



LRE and the Continuum of Placements: Making good IEP Team decisions and turning them into good SCRAM data

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Presentation Outline

- Outline IEP Process
- Define LRE and Placement
- Summarize Fiscal Assistance
- Summarize Dispute Resolution Options
- Define SCRAM
- Summarize SCRAM reporting procedures
- Answer Questions
- Provide Resources



IEP Process

- Present Level of Academic and Functional Performance (PLAAFP)
- Measureable Annual Goals
- Special Education Services
- Related Services
- Program Supports and Modifications
- Placement



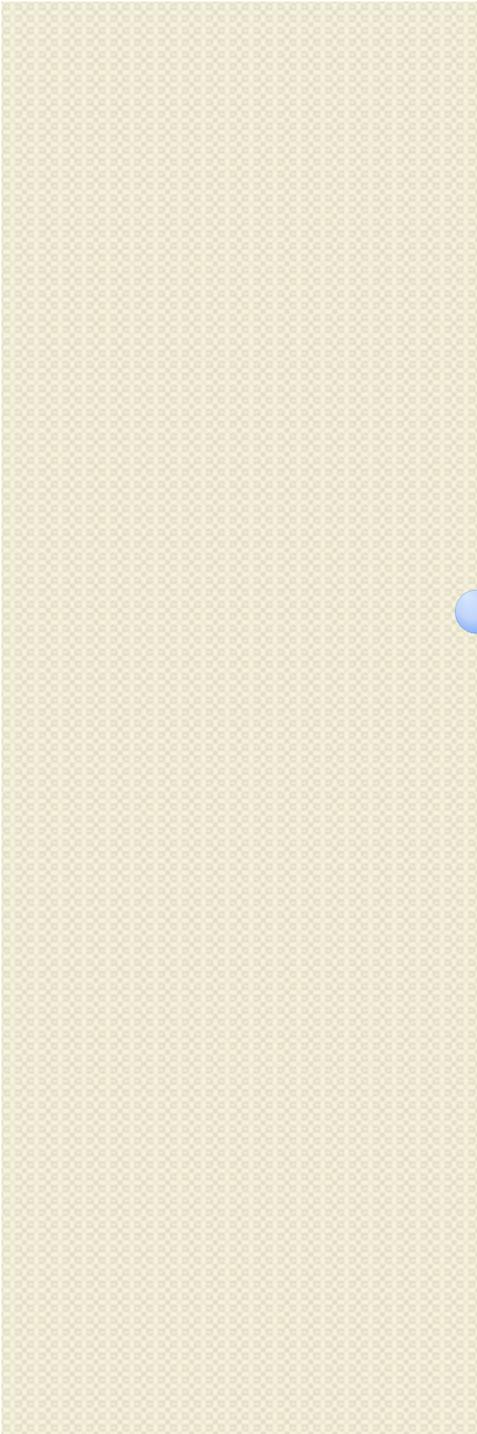
LEAST RESTRICTIVE ENVIRONMENT (LRE)



LRE

Each LEA must ensure that:

- To the maximum extent appropriate, students with disabilities, including students in public or private institutions or other care facilities, are educated with students who are nondisabled
- Special classes, separate schooling or other removal of students with disabilities from the regular education educational environment occur only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily



 **PLACEMENT**



Placement

- The Individuals with Disabilities Education Act (IDEA) requires each Local Education Agency (LEA), including charter schools to make available a free appropriate public education (FAPE) in the LRE and provide a continuum of placement alternatives for students with disabilities.
- As part of the Individual Educational Program (IEP) meeting, the IEP team must consider where the special education services will be delivered. This decision is made on an individual basis by the team and cannot be based on a school philosophy, such as “full inclusion.”
- To accomplish the delivery of special education services and program in the LRE, LEAs are required to ensure:
 - (1) that the placement be determined by the student’s IEP team;
 - (2) that a continuum of placement alternatives be discussed; and
 - (3) that a student with a disability be provided with instruction in a setting different from that of non-disabled peers **ONLY** when the nature or severity of the student’s disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.



