

Least Restrictive Environment (Indicator 5)

ALL students are offered a free appropriate public education (FAPE) through an Individualized Education Plan (IEP) if found eligible by the case conference committee (CCC). *The CCC should determine goals, services, and modifications/accommodations needed in the Least Restrictive Environment (LRE) so the student will not only improve, but reach age appropriate, grade level proficiency.* Multi-Tiered System of Supports (MTSS) and universal design for learning (UDL) provide the foundation necessary to reach these overall goals.

Purpose:

This Indicator is NOT monitored based on a cycle of rotation, the monitoring is completed for every Local Education Agency (LEA) each year for the purpose of providing Technical Assistance (TA) based on the potential for impact toward aggregate statewide data and level of need.

Any LEA can request a copy of reports of their current LRE practices as identified through the data analysis process, regardless of identification for TA or whether meeting targets.

The goal of providing TA toward those most in need as well as Universal TA aligns to the current Results Driven Accountability focus.

LRE targets become more rigorous each year, requiring a commitment for all LEAs to continue to increase efforts to provide supports to students in inclusive settings.

Things we DO consider:

- ◆ The student's individual needs
- ◆ The parent's input and knowledge about their child's strengths and areas of concern

Things we DO NOT consider:

- ◆ The child's eligibility category (such as placement in a special class for students with intellectual disabilities just because a child has a cognitive impairment)
- ◆ The "only" program the school has to offer
- ◆ The location of staff
- ◆ The funds that are available; or the convenience of the school district

LRE Code Definitions:

5A: LRE 50	Inside the regular classroom 80 percent or more of the day.
5B: LRE 52	Inside the regular classroom less than 40 percent of the day.
5C: LREs 53, 54, 57	Served in separate schools, residential facilities, or homebound/hospital placement.

Looking Ahead:

November: Year Two Results Driven Accountability (RDA) Matrices and Determinations released.

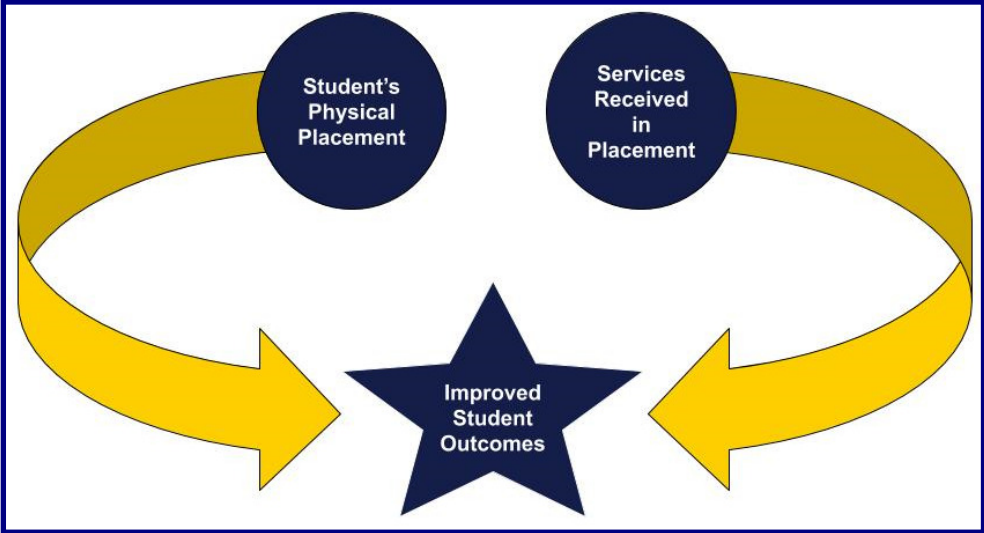
February-March: FFY 2019 LRE data disaggregated and LRE Letters released

March-May: If TA is needed, Indiana IEP Resource Center Consultants will reach out with further information.

June-July: Summer Institute on Access will be held for all LEAs that are new to the Targeted TA Tier (hosted by Indiana IEPRC).

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Two-Pronged Approach: As you consider seeking ways in which to improve learning environments for all students, it is vital to consider both the physical placement of students and also the services they are receiving in those placements. A continuum of supports should be created using this information and be incorporated into a overall framework for improving teaching and learning for ALL students. Multi-Tiered System of Supports and Universal Design for Learning should be used as the foundation for this work.



Under the guidance of the Federal Office of Special Education and Programs (OSEP), the new 2019 LRE Targets are to be increased/decreased by the same percentage as they have been over the past five years. A new five-year set of targets will be established with stakeholders for FFY 2020-2024. The table below shows the last four years' targets as well as the new FFY 2019 targets. If you are interested in serving on an LRE stakeholder group, please reach out to Sarah Larrison at slarrison@doe.in.gov.

FFY	2014	2015	2016	2017	2018	2019
Target 5A ≥	68.00%	69.00%	70.00%	71.00%	72.00%	73.00%
Target 5B ≤	11.50%	11.00%	10.50%	10.00%	9.50%	9.00%
Target 5C ≤	2.15%	2.14%	2.13%	2.12%	2.11%	2.10%

Please contact Sarah Larrison at slarrison@doe.in.gov with any further questions or inquiries regarding Least Restrictive Environment (LRE).