

(ATTACHMENT 1) REPORT AND POSSIBLE ACTION ON SERVICES PROVIDED TO STUDENTS WITH DISABILITIES IN THE LEAST RESTRICTIVE ENVIRONMENT (LRE)

This item initiated by Administration.

ADMINISTRATION'S REPORT

1. LRE is one of the most significant components in the Individuals with Disabilities Education Act (IDEA)-2004. It requires, to the maximum extent appropriate, children with disabilities be educated with children who are not disabled. Removal of students with disabilities from the regular educational environment occurs only when the severity of the disability is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily.
2. The Milwaukee Public Schools is committed to ensuring that students with disabilities are educated in environments with their non-disabled peers. The preference of the law is that students be educated using the general curriculum in the regular education classroom, with the use of supplementary aids and services. Best practices and research strongly support education in the least restrictive environment (LRE), with access to the general curriculum, because it leads to higher achievement outcomes for students with disabilities.

LRE FOR HIGHER OUTCOMES

3. As part of the LRE focus on increasing academic and behavioral outcomes for students with disabilities, the Department of Specialized Services has developed a plan of support to ensure that every child is receiving special education services in the least restrictive environment (LRE). The LRE Plan became part of the School Improvement Plan (SIP) in the 2011-12 school year and all schools are required to complete. Within the plan, schools must identify a team to work on ways to include students with special education with their non-disabled peers, set a target goal, and include steps to reach that goal.

LRE DATA

5. IDEA -2004 identified 20 indicators of performance that help steer states to develop State Improvement Plans that target special education. Indicator 5 addresses the documentation of programs and services in the least restrictive environment for students 6 to 21 years of age. Wisconsin's data for this indicator provide each school district with the target in each of the following categories:

Indicator 5A	Students removed from non-disabled peers less than 21% (of their school day)
Indicator 5B	Students removed greater than 60% from non-disabled peers (during their school day)
Indicator 5C	Students enrolled in separate school, residential facilities or homebound/hospital placements

6. The information below compares MPS LRE data-relative services, as defined by DPI and IDEA, with Wisconsin's target percentages. The MPS percent includes all students who have an IEP, including speech and language services. Schools update their LRE plans and are monitored monthly by Specialized Services Regional Managers.

<i>IDEA-LRE Indicator 5 Data</i>	<i>Indicator 5A: Included 60% or more of their school day with non-disabled peers</i>	<i>Indicator 5B: Excluded 40% or more of their school day from non-disabled peers</i>	<i>Indicator 5C: Students enrolled in separate school, residential facilities or homebound/hospital placements</i>
IDEA-LRE Indicator 5 Data	Indicator 5A: Less than 21% of the school day	Indicator 5B: Greater than 60% of the school day	Indicator 5C: Other Environments
WI Target Percent 2015-16	65.20%	29.75%	1.10%
MPS-September 2014	71.18%	27.17%	1.65%
MPS-September 2015	70.96%	27.27%	1.77%
MPS-September 2016	72.14%	26.48%	1.38%
MPS-October 2014	71.17%	27.21%	1.61%
MPS-October 2015	71.07%	27.33%	1.60%
MPS-October 2016	72.06%	26.51%	1.43%
MPS-November 2014	71.09%	27.29%	1.62%
MPS-November 2015	71.20%	27.10%	1.71%
MPS-November 2016	72.69%	25.95%	1.36%
MPS- December 2014	70.83%	27.50%	1.66%
MPS- December 2015	71.28%	27.08%	1.70%
MPS- December 2016	73.18%	25.57%	1.25%