Placement

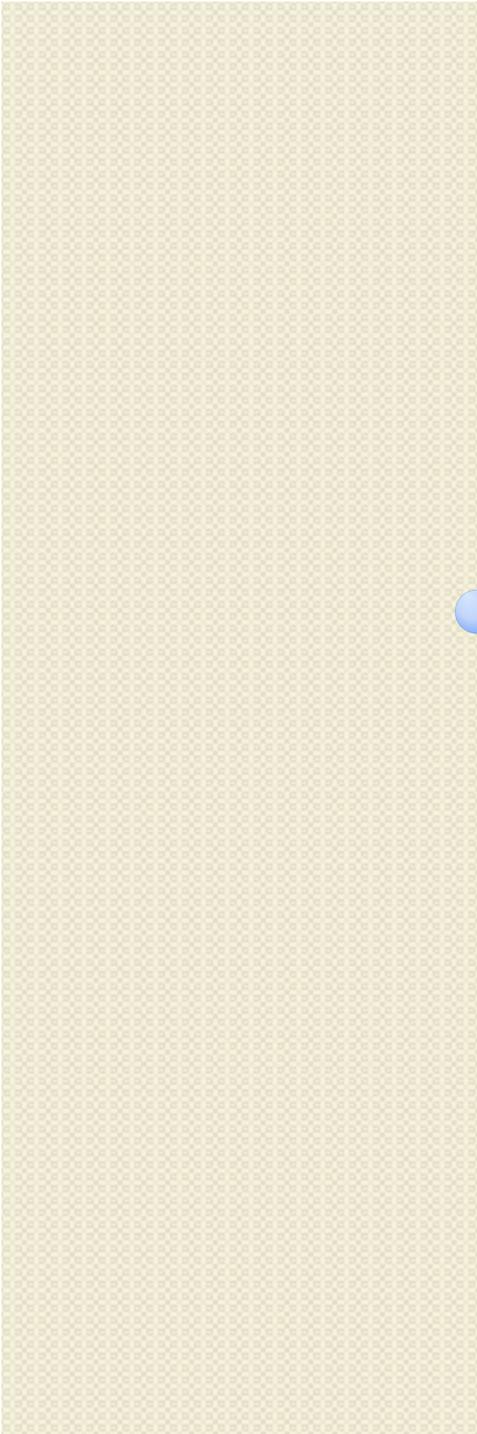
Placement decisions for students with disabilities must be made on an individual basis, based on the unique needs of each student, by a group of persons, including the parents, and other persons knowledgeable about the student, the meaning of the evaluation data, and the placement options.

“OSEP Letter to Anonymous,” March 30, 2009



Summarizing LRE & Placement

- Determining both the elements of an individual student's appropriate education and the environment in which it will be delivered is an IEP Team function.
- Parents must have meaningful input in any placement decision made.
- As a practical matter then, the LRE becomes whatever setting school officials and parents agree should be used to implement the IEP designed for the student.
 - LRE changes for each student (not always the regular education classroom).



 **CONTINUUM OF
ALTERNATIVE
PLACEMENTS**



Would full inclusion for all and/or most students within a public LEA, regardless of their needs, etc., be a violation of this regulation (34 CFR 300.115)?

- “Under 34 CFR 300.115, each public agency must ensure that a continuum of alternative placements is available to meet the needs of children with disabilities for special education and related services.”

“OSEP Letter to Anonymous,” March 30, 2009



Continuum of Alternative Placements

- This continuum must include:
 - instruction in regular classes,
 - special classes,
 - special schools,
 - home instruction, and
 - instruction in hospital and institutions.
- It must also make provision for supplementary services such as resource room or itinerant instruction, to be provided in conjunction with regular class placement.

“OSEP Letter to Anonymous,” March 30, 2009



Instruction in Regular Classes

- Instruction in regular classes may be accomplished in several ways
 - Direct services- specially designed instruction provided to an individual student with a disability or to a group of students with disabilities by a certified special education teacher (or a properly trained and supervised paraprofessional) to aid the student(s) to benefit from the general education class instruction.
 - Indirect services - consultation provided by a certified special education teacher to a general education teacher to assist the general education teacher in adjusting the learning environment and/or modifying his/her instructional methods to meet the individual needs of a student with a disability who attends the general education class.
 - Direct services can be combined with indirect services.
 - The location of the services may be in the general education classroom or the special education classroom.
 - May include co-teaching, resource room, etc.



