



Least Restrictive Environment (3-5)

A student's least restrictive environment (LRE) placement is not only where the student will spend their time in school but also how special education services are provided.

Studies show students with disabilities that receive most of their education and services with non-disabled (typically developing) peers have higher academic, functional, social-emotional outcomes.

Old Calculation

Age 3-5

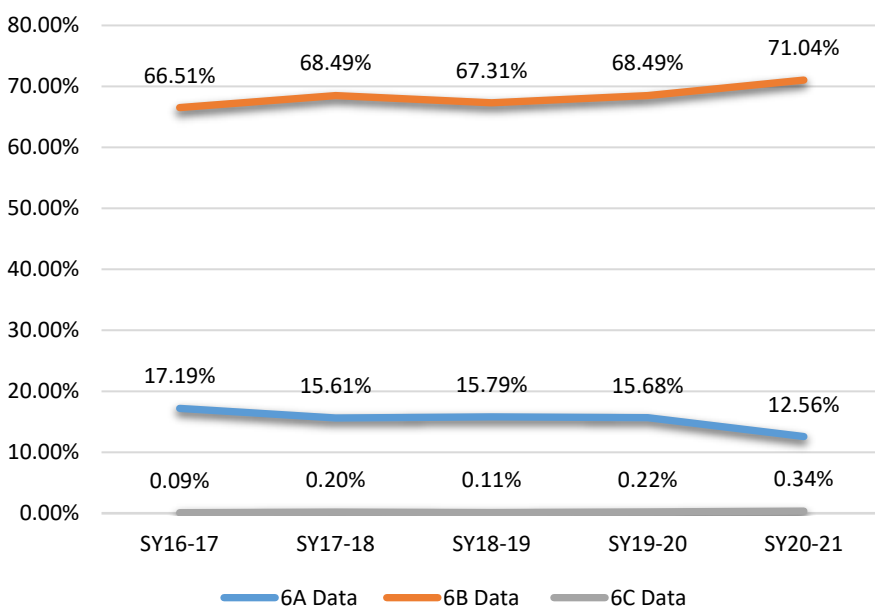
- A. % placed and receiving the majority of services in a regular education environment
- B. % placed in a separate special education class, school, or in a residential facility

New Calculation

Age 3-5 not yet kindergarten eligible

- A. % placed and receiving the majority of services in a regular education environment
- B. % placed in a separate special education class, school, or in a residential facility
- C. % receiving services in the home

Idaho's Historical Data



Goals:

- A. Increase** the percentage of student placed and receiving services with typically developing peers.
- B. Decrease** the percentage of students placed in separate special education classes, schools, or in residential facilities.
- C. Set a range** for the percentage of students receiving services in the home (Targets not required for C until counts exceed 10 students)

System Challenges

- No Universal Preschool
- Staffing Loss
- Changes in learning location
- Limited Access to Typically Developing Peers

System Supports

- Training
- Collaboration
- Innovation
- Creative Problem-solving

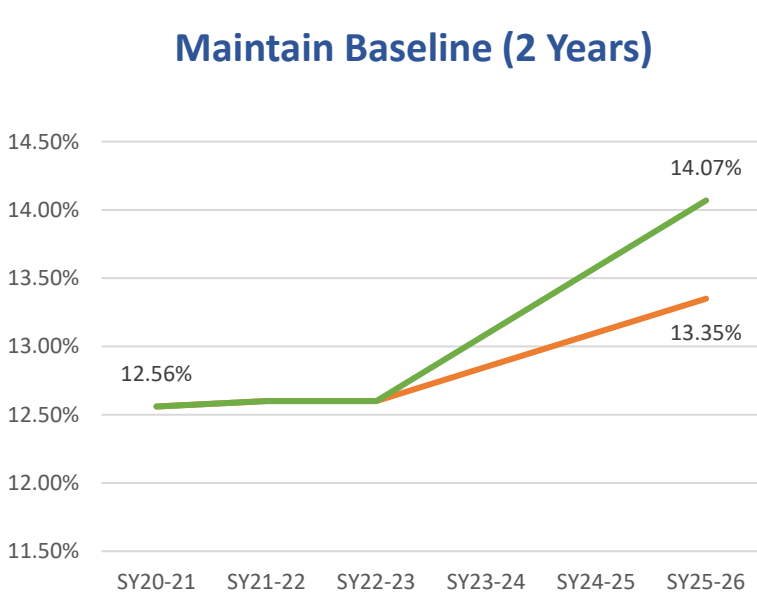
How are the data used?

