

5

State Performance Plan Indicator 5: School-Age Least Restrictive Environment (LRE)

Percent of children with IEPs aged 5 who are enrolled in kindergarten and aged 6 through 21 served: A. Inside the regular class 80% or more of the day; B. Inside the regular class less than 40% of the day; and C. In separate schools, residential facilities, or homebound/hospital placements.

Who are the students included in this indicator?

Students with disabilities who have individualized education programs (IEP) aged 5 in kindergarten and aged 6-21.

What is the data source?

School districts annually report data to the New York State Education Department (NYSED) that indicates the setting in which students who have IEPs are served in school. Data is reported for all children in New York State (NYS) who meet the age/grade requirements and sampling is not allowed for this indicator. The reported data is as of a specific date in time and reflects students' educational environment as of the first Wednesday in October.

How are results calculated?

5A	=	# of students with IEPs who receive their education inside the regular class 80% or more of the day	÷	Total # of students with IEPs
5B	=	# of students who receive their education inside the regular class less than 40% of the day	÷	Total # of students with IEPs
5C	=	# of students who receive their education in separate schools, residential facilities, or homebound/hospital placements	÷	Total # of students with IEPs

What action is NYS taking to improve LRE rates for students with disabilities?

1. Districts identified as having a significant disproportionality in the placement of students with disabilities in a restrictive setting are subject to a monitoring review and required to reserve 15 percent of its Individuals with Disabilities Education Act funds (Sections 611 and 619) to provide Comprehensive Coordinated Early Intervening Services for students in grades K-12.
2. Section 200.2(g) of the Regulations of the Commissioner of Education requires board of cooperative educational services district superintendents to determine the adequacy and appropriateness of special education facilities space to meet current and future program and service needs and serve students with disabilities in settings with nondisabled peers.
3. State reimbursement to serve students with disabilities in separate schools (approved private schools and Special Act School Districts) requires school district certification/assurance of compliance with LRE requirements.
4. Technical Assistance and Professional Development is provided to school districts and approved program providers by the [Office of Special Education Educational Partnership](#), a coordinated and cohesive network of support focused on enhancing services and supports for students with disabilities from early childhood and school-age education to engagement in post-school opportunities.