Special Class

- Special class means a class consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.



Special School

- Special school means a school consisting of students with disabilities who have been grouped together because of similarity of individual needs for the purpose of receiving specially designed instruction in a self-contained setting, meaning that such students are receiving their primary instruction separate from their non-disabled peers.
 - Special schools still provide opportunities for students with disabilities to interact with their non-disabled peers.



Home Instruction

- Special education services are provided in the student's home.
- Same requirements:
 - FAPE
 - Instruction to allow progress on all IEP goals.
 - Amount of instruction determined based upon IEP.
 - Access to the general curriculum (academic and social).



Instruction in Hospitals and Institutions

- Special education services are provided in a hospital or institution.
- Same requirements:
 - FAPE
 - Instruction to allow progress on all IEP goals.
 - Amount of instruction determined based upon IEP.
 - Access to the general curriculum (academic and social).



Continuum of Alternative Placements

- There is no requirement that each of the placements on the continuum be utilized by the LEA.
 - There is a requirement that the placements be *available* in case of need.

“OSEP Letter to Anonymous,” March 30, 2009



Plan Ahead

- Contract with a school district or private provider for services and placement.
- Contract with other charter schools for services and placement.
- Implement behavior intervention plans to address attention and behavior concerns.
- Identify and provide the needed supplementary aids and services in general education classrooms.
- Ensure IEPs are geared to individual student needs.
- Develop a process to review student progress regularly, and reconvene the IEP when students with disabilities are not making progress.



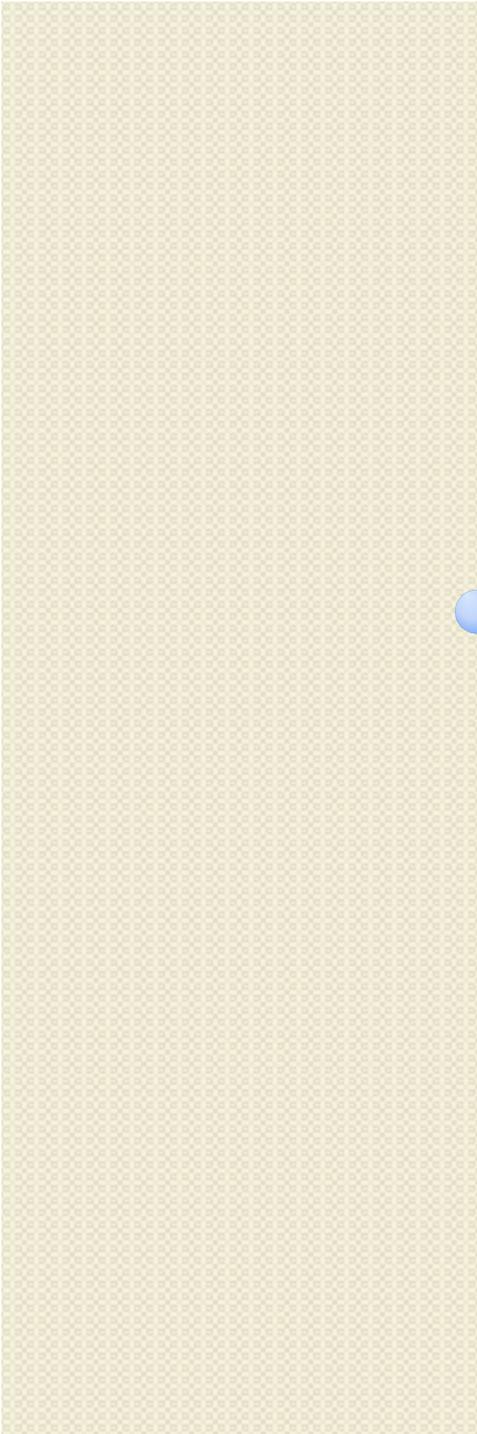
Contracting with Agencies, Private Organization, & Private Schools

- If an LEA elects to utilize another public or private agency, organization, or school to provide all or part of the special education program on behalf of the LEA, the LEA remains responsible for provision of FAPE consistent with IDEA.
- The special education program or service provided through arrangement with a public or private agency or organization must be implemented in accordance with the student's IEP and consistent with the requirements of IDEA.
- The LEA remains responsible for ensuring the implementation of the special education service or program that are provided by the private or public agency, organization or school meets the requirements of IDEA.
- Licensure as a private academic school does not ensure compliance with IDEA.
- It is the responsibility of an LEA that chooses to place a student with a disability in a private academic school as a means of providing FAPE to determine, prior to placement, whether that service or program will meet IDEA requirements.



