



**State Support
Team**



Examining Least Restrictive Environment Practices to Support Diverse Learners

**October 23, 2018; December 6, 2018;
January 9, 2019 and March 18, 2019**

“A key aspect in thinking about achievement of students with disabilities is access-access to general education curriculum, access to high quality instruction, and access to peers”.
(Theoharis and Causton, 2014)

The “examining Least Restrictive Environment (LRE) Practices” series is a cohort model that will allow buildings and districts to gain awareness and a deeper level of understanding and change in practices to ensure that all students are served in the LRE. This cohort is a 4 day series during the 2018-2019 school year and a commitment through the 2019-2020 school year. This professional development series requires a team registration. Teams are expected to complete the following prerequisites: “Hexagon Tool”, “Terms of Reference” and “Data Analysis” prior to day 1 (October 23, 2018). SST-3 will offer 3 drop in, technical assistance sessions to assist in completing the prerequisites mentioned.

Learning Targets for the Cohort include:

- Analyze school and district level data to determine the current status of student services and student opportunities for learning.
- Align the school and district mission statements with shared values and a clear vision focused on equity.
- Facilitate conversations to raise equity awareness among educators, students, community members, and families.
- Investigate research of highly effective practices in integrated schools.
- Create a new service delivery map, rethinking structures and use of staff to create teams of professionals that meet the needs of all students.

Professional Development Contact Hours: 22.0

Audience:

- **Building based team**—general educator, IS, principal (required member), BLT member(s) (3-4 people). For day 1 And 4 we will ask your team to invite district leaders from special education and curriculum.
- **District level team**—special education director, curriculum director, building principals, general and special educators.

Team size must be a minimum of 3, maximum of 8 people. Teams will be required to complete the “Terms of Reference” document to determine team membership.

Location(s):

Oct. 23 & Dec. 6, 2018: Holiday Inn Independence
6001 Rockside Rd.
Independence, OH 44131

Jan. 9 & March 18, 2019: ESC of Northeast Ohio
6393 Oak Tree Blvd.
Independence, OH 44131

Time: 9:00 am—3:30 pm (*registration at 8:30 am*)

Registration: A team registration must be completed and sent to Yvonne Daycak at Yvonne.daycak@escneo.org or faxed to 216-446-3829.

Questions? Contact Yvonne Daycak at 216-446-3803.

Examining Least Restrictive Environment Practices to Support Diverse Learners

Team Registration Form

Team Role	Team Member Name	School Email	Ohio Teaching License # OR Date of Birth
*Administrator			
*Central Office			
*Intervention Specialist			
*General Educator			
*Transition Coordinator			
*School Psychologist			
*Related Services			
Other:			
Other:			
Other:			

***REQUIRED TEAM MEMBERS**

Return completed team registration form to:

Yvonne Daycak

Fax: 216-446-3829

Email: yvonne.daycak@escneo.org

Data Analysis for Examining LRE to Support Diverse Learners

This is ONLY for team members who are participating in the LRE team cohorts

Preparing for the LRE Cohort

Research indicates that data can offer a new perspective and understanding of equity and diversity within school districts (Frattura & Capper, 2017). Throughout this LRE Cohort series, we will be using data for the purposes of raising awareness, decision making and evaluation. Prior to the first date of this cohort, please prepare the following:

- Data analysis of school and district level LRE data (Please complete the LRE Data Worksheet).
- Summary statement of data including strengths and potential areas of refinement.
- Hexagon Tool and Terms of Reference

In order to begin this process, team members need to ask questions such as why services are delivered as they currently are, how services are delivered, who provides the services to whom, where such services are delivered, etc. The review of this concrete data is the first step of this analysis, and will provide teams with the opportunity to reflect on operation realities and identify potential disproportionate areas to address.

The documents to be completed prior to day 1 will be sent to the district team contact once the registration form has been received.

Professional Development Contact Hours: 5.5 each session

If you would like help with completing the documents required prior to day 1, consultants from the SST-3 will be available at the following dates and items to assist with data collection and preliminary analysis. All dates will be held at:

ESC of Northeast Ohio
6393 Oak Tree Blvd.
Independence, OH 44131

- **September 6, 2018**
- **September 18, 2018**
- **October 4, 2018**

Time: 9:00 am—3:30 pm (all dates)
Registration at 8:30

Registration must be done through STARS. Go to :

<https://safe.ode.state.oh.us/portal/>

For questions contact:

Yvonne Daycak
Yvonne.daycak@escneo.org
(216) 446-3803

Audience:

The work of this service delivery team must be integral to the school improvement process of the district. This team should not be viewed as a special education team, but rather a team that is representative of the entire district.

- **Building based team**—general educator, IS, principal (required member), BLT member(s) (3-4 people). For day 1 And 4 we will ask your team to invite district leaders from special education and curriculum.
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