinds of learning opportunities. One of these is when they serve as peer-coaches. By learning how to help another student, their own performance improves. Another is that as teachers take into greater consideration their diverse SWD learners, they provide instruction in a wider range of [learning modalities](#) (visual, auditory, and kinesthetic), which benefits their regular ed students as well.

State LRE

Yet only 56.6% are placed in general education for 80-100% of the day.

[For students of color, that total falls to 49%]

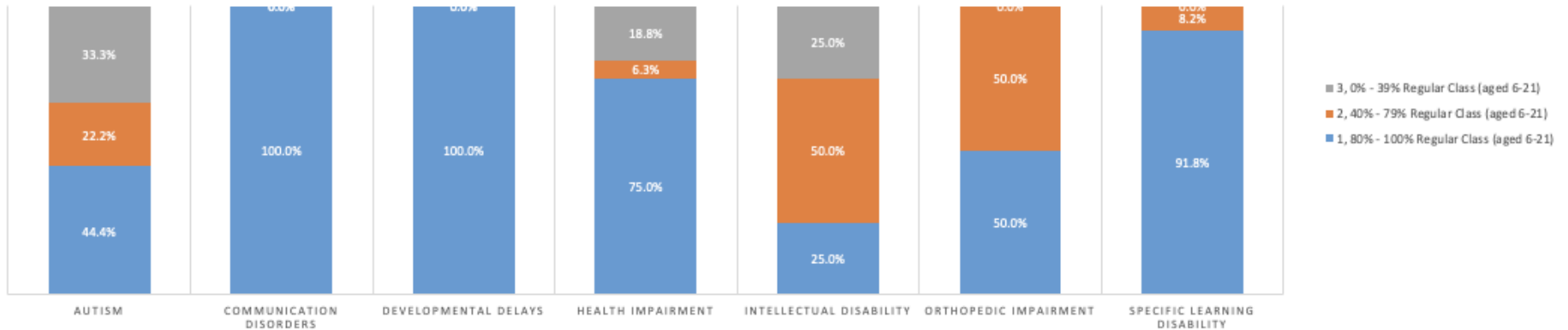
Chelan LRE Data 2018

LRE 80-100% = 85.2

