

# The Essential Preschool Individualized Education Program: Part 3



## Transportation and Least Restrictive Environment

# Transportation Section

## 8 TRANSPORTATION AS A RELATED SERVICE

→ Does the child require special transportation?

YES

NO

→ Does the child need transportation to and from services?

YES

NO

→ Does the child need accommodations or modifications for transportation?

YES

NO

If yes, check any transportation accommodations/modifications below that the child needs:

The bus driver will be notified of the child's behavioral and/or medical concerns  Aide (for transportation only)

Specially Adapted Vehicle  Wheelchair lift  Safety Vest  Car Seat  Securement Systems

Other

Specify: Parents are transporting the child from home to school and back.

# General Factors Section

## 10 GENERAL FACTORS

HAS THE IEP TEAM CONSIDERED:

The strengths of the child?

YES  NO

The concerns of the parents for the education of the child?

YES  NO

The results of the initial or most recent evaluations of the child?

YES  NO

As appropriate, the results of performance on any state or district-wide assessments?

YES  NO

The academic, developmental and functional needs of the child?

YES  NO

In consideration of Third Grade Reading Guarantee, is the child on-track for reading?

YES  NO

# Least Restrictive Environment (LRE)

## 11 LEAST RESTRICTIVE ENVIRONMENT

### For School Age:

Does the child attend the school they would attend if not disabled?

YES  NO

If no, justify:

Does this child receive all special education services with nondisabled peers?

YES  NO

### For Preschool:

Does the child attend a general education setting? YES  NO

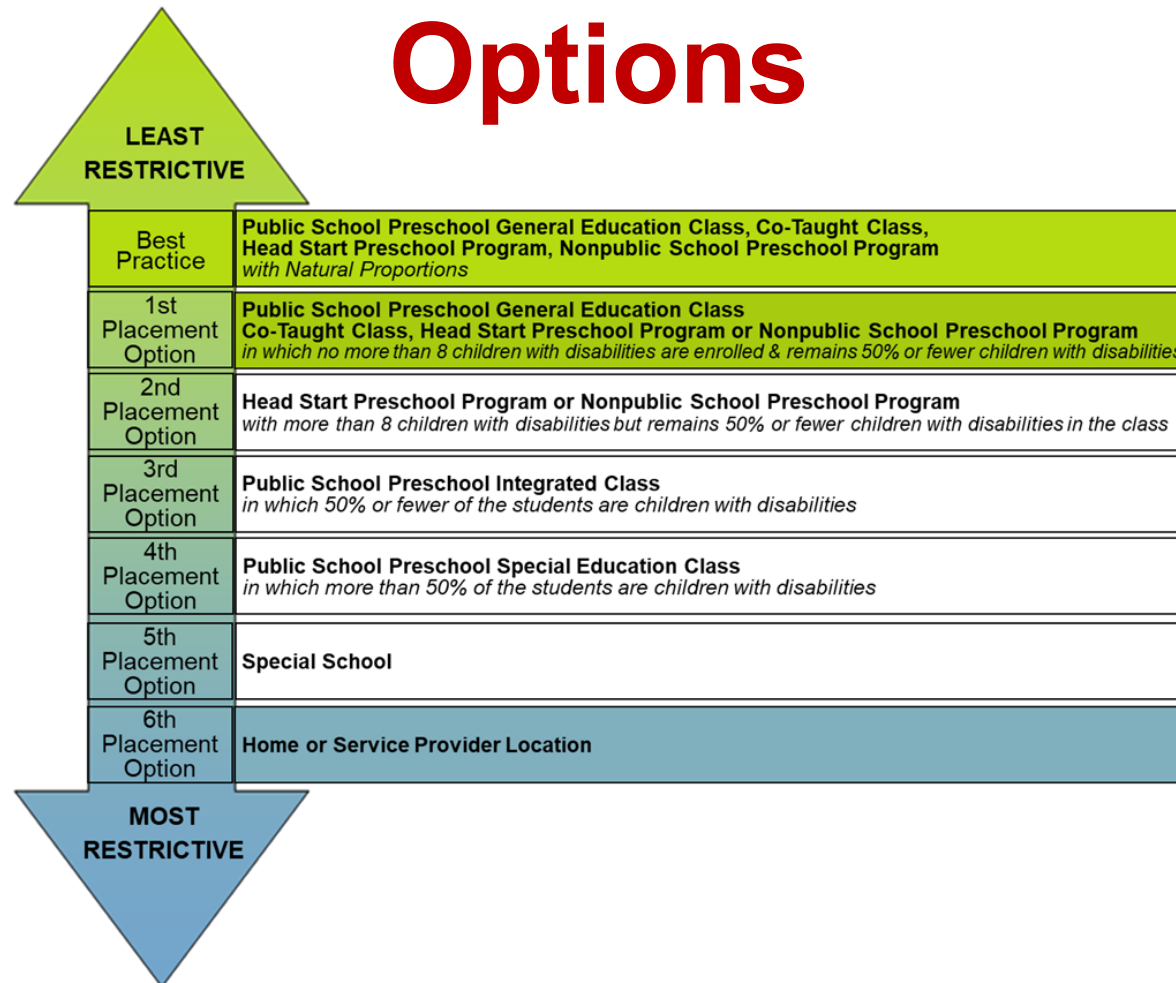
Does the child receive all of his/her special education and related services embedded within regular classroom routines and activities? YES  NO

