

PINE BLUFF SCHOOL DISTRICT LRE PROCEDURES

Pine Bluff School District has a significant disproportionality in the Least Restrictive Environment (LRE) placement of students in a regular class less than 40% of the day. Pine Bluff School District was cited for non-compliance with LRE policies, procedures, and practices. It is under a compliance Action Plan to address policies, procedures, and practices to ensure appropriate placement of students in the least restrictive environment.

Pine Bluff School District is implementing the Compliance Action Plan to address policies, procedures, and practices of placing students in the least restrictive environment.

Special Education Placement Procedures:

1. Evaluation and Eligibility:

- After receiving the comprehensive psychological evaluation results which can be an initial and re-evaluation from the examiner, the IEP team will reconvene.
- The Special Services Director or designee will do the initial placement conference within 30 days of receiving the psychological evaluation.
- The team reviews the evaluation results to determine if the student is eligible for services.

2. Placement Considerations:

- The general education classroom is considered the first option for placement.
- The IEP team will determine the necessary support and services to facilitate students' meaningful access and participation in the general education setting.
- The least restrictive environment is determined on an individual basis and is reviewed annually or as needed.

3. Potential Placements:

1. Co-Teaching Model

2. Indirect Services
3. Itinerant Instruction
4. Consulting Instruction (SLP)
5. General Education
6. General Education with Push-In support
7. Resource
8. Self-Contained
9. Special Day School Placement
10. Homebound

The IEP team will consider placement outlined according to the Special Education Continuum:

**Continuum of Placement: Regular Class with Indirect Service (RG)
Regular Class 40% to 79% (RR) School-based Day Treatment
Residential School Homebound Instruction Regular Class 80% or more
(RG) Regular Class Less Than 40% (SC) Special Day School Hospital
Program Correctional Facility**

4. Potential Supports

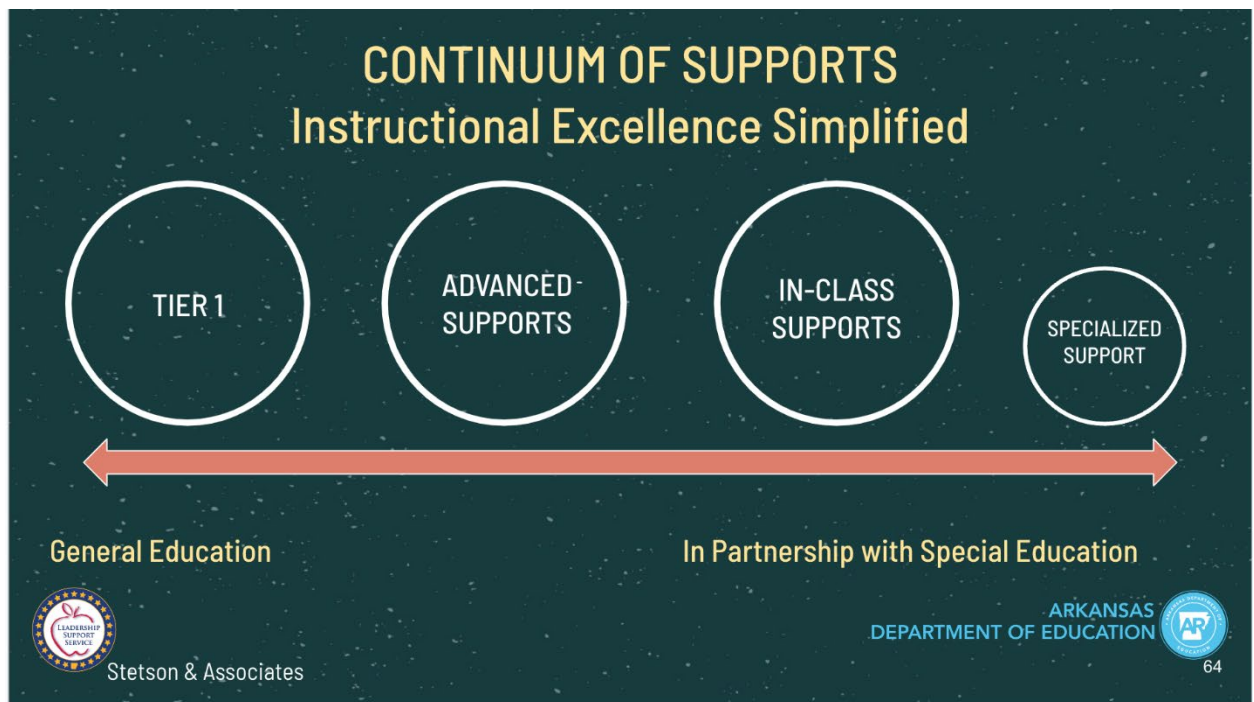
1. Paraprofessional Support
2. Curriculum Modifications
3. Assistive Technology
4. Behavioral Supports
5. In School Counseling