Using Paraprofessionals

- While a properly trained and properly supervised paraprofessional, under the general supervision of the special education teacher, can assist in the delivery of the special education services, he or she cannot be the provider of such services in place of the special education teacher.
 - Training and supervision should be documented and specific to the instruction and individual student needs.



 **FISCAL ASSISTANCE**



High Cost Risk Pool

- The USOE sets aside funds for the annual high cost risk pool (approximately \$1,000,000 in IDEA funds and \$225,000 in state funds).
- Reimbursement may be available upon LEA request to offset the costs of students costing more than 3x the state average per pupil expenditure, which changes annually. (In 2012-2013 the threshold was \$19,295.)
 - Requires annual application by LEA.
 - Typically 10-15% of expense is reimbursed



IDEA DISPUTE RESOLUTION



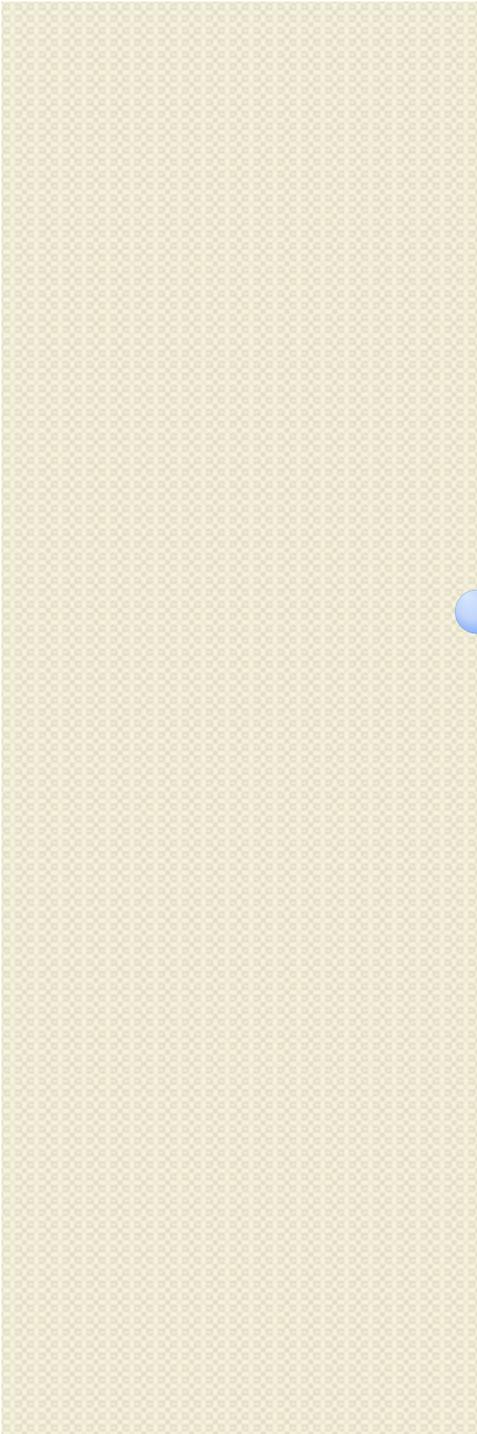
Challenging a Placement Decision

- Parents and school officials do not always agree.
- Over the lifetime of the IDEA, numerous parents have used the due process procedures available under IDEA to challenge the placement of their children.
- Procedural safeguards are designed to ensure that the child's right is protected and essentially create both a parental "check" on school authority and a governmental "check" on parental authority to determine a child's programming without the input of the other.
- Only school authorities are obligated to ensure that each aspect of the law is enforced.



In Summary...

