



FAPE, LRE, and IEP Connections

Guided Notes for Recorded Modules

Part 1: FAPE (Free Appropriate Public Education)

What training in FAPE in the LRE have you participated in or provided? Does/Did it include All Staff, Every Year?

ALL actions and practice must align with the...

- L _____
- R _____
- D _____

Do you have practices, like the ham, that may be interfering with FAPE in the LRE in your district as they have evolved over time. What “ham” might you have in your district or school?

Fill in the Blanks

Special Education Law was enacted on the heels of the Supreme Court decision out of Brown v. BOE that stated that _____ isn’t equal.

Students with disabilities have the _____ to access the same educational opportunities as their non-disabled peers.

FAPE is an _____ education.

Pair the word “Appropriate” in Free Appropriate Public Education with the word _____.

The _____ is the offer of FAPE.

The Statewide Autism Resources and Training (START) Project is funded by the Michigan Department of Education, Office of Special Education to provide evidence-based training, technical assistance, and resources to educators in Michigan that serve students with Autism Spectrum Disorder.

Special Education is defined in federal law as _____ Instruction, which is defined as adapting three things:

- _____ of instruction
- _____ of instruction
- _____ of instruction

In order to:

- Address _____ resulting from the disability
- Ensure _____ to the _____ to meet the state standards that apply to all children

Key Question: "What about the _____ is impacting _____ and _____ in General Education?"

US Supreme Court Interpretations of FAPE

- BOE Hendrick-Hudson Central v. Rowley (1982)
Civil Right to _____ Public Education AND achieve _____ Educational Benefit
- Endrew F. v. Douglas County (2017): [Q&A on Endrew](#)
Goals need to be appropriately ambitious and there must be _____
Educational Benefit as measured by progress on IEP goals

Closing

What confirms my understanding? What is new thinking?

Key Take-Away:

Part 2: LRE (Least Restrictive Environment)

FAPE and LRE are two fundamental concepts in IDEA.

At its core, when we talk about FAPE, we are talking about an _____ education. The civil right of children with disabilities to access the same educational opportunities as their nondisabled peers.

FAPE needs to be provided in the _____

Definition of Least Restrictive Environment:

Federal definition: “to the maximum extent appropriate, children with disabilities ... are _____ in the _____ classroom with children who are not disabled....”

- The Least Restrictive Environment is where? G_____ Ed to the maximum extent _____

“...and that special classes, separate schooling, or other removal of children with disabilities from regular education environment occurs _____ the nature or severity of the disability is such that education in regular classes with the use of _____ and _____ cannot be achieved satisfactorily.”

- What is “cannot be achieved satisfactorily?” Brings us back to E_____ B_____
- The ONLY IF standard pushes us to collect data on implementation fidelity of s_____ a_____ & s_____

Inclusion

Geography is an _____ but _____ variable for providing an inclusive education.

Continuum of Inclusion:

Exclusion Segregation Integration Inclusion Teaching to Diversity

Data & Research

There is compelling evidence that students, even students with complex learning needs, achieve _____ outcomes when they are educated in general ed.

- Michigan Study - Impact of Integration in General Education Environment for SE students

- “There is clear and _____ evidence that inclusive educational settings can confer _____ short and long-term benefits to students with **and** without disabilities.” (Quirk, et al., 2017)

Common Rationale for Restriction

1. Academics

- o “To that end, supplementary aids and services include _____ to the general curriculum...”
- o L.H. v Hamilton Case Lessons
 - “A placement which might be considered better for _____ reasons might not be _____ because of the failure to provide for _____.”
 - “A child need not _____ the general education curriculum for _____ to remain a viable option”
 - “The appropriate yardstick is whether the child, with appropriate supplemental aids and services, can make _____ toward the IEP _____ in the _____ education setting.”
 - “...teachers and staff were unwilling or unable to properly engage in the process of _____ as they deemed it futile or useless in light of his _____.”

2. Behavior

- o IDEA Requirements
 - The use of _____ must be considered in the case of a child whose behavior impedes his or her _____ or that of _____
 - FBAs and _____ are required when “the child’s IEP Team determine that a student’s conduct was a manifestation of his or her disability”

Closing

What confirms my understanding? What is new thinking?

Key Take-Aways:

Part 3: IEP Connections

What parts and pieces of the IEP specifically mentioned have the concepts of FAPE and LRE woven into the IDEA definitions?

- S _____
- G _____

Whiteboard IEP

What are some benefits of the “Whiteboard IEP”?

PLAAFP

Student Strengths

Tip: Have each team member come prepared with what?

[Neurodiversity Strengths Checklist](#)

Parent Input

Big Guiding Principle proposed for getting parent input:

Why is “All Input Goes to the Board” a benefit of the Whiteboard IEP?

Needs-Data-Impact

Question to write on the board at point of PLAAFP: What about the disability impacts _____ to and _____ in general education?

Who is key to responding to this question?

Data should compare each area of identified need to same _____ to help determine _____

Supplementary Aids & Services

“...special classes, separate schooling, or other removal of children with disabilities from regular education environment occurs _____ IF the nature or severity of the disability is such that education in regular classes with the use of _____ and _____ cannot be achieved satisfactorily.”

_____ is predicated on the implementation of supplementary aids & services

Tip: Strengthen implementation of supplementary aids and services by writing into the IEP as a

Goals

What skill are needed to _____ and _____ in the curriculum RATHER THAN
what _____ needs to be learned

NOT a restatement of the _____

NOT a restatement of _____ the student is expected to learn

Purpose of the IEP: Define what is necessary to provide assurance of _____ in the

Programs & Services

If you have a _____, you must have a program or service to address it

LRE Question:

With supplementary aids and services & push-in programs and related services, can the student achieve their IEP goals by the end of the IEP year?

- If yes, _____ restriction
- If no, what level of _____ is needed and for what program or related service in order to assure _____ on the IEP _____ and the general education

"In all cases, placement decisions must be individually determined on the basis of each child's abilities and needs and each child's IEP, and _____ such as category of disability, severity of disability, availability of special education and related services, configuration of the service delivery system, availability of space, or administrative convenience."

Closing

What confirms my understanding? What is new thinking?

4 Key Take-Aways:

1. PLAAFP Question to Ask (what about...)
2. Definition of LRE (restriction only if.....)
3. Supplementary Aids & Services PLANS
4. Determining Placement (with supplementary aids & services and push in services....)

FOCUS ON IMPLEMENTATION FIDELITY OF
EVIDENCE-BASED PRACTICES

ADVOCATE FOR THE RIGHTS OF ALL STUDENTS
TO BE EDUCATED IN INCLUSIVE ENVIRONMENTS

PRESUME COMPETENCE

EXAMINE & CHALLENGE OUR BELIEFS,
BEHAVIORS, PRACTICES, & POLICIES

LEARN THE LANGUAGE OF THE LAW (IDEA)
TO FLUENCY

REALIZE THE IMPACT OF OUR IEP DECISIONS
ON STUDENT OUTCOMES

ENGAGE FAMILIES IN COLLABORATIVE
CONVERSATIONS