5. Accommodations:

Visual Aides
Study Guides
Text-to-Speech
Extended Time to complete Assignments

6. Placement Determination Process:

- When using the Least Restrictive Environment continuum to determine where special education services and supports will be provided, the IEP team will utilize the student's Present Level of Academic Achievement and Functional Performance (PLAAFP) and goals to guide placement decisions.
- Supplementary aids and services will be provided to address the student's deficits. Such as, supplemental curriculum materials, assistive technology, peer tutoring, special education teacher assistance, and special education paraprofessional assistance.
- Please see the link below for additional information:
[Link to Accommodation Central](#)



- Based on the individual needs of the students, the district will provide consultative support, in-class assistance, or small group instruction in a separate classroom setting. Students who receive small group instruction in a separate classroom will receive focused support of the grade-level content and foundational skills. The team will ask the following questions: 1. What support do the students need to be successful in the general classroom setting?

- **Supports: (EXAMPLES)**

- Small Group Instructions
- Reduce Assignments
- Extra day to complete assignments
- Peer Tutoring
- Study Guides
- Note Taker
- Sound Field
- Large Print Books
- 17-inch monitor
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2. What setting does the student need to be successful? 3. The team will review students' data including goal progress, grades, teacher's observations, input from parents, and treatment plan to assist with determining placement.

7. Implementation of LRE:

- The IEP team starts with the general classroom placement and considers resource as an option, discussing all placements listed on the IEP.
- The district is ready to provide all related services to ensure success for each student.

8. Change of Placement:

- When there is a need for the IEP team to discuss a situation such as behavioral or medical that may involve a change of placement, a conference is scheduled and held to discuss the matter.
- The due process secretary on each campus will schedule an IEP conference and contact the necessary staff. The Special Services Director and/or designee will attend the meeting as needed.
- Each campus has a due process secretary assigned to receive assessments, transfer information, and parents' requests for a

conference and will act upon scheduling the conference within guidelines.

- The IEP team reviews various documents including psychological evaluations, district assessments, behavioral records, medical records, mental health records, and relevant information shared by the parent or Mental Health Providers.
- Prior to any placement changes, the team will review behavior observations, behavior plan, parent input, and teaching strategies. Adjustments are made to lesson delivery styles, differentiation and universal learning design.
- The IEP committee will make a decision on placement once all information is reviewed and discussed. Also, the committee will determine if additional assessments or information is needed.

9. Non-Behavioral Placement Changes:

- The IEP team reviews all additional information and is prepared to increase or decrease supports based on the student's evolving needs and progress.
- The IEP team will review grades, classwork, Star Reading, Star Math, State assessments results, and discuss input from teachers, parent, and other committee members.
- The Special Education Director consults with Superintendent and/or Assistant Superintendent on any immediate needs prior to the conference without making a predetermination placement.

These needs may be but not limited to:

- Personal Paraprofessional
- Placement outside of the district
- Special materials or equipment

10. Parent Requests for Placement changes:

If a parent(s) request a placement change, an IEP conference is convened to discuss the parent's concerns and determine the appropriate and effectiveness of the current setting.

The Pine Bluff School District will adheres to the DESE Special Education Policy and Guidelines as it relates to Program Standard - Section 13: Least Restrictive Environment.