- Each LEA must have a continuum of placements available to meet the needs of students with disabilities.
- The IEP team determines the placement and LRE for each student with a disability.
- LRE changes based on the needs of each student with a disability. LRE is not always the regular education classroom.
- The USOE sets-aside additional special education funding each year for “high-cost” students with disabilities.
- IDEA dispute resolution options are available to LEAs and parents of students with disabilities.



- ° **TURNING IEP
DECISIONS INTO
SCRAM DATA**



Self-Contained and Resource Accounting Management (SCRAM)

- Student data are collected by each LEA and entered into the local SIS. These data are uploaded to the Utah Transcript and Record Exchange (UTREx) system for editing daily and then forwarded to the data warehouse for permanent storage a few weeks later.
- Every student information system in Utah (SIS-2000, Powerschool, Skyward, Discovery, etc.) has a special education module that is used to collect SCRAM data.



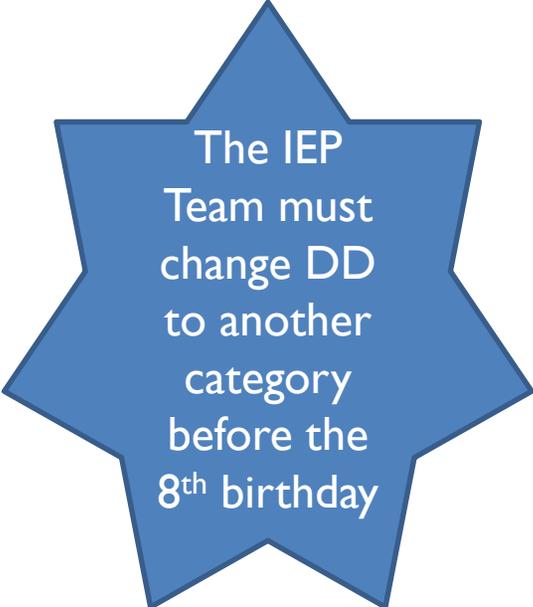
SCRAM Data Fields

The SCRAM record contains 10 fields.

1. ID
2. Student Number
3. Disability Type
4. Time
5. SCRAM Entry Date
6. SCRAM Exit Date
7. SCRAM Exit Reason
8. SCRAM Membership
9. Regular Percent
10. Environment

Disability Type

- **AU** - Autism
- **BD** - Emotional Disturbance
- **CD** - Speech/Language Impairment
- **DB** - Deaf/Blindness
- **DD** - Developmental Delay 
- **HI** - Hearing Impairment/Deafness
- **ID** - Intellectual Disability
- **MD** - Multiple Disabilities
- **OH** - Other Health Impairment
- **OI** - Orthopedic Impairment
- **SL** - Specific Learning Disability
- **TB** - Traumatic Brain Injury
- **VI** - Visual Impairment (Including Blindness)



The IEP
Team must
change DD
to another
category
before the
8th birthday



TIME – Summary of time served with special education and related services

- TIME is used to allocate state special education funds.
 - **A:** 1-59 minutes daily (0-16% of the total minutes enrolled) of special education and related services for students in grades K-12.
 - **B:** 60-179 minutes daily (17-49% of the total minutes enrolled) of special education and related services for students.
 - **C:** 180 minutes (50% or more of the total minutes enrolled) or more of special education and related services for students.
- If the student is attending less than a full day, pro-rate the time served divided by the number of minutes attended.
- If a student changes TIME code during the year, the student must be exited from his/her program and then entered into the new program. The exit code is “service change.”

Services needed to advance toward annual goals and to be involved and progress in the general curriculum.

G = General education class, S = Special education class including resource, O = Other, D = Daily, W = Weekly, M = Monthly

•Special education services (e.g. reading comp., math calc., social skills)

	Location	Amount of Time	Frequency
reading comprehension	<input type="checkbox"/> G <input checked="" type="checkbox"/> S <input type="checkbox"/> O	90 min	<input checked="" type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M
social skills group instruction	<input checked="" type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O	60 min	<input type="checkbox"/> D <input checked="" type="checkbox"/> W <input type="checkbox"/> M
organizational skills instruction	<input type="checkbox"/> G <input checked="" type="checkbox"/> S <input type="checkbox"/> O	30 min	<input checked="" type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M
	<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M

•Related services (if required for student to benefit from special education)

speech-language therapy	<input type="checkbox"/> G <input checked="" type="checkbox"/> S <input type="checkbox"/> O	30 min	<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M
	<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M
	<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M
	<input type="checkbox"/> G <input type="checkbox"/> S <input type="checkbox"/> O		<input type="checkbox"/> D <input type="checkbox"/> W <input type="checkbox"/> M

Check if transportation will be provided as a related service.