What prevents the child from receiving special education and/or related services embedded with the regular classroom routines and activities?

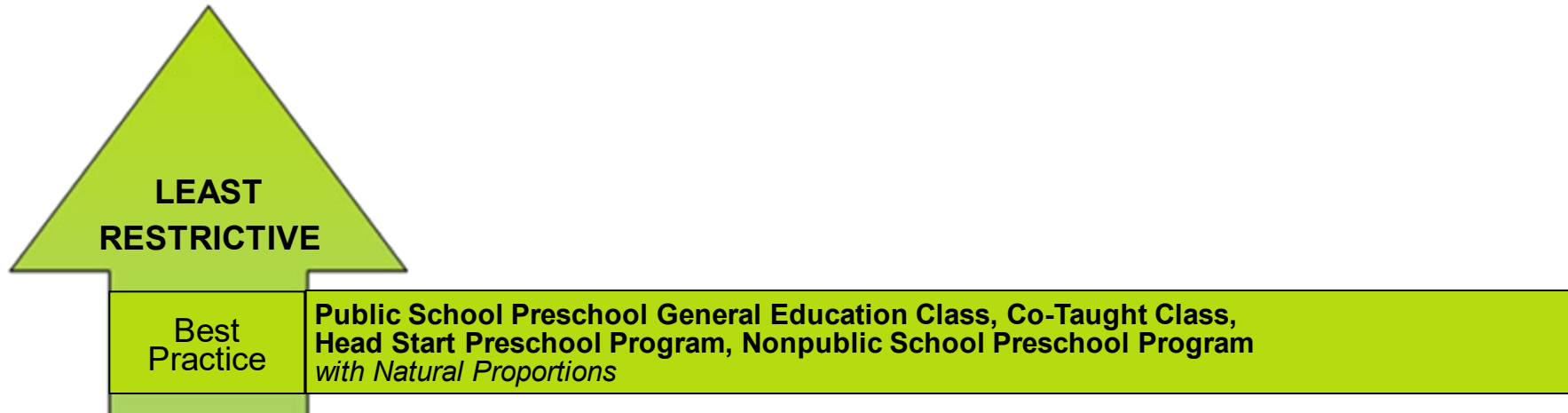
What prevents the child from being able to attend a general education setting?

Who provides the child with instruction in the general education curriculum?

# Least Restrictive Environment Preschool Continuum of LRE Placement Options



# Best Practice Option



**Natural Proportions:**  
including children with disabilities in proportion to their presence in the general population



# Optional Form LRE IEP Team Guiding Questions



PRESCHOOL  
LEAST RESTRICTIVE ENVIRONMENT  
GUIDING QUESTIONS  
Optional Form  
Fall 2022

*This optional form is provided to assist the preschool IEP team's (includes the parent) LRE decision-making process within the context of the IEP process. 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 not solely on factors 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.*

*-U.S. Department of Education (2000). [Federal Register Vol. 71, No. 150](#), p.40588*

**Part 1 | CONSIDERATIONS** *What are the considerations for placement options?*

Strengths and needs of the child:

