

(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. Least restrictive environment (LRE) is one of the most significant components in the 2004 Individuals with Disabilities Education Act (IDEA). 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. There are 17 performance indicators that help steer states to develop State Improvement Plans that target special education:

Indicator #1 Graduation Rates

Indicator #2 Drop-Out Rates

Indicator #3 Assessments

Indicator #4 Suspension/Expulsion

Indicator #5 Educational Placement Ages 6-21

Indicator #6 Educational Placements Ages 3-5

Indicator #7 Preschool Outcomes

Indicator #8 Parent Involvement

Indicator #9 Inappropriate Identification in Special Education

Indicator #10 Inappropriate Identification in Specific Disabilities Categories

Indicator #11 Timely Evaluation

Indicator #12 Preschool Transition Part C, Part B

Indicator #13 Transition Goals Ages 16 and over

Indicator #14 Post School Outcomes

Indicator #15 Resolution Sessions

Indicator #16 Mediation

Indicator #17 State Systemic Improvement Plan

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 reports to the Administration quarterly, of students who are receiving special education services in the least restrictive environment (LRE). The Department of Specialized Service's plan is to educate students with disabilities, in accordance with their individual education program (IEP), in the regular education environment with their non-disabled peers.

LRE DATA

4. 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 Percent of students with IEPs ages 6 through 21 served inside the regular class 80% or more of the day
- Indicator 5B Percent of students with IEPs ages 6 through 21 served inside the regular class less than 40% of the day
- Indicator 5C Percent of students with IEPs ages 6 through 21 served in separate schools, residential facilities, or homebound/hospital placements.

5. The information below compares MPS LRE data-relative services with the projection in DPI's 2016 Annual Performance Report Summary for Wisconsin school districts. The MPS percent includes all students who have an IEP, including speech and language services. The attached reports include the district's information as well as each school's percentage.

State of Wisconsin Target	5 A: 70.00%	5B: 7.90%	5 C: 0.95%
MPS May 2019	77.96%	17.35%	0.36%
MPS August 2019 [^]	78.08%	17.32%	0.32%
MPS September 2019	77.96%	16.89%	0.39%
MPS October 2019	77.94%	16.86%	0.45%
MPS November 2019	78.57%	16.64%	0.44%
MPS December 2019	78.69%	16.76%	0.43%
MPS January 2020	78.83%	16.73%	0.40%
MPS February 2020	78.69%	16.57%	0.41%
MPS March 2020	79.77%	16.50%	0.38%
MPS April 2020	79.02%	16.41%	0.38%
MPS May 2020	78.98%	16.36%	0.37%

[^]The data for the August 2019 LRE report is a combination of the students with disabilities enrolled in the schools on the early-start calendar and the projected enrollment for our school on the traditional calendar.