

Special Education in Michigan Least Restrictive Environment (LRE)

2003-04 Annual Performance Report

Office of Special Education and Early Intervention Services

Providing services to students with IEPs in the Least Restrictive Environment continues to be a monitoring priority under IDEA 2004. The main indicator for LRE is the estimated time students with IEP receive educational services in the regular classroom. This measure is also considered by the OSEP as an indicator of how much access a student with IEP has to the general education curriculum.

The Office of Special Education and Early Intervention Services (OSE-EIS) has set, on the 2003/04 Annual Performance Report, a target to increase the number of children with IEPs across all disability groups and age ranges who are educated with their non-disabled peers rather than in predominately special education settings.

Baseline: Placement by Disability 6-21 (2003-2004)

Eligibility Category	Spec Ed 1-20%	Spec Ed 21-60%	Spec Ed 61-100%	Separate Facilities
Speech & Language Impairment	92.40%	5.10%	2.20%	0.20%
Visual Impairment	58.80%	19.40%	19.60%	2.10%
Other Health Impairment	51.00%	35.00%	12.80%	1.20%
Physical Impairment	47.40%	29.70%	20.80%	2.00%
Hearing Impairment	46.60%	22.00%	26.80%	4.60%
Early Childhood Developmental Delay	44.20%	20.90%	31.00%	3.90%
Traumatic Brain Injury	42.90%	25.30%	27.80%	4.00%
Specific Learning Disability	37.50%	43.60%	18.40%	0.30%
Emotional Impairment	29.90%	29.40%	30.40%	10.30%
Autism Spectrum Disorder	28.10%	19.70%	36.70%	15.50%
Cognitive Impairment	5.40%	22.70%	59.80%	12.10%
Multiple Impairment	1.70%	3.00%	37.40%	57.80%

Source: MICIS

Students with disabilities aged 6 to 21 who have impairments in speech and language, hearing, physical, health or vision have the greatest likelihood of spending most of their day in a general education classroom. Students with cognitive or emotional impairments, or autism spectrum disorder continue to be most likely to be served within a general education school, in a special education classroom for most of the day. Students with multiple impairments are most likely to spend their school days in special education buildings, with little or no time spent with non-disabled peers.

Requirements from IDEA 2004:

(a) IN GENERAL- Each State ...shall provide data each year to the Secretary of Education and the public on the following:

(1)(A) The number and percentage of children with disabilities, by race, ethnicity, limited English proficiency status, gender, and disability category, who are in each of the following separate categories:

- (i) Receiving a free appropriate public education.
- (ii) Participating in regular education.
- (iii) In separate classes, separate schools or facilities, or public or private residential facilities.

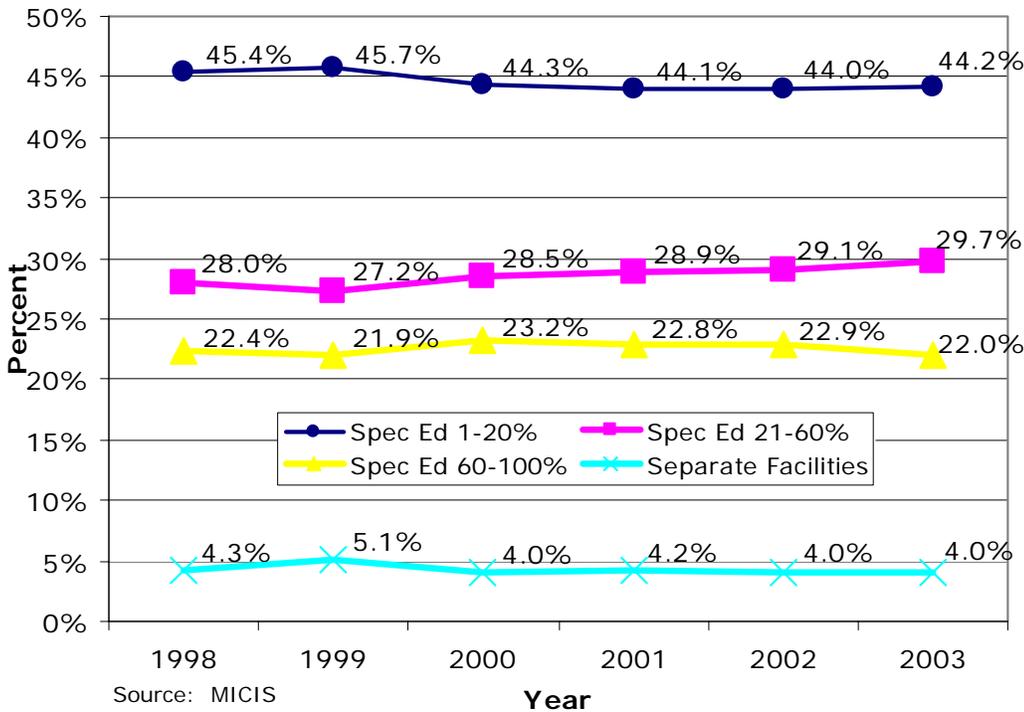
More specifically, states are to report the:

"Percent of children with IEPs ages 6 through 21:

- A. removed from regular class less than 21% of the day
- B. removed from regular class greater than 60% of the day
- C. served in either public/private separate schools or in residential placements (20 U.S.C. 1416(a)(3)(A))

"Percent of preschool children with IEPs who receive special education and related services in settings with typically developing peers (e.g., early childhood settings and home). (20 U.S.C. 1416(a)(3)(A))

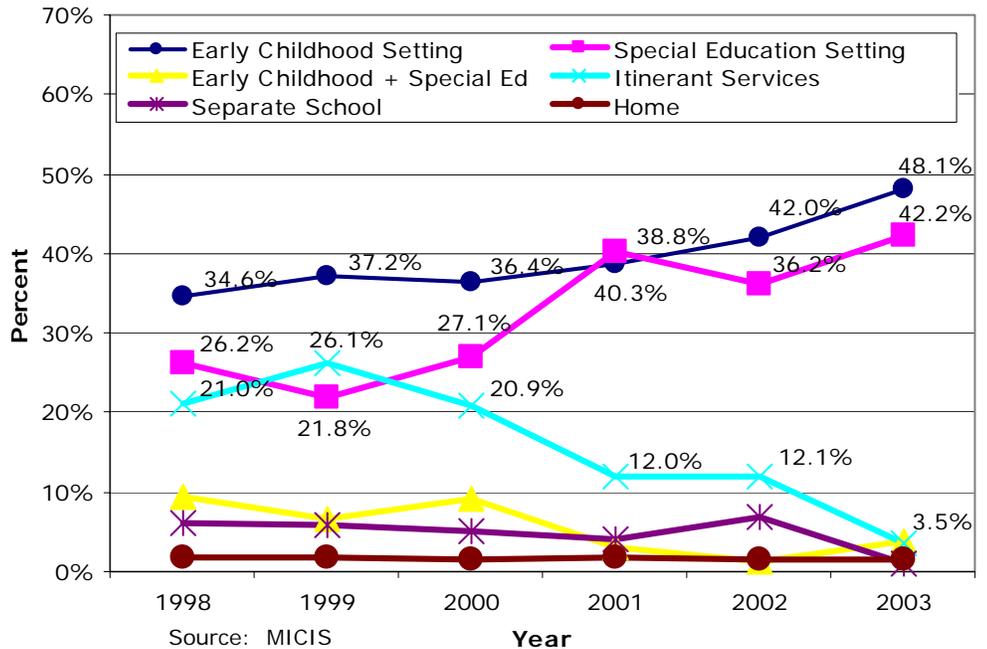
Trends: Educational Settings 6-21 Year Olds (98-03)



Statewide, LRE data are basically unchanged since 1998. A new way of collecting the data beginning with the December 1, 2005 count may create a new baseline. There will be a shift from reporting the time a child spends with a special educator to reporting the time a child spends in general and special education settings. This will shift the way children who are in co-teaching situations are coded.

These data show that a greater percentage of children, aged 3-5, are being served in early childhood settings and in special education settings. A smaller percentage of children are being reported as served by itinerant staff and separate schools. The shift in itinerant data is an artifact of reporting and does not necessarily reflect a change in location of services provided or received. The shift from special schools and to special education settings MAY reflect children being brought back from center programs to neighborhood buildings.

Trends: Educational Settings 3-5 Year Olds (98-03)



Next Steps for the OSE-EIS

In order that more children with disabilities are educated with their non-disabled peers rather than in predominately special education settings across all disability groups and age ranges:

- 1) Raise awareness among Intermediate School Districts, Local Education Agencies and Public School Academies regarding LRE data via anticipated personnel development activities.
- 2) Explore use of LRE data reported for transition-age students.
- 3) Address the funding barriers to integrated preschool programs so that more children ages 3-5 with disabilities are educated with their non-disabled peers to the maximum extent appropriate.