LRE 40-79% = 9.0

LRE 0-39% = 5.7

NOV 2018 LRE BY DISABILITY



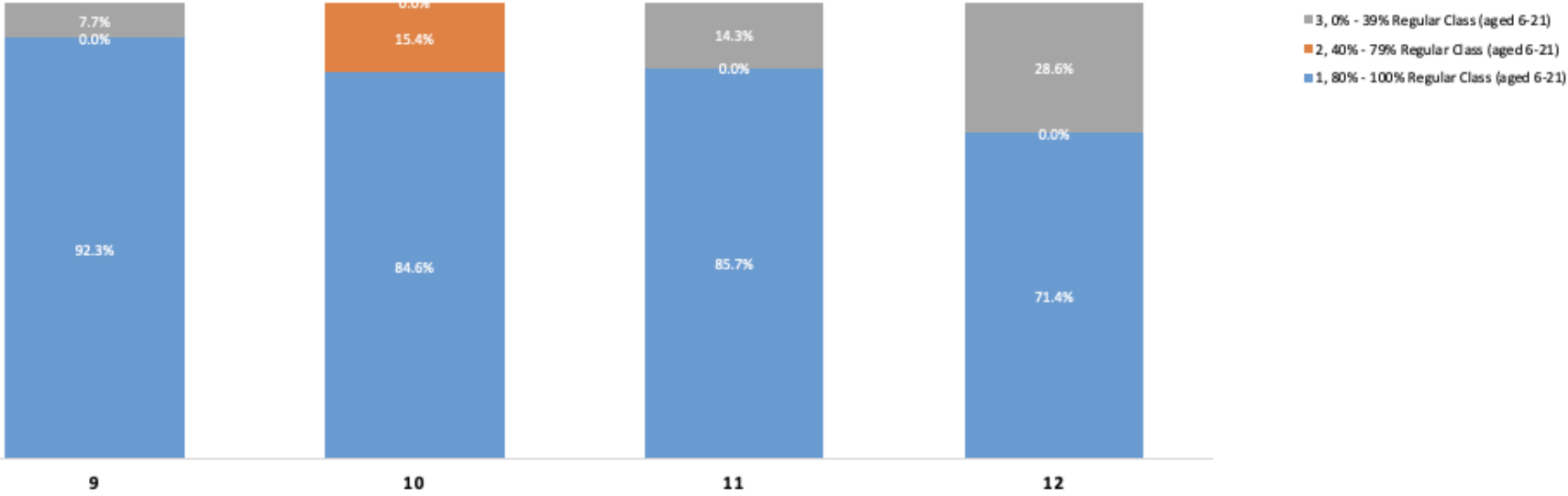
Lake Chelan High School

LRE 80-100% = 85.0

LRE 40-79% = 5.0

LRE 0-39% = 10.0

NOV 2018 SCHOOL LEVEL LRE BY GRADE



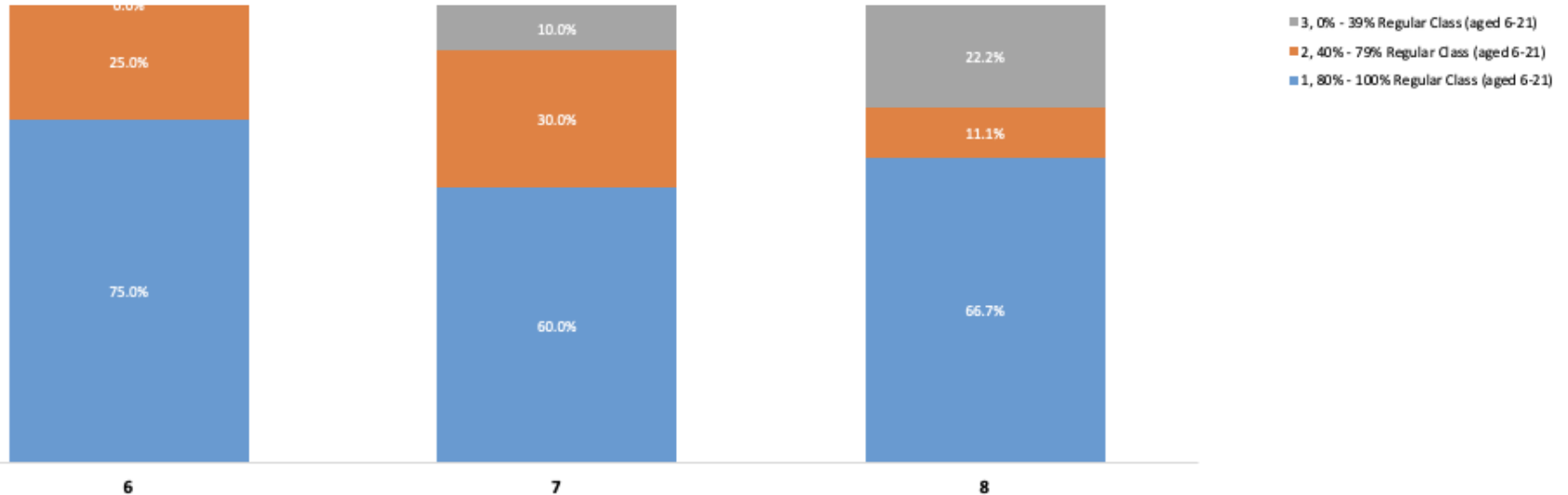
Lake Chelan Middle School

LRE 80-100% = 67.7

LRE 40-79% = 22.6

LRE 0-39% = 9.7

NOV 2018 SCHOOL LEVEL LRE BY GRADE



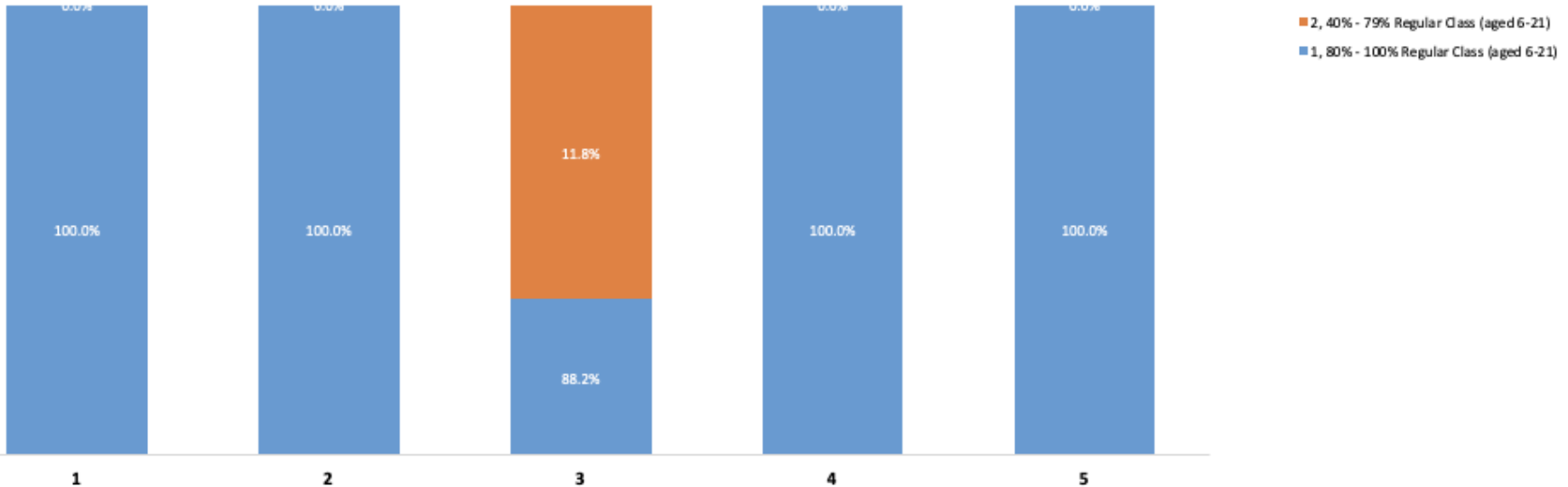
Morgan Owen's Elementary

LRE 80-100% = 95.7

LRE 40-79% = 4.3

LRE 0-39% = 0.0

NOV 2018 SCHOOL LEVEL LRE BY GRADE



Where are we heading?

1. Data will look different next year
2. Inclusion coalition