

Investigating –LRE!!!!

Tried And True Methods!!



How Important is LRE in

LOUISIANA

THE STAKEHOLDERS HAVE VOTED TO HAVE AN LRE ISSUE AS AN INDICATOR USED FOR RANKING SYSTEMS FOR THREE CONSECUTIVE YEARS NOW !

Good Investigations Occur In Three Places:

1. Activities Prior To The Visit
2. Activities During An On-Site Visit
3. Activities After The Visit



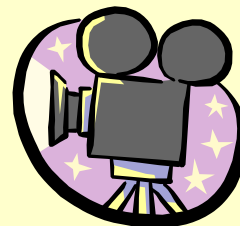
Do You Have The Right To Disagree with LRE Decisions Made by IEP Teams??

- State regulations based on federal regulations spell out the responsibility of state agency to ensure that IEP teams are reaching appropriate LRE decisions
- State Board of Ed. shall exercise supervision and control of Public Education
- State has responsibility to supervise and provide over-site

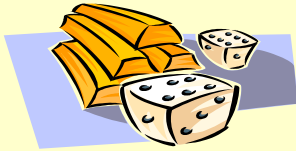
Prior To The Visit:

- Certain data must be collected and viewed in order for a “picture of placements” to be taken as a “snapshot” of placement settings.
- Taking a “snapshot” of where students are placed through-out the system assist in formulating hypotheses
- Formulating the hypotheses assist in planning for the *type—width—depth* of the investigative techniques during the on-site process

Helpful Data To Include In the “LRE Snapshot”!!!



LUCKY In Louisiana!



- WE HAVE DATA ON INDIVIDUAL STUDENTS
- LOUISIANA HAS LARGE AMOUNT OF DATA COLLECTED SPECIFIC TO IEP ISSUES
- LANSER—DATA SYSTEM!!

“Prior”--Data

- Placement Data taken by settings
- Who is Where?? 3-5 and 6-21!!
- Systems report the placement of students by setting on the IEP(regular class,resource, self-contained etc.)
- For any given system a “snapshot” can be taken of who?? is where??in a given year-not in “real time”—but in one year past!

Prior Data Continued.....

Placement settings are compared to the state average for each setting---helps to see where the system is compared to other systems???----state average is not “the bar”

FAPE tables are analyzed prior to the visit to get a feel in general for how exceptionalities are placed in categories---just in general!

Obtaining class rosters in schools can be helpful in getting a snapshot of placements

Two Main Sources Of Prior Data:

- Placement rates per setting by age and by the particular setting placement (i.e..regular class ,resource, self-contained etc.)
- FAPE tables---provide some information per category (will tell you how many students from a “classification” are placed in particular settings,for example how many students who are self-contained are LD?)



SAMPLE HYPOTHESES BASED ON “PRIOR” DATA

- The school system is making placement decisions based on administrative decisions
- IEP committees are not considering regular class settings with supports as a first option in making placements

How Do We Train Teams To Investigate LRE??

- We start by training our teams on just what is “LRE”???—We build a foundation where we use the regulations for building blocks!
- We train our teams on the 7 basic “focus issues” in investigating LRE?
- Why?? ----7---???—A “training gimmick” we use for all regulatory issue indicator areas!
- A “bottom line” on what we are looking for!! (stay tuned for training document!)

The Process We Use to Go From Data—to---Investigating LRE??

- **First:** Use the quantitative data to show a “numbers picture”
- **Then:** Form hypotheses on that data
- **Next:** Go to the “boxes” or the protocols to determine what you are going to ask in interviews here we decide on our probes!
- **Now:** Decide on some additional methods of investigation
- **Finally:** Once you begin to make findings “turn it up a notch” and askAnd SOOOO?? questions

Now....What Happens “During?”

BASED ON THE PRELIMINARY DATA:

BEGIN TO USE THE DATA TO “GUIDE” THE METHODS USED IN THE VISIT

What will you have to ask? Who will you interview?? What records will you review?? What will you be looking for in the records?? What will you observe in classrooms that will give you information???? Just what will you look for in the schools???

Where Does The Investigation Go From Here??????

- **Purposeful interviews** to determine how the placement decisions are made—interview parents, teachers, students and administrators
- **Purposeful record reviews** to look at patterns and history (take a look at 3 years of decisions) of placements (just because an IEP committee makes a decision it does not mean it is a good decision??)
- **Purposeful observations** to determine if the services delivered could be delivered in a less restrictive environment.

Do We Use Random Sampling?

- Absolutely!!! It is a must!
- Interviews—Observations---Records
- Random samples are best selected during the visit!

“DURING” THE VISIT

Ask for current and valid data that will show:

Where students are placed by category-----but..... here is what you need to know????

The number of students by category –by placements!!! ---for example:

How many LD students are in self-contained placements?

How many of the ED/BD students are in regular classes?

During Continued.....

- Use various methods of investigation to get to the bottom line in order to determine if students are indeed in the LRE!
- Collect more data—quantitative and qualitative
- Guide the teams to go deeper and higher into the investigation and to find out the bottom line on LRE issues

Getting Deeper and Higher Into---And Sooooo?????

- And Sooooo???????



What Are And SOOO?Findings!

- LRE justification statements are too broad
 - LRE decisions are not made annually
 - LRE is waved by one party
 - LRE statement does not justify the placement decision
 - All ED/BD students are in Homebound Placements
- (stay tuned for training document!)

Findings That Guide The Team In the “During” Phase!

- Use these findings during the visit to guide the team into the next step of the investigation
- Use these findings to “probe” more into the impact of LRE on student outcomes
- These findings help the team to set priorities while the team is visiting the system

After The Visit.....

- Use the data gathered quantitative and qualitative to make findings that will assist the school system in designing and implementing corrective action
- Use the data to “paint a picture” of where the system is at this time---while showing and guiding the system in where they need to be----in order for students to be in the LRE!
- Use the data collected to help the system to determine how they came to have the LRE issues of non-compliance which exist!!

A Closer Look: Training Tools Protocols Actual Findings

