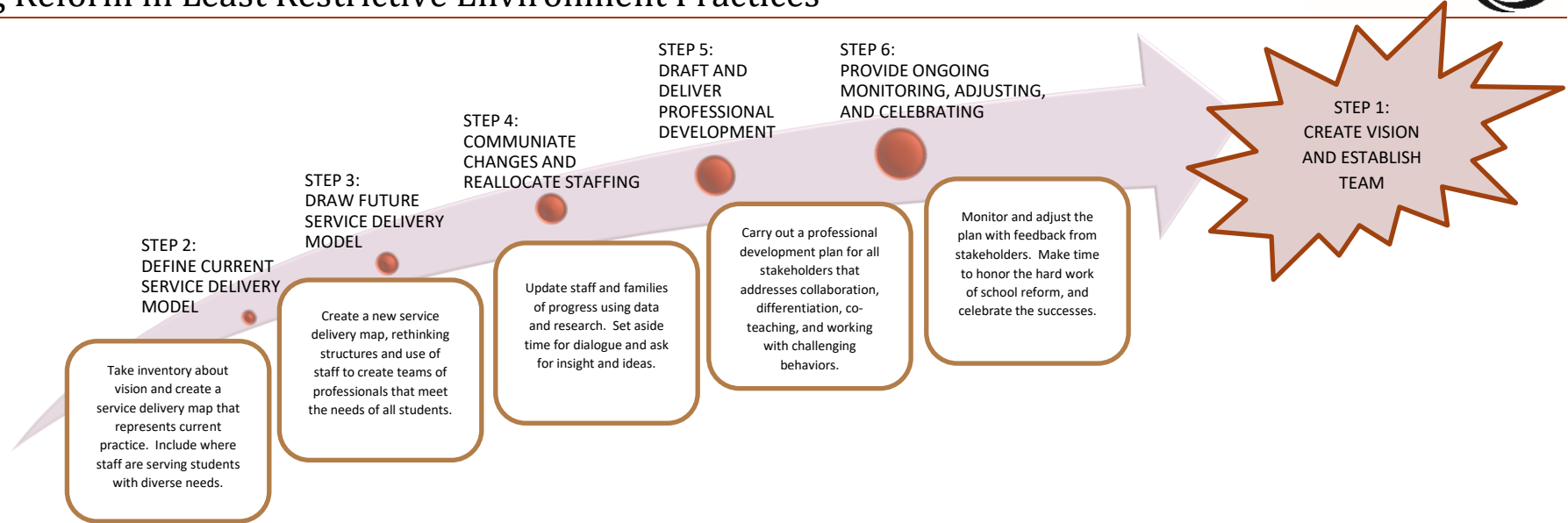


# SST8 Support for LRE: Leading Reform in Least Restrictive Environment Practices



## Considerations and potential action items for each step outlined above:

\*Support will be individualized at the district level to address considerations for preschool through high school.

Readiness	Step 1	Step 2	Step 3	Step 4	Step 5	Step 6
<ul style="list-style-type: none"> <li>Complete and discuss LRE Data Worksheet</li> <li>Support clarity on the intent of LRE</li> <li>Provide readings and facilitated discussions on current research on LRE including Hattie, Frattura and Capper, and Theoharis and Causton</li> </ul>	<ul style="list-style-type: none"> <li>Use the “DLT Inclusiveness Profile” in a facilitated discussion</li> <li>Determine where the responsibility of this work will be maintained (e.g., DLT, administrative team)</li> </ul>	<ul style="list-style-type: none"> <li>Interview staff at all levels of the system with critical equity questions</li> <li>Complete Equity Audit</li> <li>Facilitate discussions about current model; what is working and what is not.</li> <li>Draw current service delivery model for location of services for all students by either building or grade level.</li> </ul>	<ul style="list-style-type: none"> <li>Review example service delivery maps</li> <li>Facilitate conversations using Traditional vs Inclusive Responsibilities</li> <li>Provide research on “Highly Effective Practices in Integrated, Socially Just Schools”</li> <li>Address Elements of LRE to determine potential points of change within plan</li> <li>Discuss natural proportions</li> </ul>	<ul style="list-style-type: none"> <li>Facilitate conversations and presentations to staff and families using current research to outline any proposed changes of practice</li> <li>Compare proposed staffing changes against contracts and district policies</li> </ul>	<ul style="list-style-type: none"> <li>Meet with staff to determine professional development needs and prioritize areas of learning</li> <li>Plan and deliver PD and job-embedded coaching on topics guided by Elements of LRE addressed in district plan</li> </ul>	<ul style="list-style-type: none"> <li>Revisit critical equity questions and equity audit to inform celebration and adjustments</li> <li>Provide feedback to staff through classroom walkthroughs</li> </ul>

The information above is taken from research outlined in the resources below.

- Capper, Colleen A., Elise Marie Frattura, and Maureen W. Keyes. *Meeting the Needs of Students of All Abilities: How Leaders Go beyond Inclusion*. Thousand Oaks, CA: Corwin, 2000. Print.
- Frattura, Elise Marie, and Colleen A. Capper. *Leading for Social Justice: Transforming Schools for All Learners*. Thousand Oaks, CA: Corwin, 2007. Print.
- Theoharis, George, and Julie Causton. "Leading Inclusive Reform for Students With Disabilities: A School- and Systemwide Approach." *Theory Into Practice* 53.2 (2014): 82-97. Web.

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