Districts or charters that are well below state targets for drop out may receive prioritization for additional or targeted supports including:

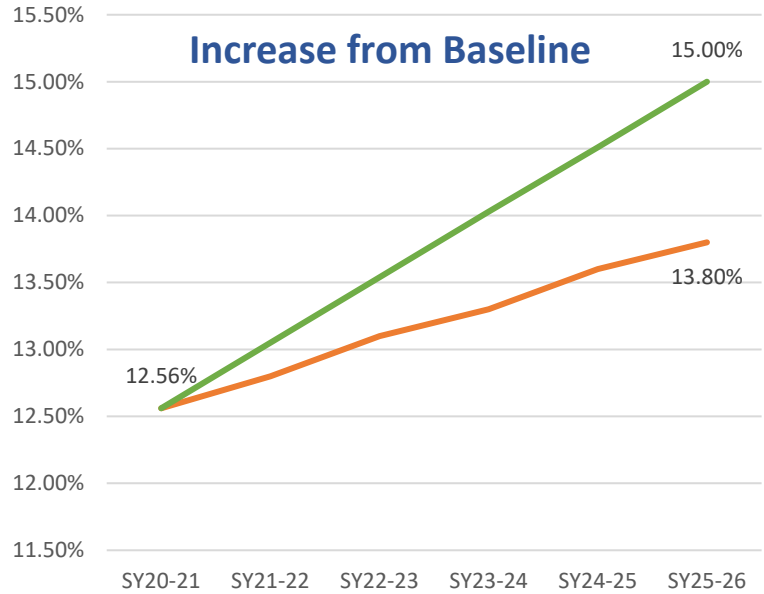
- Funding
- Professional development
- Improvement initiatives (Pyramid Collaborative)

Optional Targets A – Regular Educational Setting

Maintain Baseline (2 Years)



Increase from Baseline



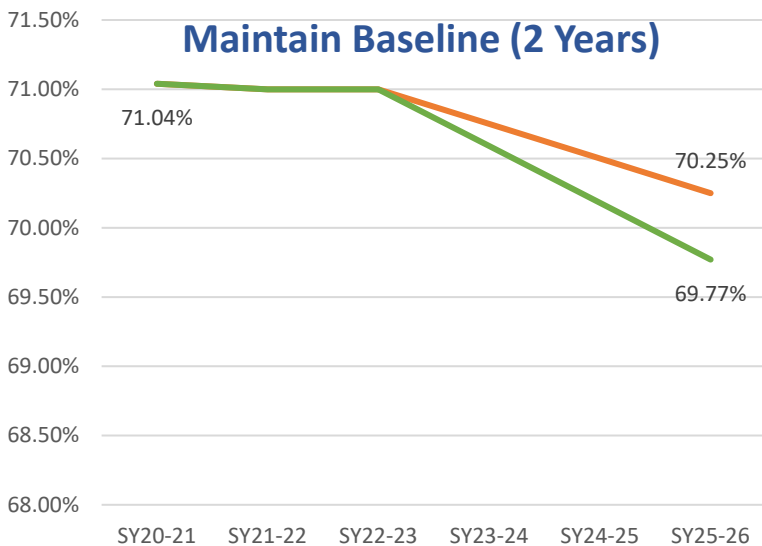
Lasting impacts of COVID-19 on student outcomes are unknown. Should Idaho maintain targets near baseline?

Conservative Target: Estimated 407-420 more students in inclusive environments in the final year.*

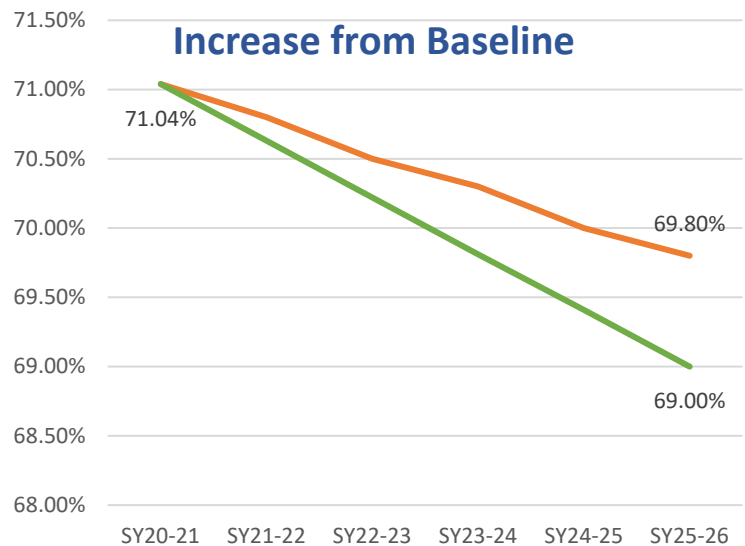
Challenging Target: Estimated 429-458 more students in inclusive environments in the final year.*

Optional Targets B – Separate Class, School, or Residential Facility

Maintain Baseline (2 Years)



Increase from Baseline



Conservative Target: Estimated 24-37 fewer students in restrictive environments as compared with baseline target in the final year.*

Challenging Target: Estimated 39-62 fewer students in restrictive environments as compared with baseline target in the final year.*