



Hastings
Public Schools

Special Education

IEP and Least Restrictive Environment

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Students are the heart  *of all we do*

Qualifying for Special Education Services (K - Age 22)



MTSS Referral

Academic,
social/emotional,
mental health
needs shared by
the classroom
teacher



2+ RBI's

At least two
research based
interventions
completed (MDE
requirement)



CST Referral

Child Study Team
(special
education staff)
develop an
evaluation plan



Evaluation

30 school day
evaluation period

Parents are involved in each step of the process

Qualifying for Special Education Services (Birth to Kindergarten)



District

Receives referral



CST

(Child Study Team)

Screening or
evaluation plan



Evaluation

45 calendar days
(birth through age 2)

30 school days
(age 3+)



IFSP or IEP developed

Parents are involved in each step of the process

Disability Categories (13)

- Severely Multiply Impaired
- Autism Spectrum Disorders
- Blind-Visually Impaired
- Deaf-Blind
- Deaf and Hard of Hearing
- Developmental Cognitive Disabilities
- Developmental Delay (birth to age 7)
- Emotional or Behavioral Disorders
- Other Health Disabilities
- Physically Impaired
- Specific Learning Disabilities
- Speech or Language Impairments
- Traumatic Brain Injury

Evaluation results are used to develop the IFSP or IEP

(Individualized Family Service Plan, Individualized Education Plan)

Key areas addressed:

- Goals and objectives
- Special education services
- Transition services
 - **Frequency and amount of time for services**
 - **Federal setting identified**
- **Least Restrictive Environment**
- Accommodations, modifications and supports
- Transportation needs
- Behavior plans

Federal Settings (Birth to Kindergarten)

Pre-Kindergarten setting: location of services, time in special education, time with general education peers

- Settings 11-17
 - Birth to age 3
 - Examples: home, hospital, childcare
- Settings 30-34, 39, 41-45
 - Ages 3 to Kindergarten
 - Examples: VPK, preschool, home, hospital

Federal Settings (K - Age 22) –in district–

Special education service time determines the Federal setting:

- Setting I: General education setting 80% or more of the day
(0-20% of time in special education)
- Setting II: General education setting 40% to 79% of the day
(21-60% of time in special education)
- Setting III: General education setting less than 40% of the day
(more than 60% of time in special education)

Least Restrictive Environment

Explanation of the extent to which the student will not participate with non-disabled students in the regular classroom and other activities. See C.F.R. § 300.320(a)(5).

What will the student miss in their general education class when receiving services?

Why is the General Education Setting Important?

Legal: Guided by Statute § 300.114 LRE requirements.

(i) To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and

(ii) Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Best practice and our ethical obligation:

All students should have the same opportunities, to the highest extent possible.

Inclusion benefits ALL students.



Supporting Students With High Behavioral Needs

How?

- Prevent challenges
- Teach replacement skills
- Reinforce successes



*It's not working....
what now?*

LRE Responsibility - Additional Support

- Preventative measures (setting up the environment)
- Instructional supports (classroom and additional services)
- Reinforcement supports

Added supports may increase service time



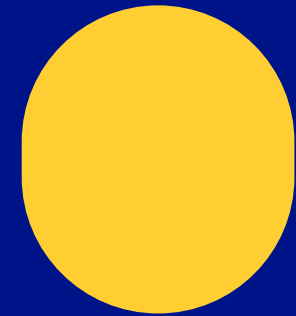
Examples of Student Supports

- Preventative supports (set the student up for success)
 - Clear routines and expectations
 - Visual schedules or checklists
 - Pre-corrections (“In 2 minutes we’re transitioning...”)
 - Seating arrangements
 - Relationship building with staff
- Instructional supports (teach replacement skills)
 - Teaching self-regulation strategies
(breaks, breathing, requesting help)
 - Modeling and practicing appropriate behaviors
 - Social-emotional instruction
- Reinforcement supports
 - Specific praise
 - Token systems or incentives
 - Goal-setting and progress tracking

