

KI CHARTER SPECIAL EDUCATION

Operating Guidelines: LRE

I. What's Required/Purpose

Ki Charter Academy will ensure that every student with a disability is served in the Least Restrictive Environment (LRE) appropriate for the student, and that:

- 1) a change of placement from a less restrictive to a more restrictive environment is made only after all available options and supports have been tried or considered in the less restrictive setting, with appropriate documentation and justification for the move to a more restrictive setting, or
- 2) a change of placement from a more restrictive to a less restrictive environment is made when all available documentation indicates that a student may be more appropriately served and may function successfully in a less restrictive setting.

Least Restrictive Environment (LRE) means that, to the maximum extent appropriate, students with disabilities must be educated with students who do not have disabilities. Removal of students with disabilities from the regular educational environment occurs only when the nature or severity of the disability of the student is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Federal law requires that a school district must ensure a continuum of placements is available to meet the needs of students with disabilities. "Continuum of placements" means:

- general education placement for the full instructional day with consultation or indirect services from special education
- general education placement for the full instructional day with instructional modifications and/or accommodations, with supplementary aids and services through special education, and/or with direct in-class support from special education
- special education services in a pull-out setting for less than 21 percent of the school day
- special education services in a pull-out setting for at least 21 percent of the school day and less than 50 percent of the school day
- special education services in a pull-out setting for at least 50 percent and no more than 60 percent of the school day
- special education services in a pull-out setting for more than 60 percent of the school day

The ARD Committee, which includes the *parent* or adult student, determines the placement of a student served through special education.

**For purposes of this Operating Guideline, "parent" is defined as: The biological or adoptive parent of a child; A foster parent of a child who meets the requirements set forth in rule; A guardian (but not the state if the child is a ward of the state); An individual acting in the place of a biological or adoptive parent (including a grandparent, stepparent, or other relative) with whom the child lives, An individual who is legally responsible for the child's welfare; or An individual assigned to be a surrogate parent*

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Changes to a more restrictive setting may be considered by the ARD Committee when:

- A student is not making adequate progress toward their IEP academic goals
- a student demonstrates a need for specially designed instruction that cannot be implemented in the general education setting with accommodations and/or modifications

Changes to a least restrictive setting may be considered by the ARD Committee when:

- A student who is in a more restrictive environment is making significant progress towards their IEP goals
- A student demonstrates that they are able to function academically in a less restrictive setting outside of their current more restrictive environment

II. KI CHARTER Procedures: How It's Done

Action	Person(s) Responsible	Timeline
<p>When academic concerns suggest that a student may benefit from a change of placement to a more restrictive environment (MRE):</p> <ul style="list-style-type: none"> • Academic data must be collected prior to an internal staffing and observations • Data should include work samples, classroom and district assessments, and any classroom observations by teacher 	Special education teacher and general education teacher	Data should be collected prior to any scheduled internal campus staffing and observations by the LSSP and/or Special Education Director
<p>A. Collaborate with the LSSP or other campus staff to ensure that all areas of academic/behavior concerns are addressed during the data collection period</p> <p>B. Inform the LSSP of the following information:</p> <ul style="list-style-type: none"> • Student's name • Eligibility • Current placement • Current supports and services • Academic and/or behavior concerns 	Special Education and general education teachers	As needed prior to scheduled informal observations and internal campus staffing
<p>C. Campus administrator and Special Education Director are made aware of the academic concerns</p> <p>D. Inform the Director and Campus Administrator of the following information:</p> <ul style="list-style-type: none"> • Student's name • Eligibility • Current placement 	Special Education Assessment Staff Campus Administrator Special Education and General Education Teachers Special Education Director	After all data has been collected and collaboration has occurred between teachers and LSSP

