

## Least Restrictive Environment (LRE) Procedure for BCPS

**Student's Area of Need:** In this section discuss all areas of student need, relative to the eligibility area in order to anticipate where the student will need additional support, what types of supports will be required, and who will be providing the support.

**Data Section:** Please *include specific baseline data as well as the data source*. Examples of data would be MLPP scores, running records, district math assessment scores, student referrals, behavioral observation data, etc.

**Opportunities Needed/Solutions:** The team needs to address how the student's needs will be addressed in the general education setting. Examples would include: Supplemental Aids (modifications/accommodations that will be made to the curriculum or other additional supports provided), help in the classroom (co-teaching, paraprofessional, Title 1 or LRE paraprofessional, bilingual support, "grandfriend", etc.), behavior plan, positive behavioral supports or ancillary services.

**Person Responsible:** Identify persons responsible for the solution(s). Consider any modifications or assistance needed in the classroom. Possible personnel options: General education teacher, special education teacher, speech therapist, occupational therapist, school social worker, Physical Therapist, Grandfriend, Title 1 paraprofessional, LRE Paraprofessional, Title 1 teacher, Bilingual Support, Student Support Specialist, and Specials Teachers.

**Social Needs:** Please address areas the student will need social support in the educational environment. Consider maturity level, family concerns, conversation/language skills deficits, lacks ability to make/maintain friends, cries easily, etc.

**Behavioral Needs:** Please address student behaviors that will interfere with progress in the general education curriculum. Examples of these behaviors are: Difficulty with transitions, needs structure, physical aggression, non-compliance, distractibility, inappropriate language, easily frustrated, refuses to complete work, unorganized or depression.

**Participation in General Education:** In this section the team will be looking at how the student will be participating in general education. *All* students have the right and need to participate in the general education setting some way. The team will look at the general education teacher's instructional schedule and put all activities into the following 3 categories:

**Independent Activities:** These are activities the student can participate in without any additional support other than what is provided in the general education setting already.

**Supported Activities:** These would be activities or partial activities that the student is able to participate in the general education but will require support in order to be successful. Examples of support would be co-teaching, supplemental aides, paraprofessionals, etc. A student could also participate in part of an activity in the general education setting but may require additional instruction for another part (ex: Science experiment in the general education setting and the journal in a special education setting).

**Additional Specialized Instruction:** These would be activities that the student is unable to be successful in the general education curriculum without needed additional instruction. This could be entire blocks of time (ex: Math) or this could be part of an activity (Math Journal only).

**Amount of Time:** In order to determine the special education FTE, the amount of time each activity requires should be listed in this section. When calculating the range of time, add up the times in the "Specialized Instruction" section as well as the times in the supported activities that will require a special education teacher. From this information a time range can be accurately created.

**Person Responsible:** List the person(s) who will be responsible for any supports needed or for assisting the student.

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