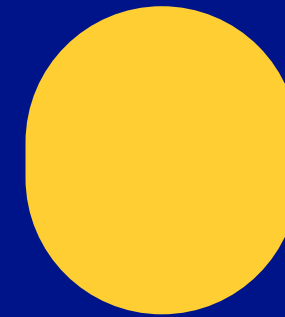




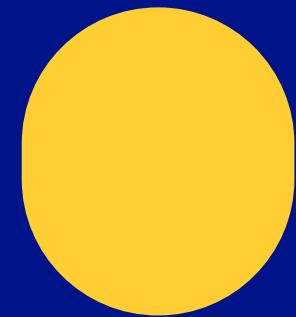
Other Considerations



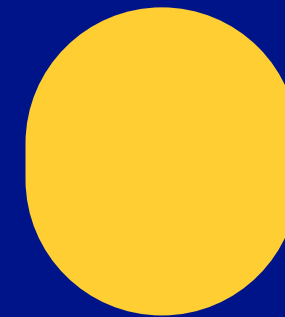
Time and Data
4-6 weeks



BCBA Consultation
917



Family support
Medical or county



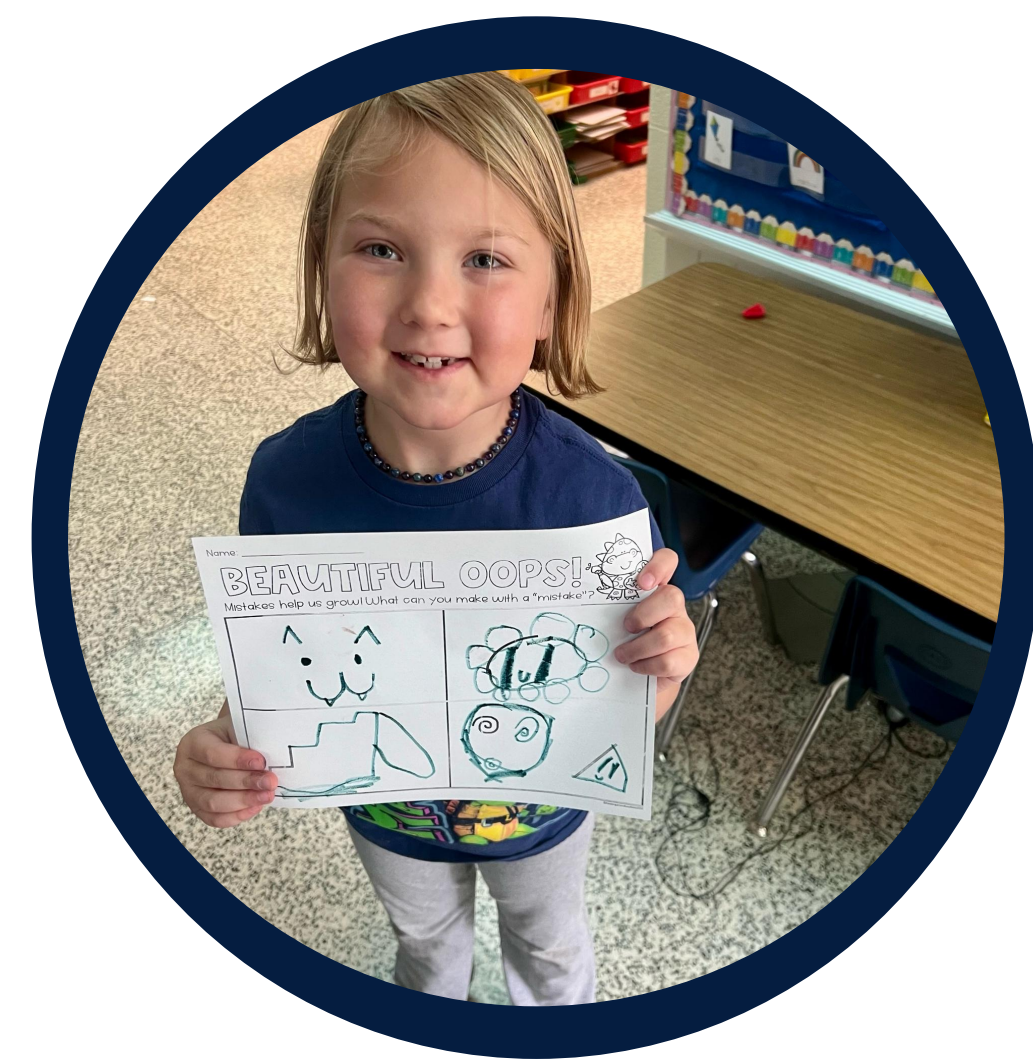
Additional
Assessment

Increased Support May = Change in Federal Setting

Setting III = more than 60% of the day receiving special education services and...student continues to have challenges

Can we do more?

What is the data showing?



IEP Meeting

- Review data
- Other levels of support not yet provided?
- Discuss higher level of support in a different location (setting IV)

District Vision = Law

Sec. 300.114 LRE requirements

We Care

A caring and inclusive culture for all.

We Empower

Opportunities and choices for students,
families, and staff.

We Achieve

Focused on achievement and
engagement in all we do.

Each public agency must ensure that—

(i) To the maximum extent appropriate, **children with disabilities**, including children in public or private institutions or other care facilities, **are educated with**

children who are nondisabled; and

(ii) Special classes, separate schooling, or other **removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.**

Students should feel a sense of belonging, acceptance and a part of our community



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Questions?

Students are the heart



of all we do



THANK YOU