**Add to get
minutes per day**

= 136 minutes, TIME B



Disability Type/Time Combo

- Currently, disability type and time are integrated into the “program” type.
 - **AUA** – Autism, 1-59 min of service daily
 - **AUB** – Autism, 60-179 min of service daily
 - **AUC** – Autism, 180+ min of service daily



SCRAM Membership

- Total aggregate days of membership the student is reported in this TIME code
- Reported in 180-day equivalent
- May not exceed total days enrolled in LEA
- Prorated for students attending partial day



SCRAM Entry Date

- First day of school

or

- Date the student first began receiving special education and related services in this school year



SCRAM Exit Date

- The date following the last day the student received special education and related services.



SCRAM Exit Reason

- **A:** Transferred to regular placement (no longer receiving special education services)
- **D:** Reached maximum age (age 22)
- **S:** Service change (use every time you change):
 - DISABILITY
 - TIME
 - REGULAR PERCENT
 - ENVIRONMENT
- **X:** Exited school (use for any transfer, dropout or high school completion)
- **BLANK:** Leave blank if student is still enrolled



Regular Percent

- 1:** At least 80% of the school day in a regular education classroom with nondisabled peers.
- 2:** 40-79% of the school day in a regular education classroom with nondisabled peers.
- 3:** Less than 40% of the school day in a regular education classroom with nondisabled peers.



Regular Percent Considerations

- Calculated on the total minutes the student is enrolled in public school
 - Include recess, lunch, passing time, advisory, etc.
 - Exclude released time for religious study
 - Exclude non-enrolled time
- Online regular education classroom: students with and without disabilities may enroll in the course.

Environment – Age 3-5

- C** : Early Childhood Special Education
- F** : Child attending a regular early childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in the regular Early Childhood Program
- G**: Child attending a regular childhood program at least 10 hours per week and receiving the majority of hours of special education and related services in some other location
- J**: Child attending a regular childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in the regular Early Childhood Program
- K**: Child attending a regular childhood program less than 10 hours per week and receiving the majority of hours of special education and related services in some other location
- R**: Public Residential
- S**: Public Separate School
- I**: Itinerant (federal “Service Provider Location”)
- M**: Home



3-5 Regular Early Childhood (EC) Environment

- 9 hours or less per week
 - J:** Special education and related services provided within the EC program
 - K:** Special education and related services provided in some other location
- 10 hours or more per week
 - F:** Special education and related services provided within the EC program
 - G:** Special education and related services provided in some other location



3-5 Other Early Childhood (EC) Environment

- Special Education Program
 - C:** Special Education Class
 - S:** Separate School
 - R:** Residential Facility
- No Special Education Program
 - M:** Services provided at home
 - I:** Services provided at some other location not in any other category



Environment – Age 6-21

H = Homebound/Hospitalized

R = Public Residential

S = Public Separate School

T = Private Residential Facility

U = Private Separate School

V = Regular School Setting

Y = Correctional Facility

Placement → Environment

- Regular Class = **V**
- Special Class = **V**
- Special School = **S** or **U**
- Home Instruction = **H**
- Hospitals & Institutions = **H, R, T, or Y**



Summary

- IEP teams that understand the IEP process will make more informed decisions for students
- IEP team members who understand the SCRAM data process will provide the USOE with more accurate data
- Better SCRAM data means more accurate funding and more accurate reporting to the Federal government. (Department of Education: Office of Special Education Programs)



Resources

- IEP Process: Leah Voorhies or Tiffanie Owens
- SCRAM: Jennifer Howell
 - Jennifer.howell@schools.utah.gov
 - 801-538-7724
- Special Education Services Data Collection and Reporting Technical Assistance Manual (SpEd Data Manual)
 - <http://www.schools.utah.gov/sars/DOCS/data/datamanual.aspx>
- LRE Data: Kim Fratto
- Early Childhood Data: TBD