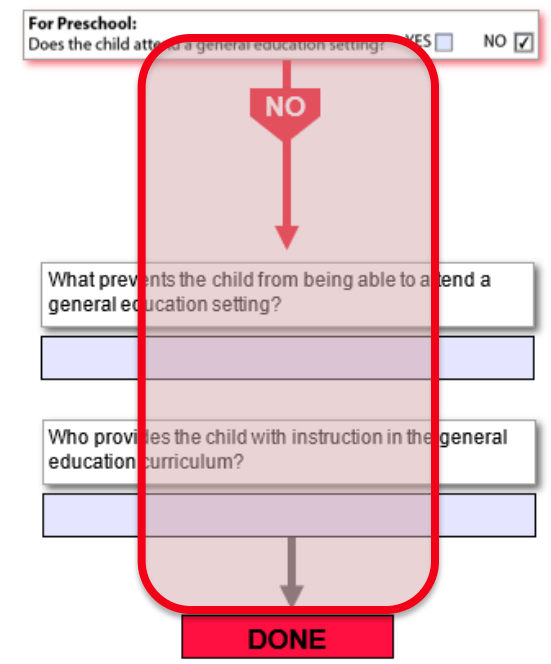
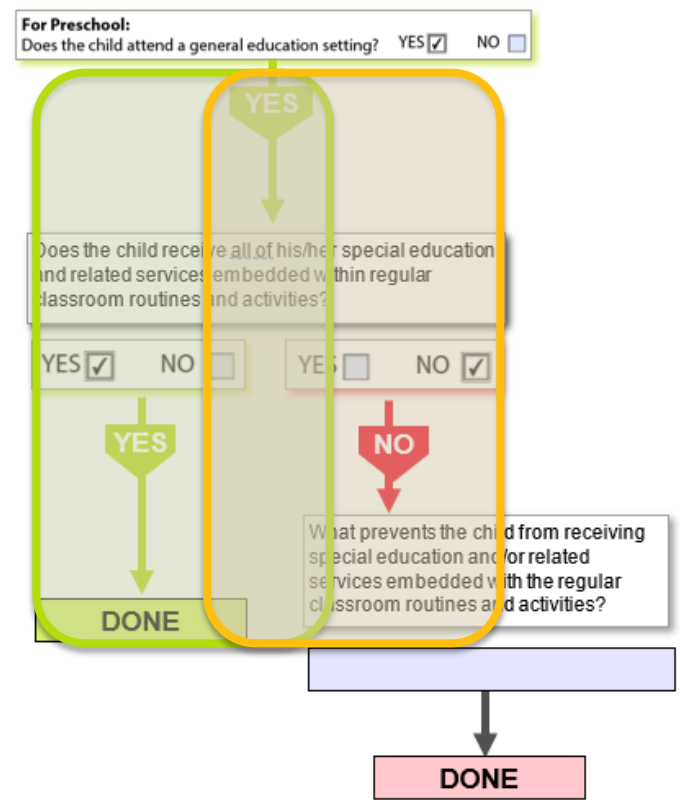
Program or classroom characteristics needed to meet child's individual needs:

Other considerations such as transitioning to kindergarten, family needs, etc.:



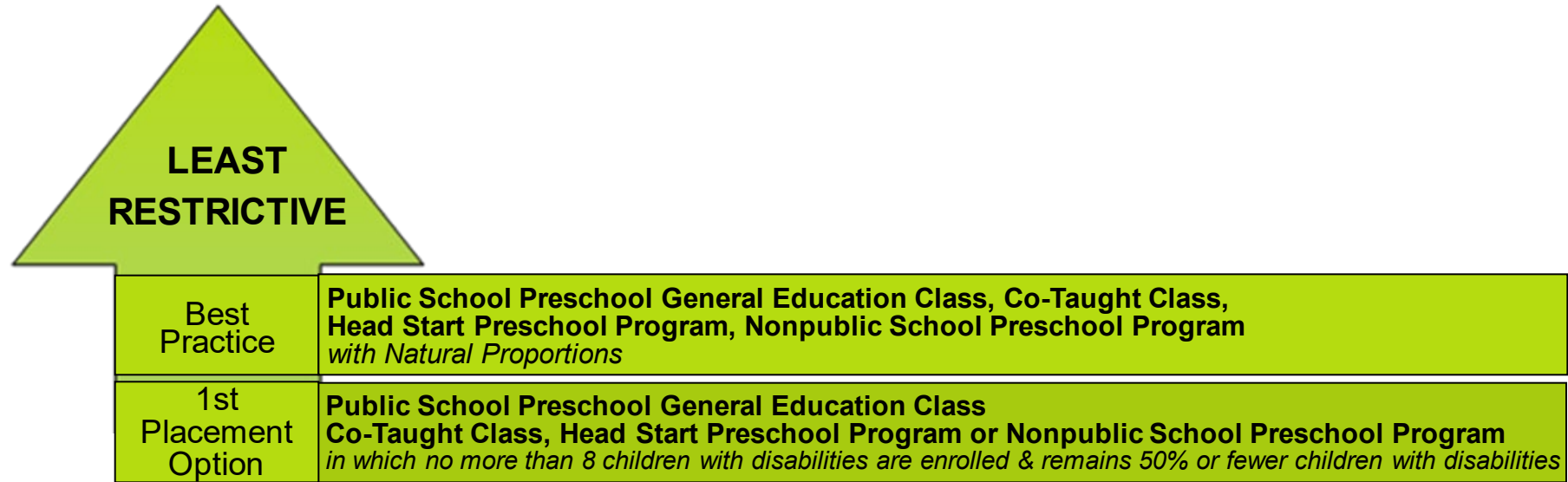
# Preschool LRE: Sequence of Questions

## 11 LEAST RESTRICTIVE ENVIRONMENT





# LRE Scenario #1



**For Preschool:**

Does the child attend a general education setting? YES  NO

Does the child receive all of his/her special education and related services embedded within regular classroom routines and activities? YES  NO

