

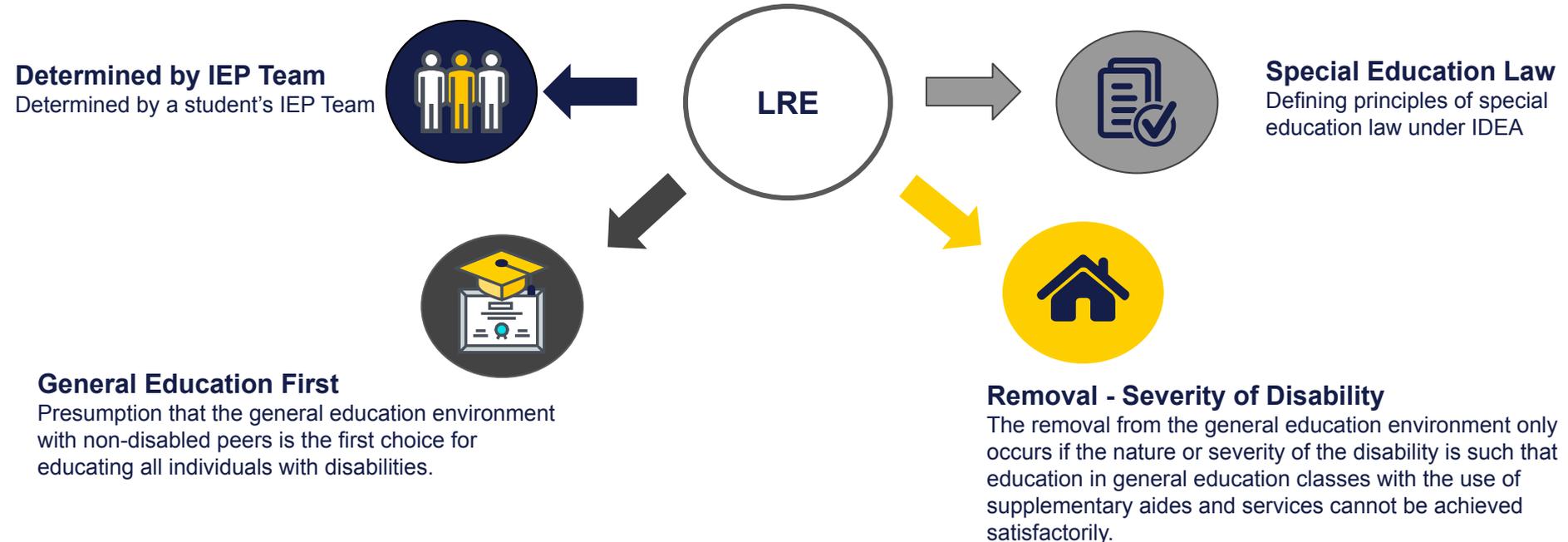
Least Restrictive Environment in the Wake of COVID-19

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Working Together for Student Success

Least Restrictive Environment (LRE) Basic Universal Principles



Delivering Services



COVID-19 has not changed a student's right to LRE



Model of delivering service will look different from state to state, city to city and county to county



COVID has changed how general education systems operate - **changes** require school systems to determine **HOW** they will maintain LRE for each student in the context of how they are operating



Navigating LRE

OSE has received several questions from local directors about LRE coding for students who have elected a remote / virtual option. The most frequently asked question is:

Q: If a student's parent chooses a virtual option (or if ALL students at your school are receiving services remotely / virtually) does this change the LRE placement to homebound?

A: NO. Resources are available to allow almost all services to be provided remotely/virtually. The CCC needs to consider and develop a plan for the provision of services for person delivery, blended (hybrid) delivery, and remote / virtual delivery.

The following slides provide examples of how this might look.

Example One: Susan

- Susan will be entering a third-grade class with 26 students at the start of the 2020-2021 school year.
- She receives 60 minutes a day of special education services in the general education classroom in math and English Language Arts (ELA) and 30 minutes a week of speech-language therapy outside of the general education classroom under the disability classification of specific learning disability.
- Susan's local community has experienced an outbreak of COVID-19 in recent weeks and is considering multiple operational models for the start of the 2020-2021 school year.
- Susan's IEP will be implemented, and FAPE provided in each of the education programming options.

Example One: Susan Continued

Educational Programming Options

Remote/Virtual	Blended (Hybrid)	In-Person
Students will use a remote/virtual platform for educational services.	Students will follow an alternating schedule to reduce the number of students on campus and in each classroom. Students will report to school two times a week with social distancing procedures in place and will use a virtual platform three times a week.	Students will report to school five times a week with social distancing protocols in place.

LRE Considerations for Susan

Susan will participate in a virtual learning model with her general education third-grade class. Her special education teacher will host a small group virtual break out session with her and other students in ELA and math after large group instruction (or provide supports during the large group instruction). Susan will participate in a weekly virtual speech session.	While on campus, Susan's third-grade class will be split into two sections. Susan will remain in one classroom all day with her peers, and her teachers will rotate as appropriate. Her special education teacher will provide 60 minutes of support in math and ELA each day while Susan is on campus and follow the remote/virtual programming option the other three days. Susan will participate in a virtual speech session once a week.	Susan will receive her special education services inside her general education classroom and speech services outside of the general education classroom once a week.
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Example Two: Eddy

- Eddy will be entering tenth grade at the start of the 2020-2021 school year.
- He receives 240 minutes a day of special education services outside of the general education classroom and 60 minutes a week of speech-language therapy outside of the general education classroom under the disability classification of Autism.
- During his tenth grade year, Eddy is scheduled to take the following courses: English II, Business Math, Biology, Civics, PE, Health, Journey to Careers, Animal Science, and Study Skills.
- Eddy's local community has experienced an outbreak of COVID-19 in recent weeks and is considering multiple educational programming options for the start of the 2020-2021 school year.



Example Two: Eddy Continued

Educational Programming Options

Remote/Virtual	Blended (Hybrid)	In-Person
Students will use a remote/virtual platform for educational services.	Students will follow an alternating schedule to reduce the number of students on campus and in each classroom. Students will report to school two times a week with social distancing procedures in place and will use a virtual platform three times a week.	Students will report to school five times a week with social distancing protocols in place.

LRE Considerations for Eddy

Eddy will participate in English II, Business Math, Biology, and Civics classes outside of the virtual general education classroom led by a special education teacher with support from general education content teachers. Eddy will participate in PE, Health, Journey to Careers, Animal Science, and Study Skills inside the virtual general education classroom with support from a special education instructional aide. Eddy will participate in two virtual speech therapy sessions a week outside of the general education classroom.	While on campus, Eddy will participate in English II, Business Math, Biology, and Civics classes outside of the general education classroom led by a special education teacher with support from the general education content teachers. Eddy will participate in PE, Health, Journey to Careers, Animal Science, and Study Skills inside the virtual general education classroom with support from a special education instructional aide. Eddy will participate in two virtual speech therapy sessions a week outside of the general education classroom.	Eddy will participate in English II, Business Math, Biology, and Civics classes outside of the general education classroom led by a special education teacher with support from the general education content teachers. Eddy will participate in PE, Health, Journey to Careers, Animal Science, and Study Skills inside the general education classroom with support from a special education instructional aide. Eddy will participate in two speech therapy sessions a week outside of the general education classroom.
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Thank You.

If you have questions or concerns, please contact
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