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Action	Person(s) Responsible	Timeline
<ul style="list-style-type: none"> Current supports and services Academic and/or behavior concerns <p>E. The LSSP and Special Education Director is emailed to schedule at least 3 observations of the student in different core subjects</p>		
Action	Person(s) Responsible	Timeline
F. The combination of the special education assessment staff member and Special Education Director conducts a total of 3 different observations in multiple settings	Special Education Director and LSSP	Within one week of the request
<p>An internal campus staffing is scheduled to review data and recommend next steps</p> <ul style="list-style-type: none"> The staffing will include one general education teacher, the special education teacher and/or Department Chair, LSSP, (SLP/OT, if applicable), Special Education Director, and ARD Facilitator Internal Campus Change of Placement Guide is used (see attached for MRE document) during the staffing All parties will bring collected data (work samples, observation notes, assessment data, etc.) to the staffing for review 	Special Education and general education teachers LSSP Other related staff (as applicable) ARD Facilitator Special Education Director LPAC Rep (as applicable)	After the completion of the observations
<p>If at the staffing, it is determined that a change of placement to a MRE may be appropriate for the student:</p> <ul style="list-style-type: none"> the Special Education Case Manager will be informed to contact the parent to schedule an ARD meeting the campus administrator will be informed of the next steps The ARD meeting is held to determine if the change in placement to a LRE is appropriate and, if so, determine the best transition option for the student and parent make any revisions to the IEP (goals, objectives, supports, and services) 	Special Education and general education teachers Campus Administrator LSSP Other related staff (as applicable) ARD Facilitator Special Education Director LPAC Rep (as applicable) Special Education Case Manager ARD Committee	<p>Within 24 hours after the completion of the internal campus staffing</p> <p>ARD should be held within three weeks from the internal staffing</p>

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Action	Person(s) Responsible	Timeline
<p>When academic concerns suggest that a student might benefit from a change of placement to a least restrictive environment (LRE):</p> <ul style="list-style-type: none"> • Academic data must be collected prior to an internal staffing and observations • Data should include work samples, classroom and district assessments, and any classroom observations by teacher 	Special education teacher and general education teacher	Data should be collected prior to any scheduled internal campus staffing and observations by the LSSP and/or Special Education Director
<p>A. Collaborate with the LSSP or other campus staff to ensure that all areas of academic/behavior concerns are addressed during the data collection period</p> <p>B. Inform the LSSP of the following information:</p> <ul style="list-style-type: none"> • Student’s name • Eligibility • Current placement • Current supports and services • Academic and/or behavior concerns 	Special Education and general education teachers	As needed prior to scheduled informal observations and internal campus staffing
<p>C. Campus administrator and Special Education Director are made aware of the academic/behavior progress or concerns</p> <p>D. Inform the Director and Campus Administrator of the following information:</p> <ul style="list-style-type: none"> • Student’s name • Eligibility • Current placement • Current supports and services • Academic and/or behavior concerns <p>E. The LSSP and Special Education Director is emailed to schedule at least 3 observations of the student in different core subjects</p>	<p>Special Education Assessment Staff</p> <p>Campus Administrator</p> <p>Special Education and General Education Teachers</p> <p>Special Education Director</p>	After all data has been collected and collaboration has occurred between teachers and LSSP

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F. The combination of the special education assessment staff member and Special Education Director conducts a total of 3 different observations in multiple settings	Special Education Director and LSSP	Within one week of the request
<p>An internal campus staffing is scheduled to review data and recommend next steps</p> <ul style="list-style-type: none"> The staffing will include the one general education teacher, the special education teacher and/or Department Chair, LSSP, (SLP/OT, if applicable), Special Education Director, and ARD Facilitator Internal Campus Change of Placement Guide is used (see attached for LRE document) during the staffing All parties will bring collected data (work samples, observation notes, assessment data, etc.) to the staffing for review 	<p>Special Education and general education teachers LSSP Other related staff (as applicable) ARD Facilitator Special Education Director LPAC Rep (as applicable)</p>	After the completion of the observations
<p>If at the staffing, it is determined that a change of placement to a LRE may be appropriate for the student:</p> <ul style="list-style-type: none"> the Special Education Case Manager will be informed to contact the parent to schedule an ARD meeting the campus administrator will be informed of the next steps The ARD meeting is held to determine if the change in placement to a LRE is appropriate and, if so, determine the best transition option for the student and parent and make any revisions to the IEP (goals, objectives, supports, and services) 	<p>Special Education and general education teachers Campus Administrator LSSP Other related staff (as applicable) ARD Facilitator Special Education Director LPAC Rep (as applicable) Special Education Case Manager ARD Committee</p>	<p>Within 24 hours after the completion of the internal campus staffing</p> <p>ARD should be held within three weeks from the internal staffing</p>
If the ARD Committee decides to maintain the student in the current setting (MRE or LRE), then the ARD Committee should review the IEP and make any necessary revisions to ensure that progress will continue in the areas of concern that led to a consideration of a placement change.	ARD Committee	During the ARD meeting

[Resources and Attachments](#)

Change of Placement Rubric (MRE)

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