ALL special education and related services embedded + with non-disabled peers

**There are no further questions to respond to in this section.**



# LRE Scenario #2

**For Preschool:**  
Does the child attend a general education setting? YES  NO   
Does the child receive all of his/her special education and related services embedded within regular classroom routines and activities? YES  NO   
What prevents the child from receiving special education and/or related services embedded with the regular classroom routines and activities?

**Justify**

**PR-01:** Must explain why the child cannot receive special education and related services in the first placement option

**JUSTIFICATION:** Must explain why the instruction or service **CANNOT** be delivered in the general education setting with non-disabled peers

**There are no further questions to respond to in this section.**

# LRE Scenario #3

For Preschool:

Does the child attend a general education setting? YES  NO

What prevents the child from being able to attend a general education setting?

**Justify**

Who provides the child with instruction in the general education curriculum?

**Respond: Role, How**

The ECIS will provide the general education curriculum through activities that align with the Ohio Early Learning Development Standards in the child's area of need as identified in the IEP

PR-01: Must explain why the child cannot receive special education and related services in the first placement option

**The presence of a disability alone is NOT a reason for removal.**



# Do Not Complete for Preschool

## 12 STATEWIDE AND DISTRICT WIDE TESTING

Is the child participating in the Alternate Assessment for Students with Significant Cognitive Disabilities (AASCD)? YES  NO

Click below for guidance in considering AASCD:  
[Ohio AASCD Participation Criteria](#)

## 13 EXEMPTIONS

**Third Grade Reading Guarantee** (See [The Ohio Third Grade Reading Guarantee Guidance Manual](#) for details)

Applicable  NA

Does the child have a significant cognitive disability? YES  NO

**Not applicable for Preschool IEP**

# Meeting Participants

**14 MEETING PARTICIPANTS**

THIS IEP MEETING WAS:

Face-to-Face Meeting

Video Conference

Telephone Conference/Conference Call

Other

IEP EFFECTIVE DATES

START: \_\_\_\_\_

END: \_\_\_\_\_

DATE OF NEXT IEP REVIEW: \_\_\_\_\_

**IEP MEETING PARTICIPANTS**

THE FOLLOWING PEOPLE ATTENDED AND PARTICIPATED IN THE MEETING TO DEVELOP THIS IEP

NAME (Print)	POSITION	SIGNATURE	DATE
	Student**		
	Parent/Guardian		
	District Representative*		
	Intervention Specialist*		
	General Education Teacher*		
	Occupational Therapist		
	Physical Therapist		
	Speech and Language Pathologist		
	Other Agency Representative		

**PEOPLE NOT IN ATTENDANCE WHO PROVIDED INFORMATION AND RECOMMENDATIONS**

NAME (Print)	POSITION	SIGNATURE	DATE

\*IF THE GENERAL EDUCATION TEACHER, INTERVENTION SPECIALIST, DISTRICT REPRESENTATIVE OR PERSON KNOWLEDGABLE ABOUT THE INSTRUCTIONAL IMPLICATIONS OF THE EVALUATION DATA HAVE SIGNED AS NOT IN ATTENDANCE AT THE IEP MEETING, A WRITTEN EXCUSE MUST BE ON FILE.  
\*\* THE STUDENT IS A PREFERRED MEMBER UP TO AGE 18 WHEN THEY BECOME A REQUIRED MEMBER UNLESS NO TRANSFER OF GUARDIANSHIP.

Check when complete



Parents must be afforded the opportunity to participate



Alternate means of participation (phone or video conference) must be documented



For preschool, a general education teacher is a required team member



Excused members must provide input in the development of the IEP in writing to both the district and parent prior to the meeting

# Signatures Sections Initial IEP

**15 SIGNATURES**

**INITIAL IEP** ←

I give consent to initiate special education and related services specified in this IEP.\* ←

I give consent to initiate special education and related services specified in this IEP except for\*\*

AREA: \_\_\_\_\_

I do not give consent for special education and related services at this time.\*\*

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**IEP ANNUAL REVIEW (Not a Change of Placement)**

I agree with the implementation of this IEP.\*

I am signing to show my attendance/participation at the IEP team meeting, but I do not agree with the following special education and related services specified in this IEP.\*\*

AREA: \_\_\_\_\_

*Note: Not a Change of Placement does NOT require a parents' signature to implement the IEP.*

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**IEP REVIEW (Change of Placement)**

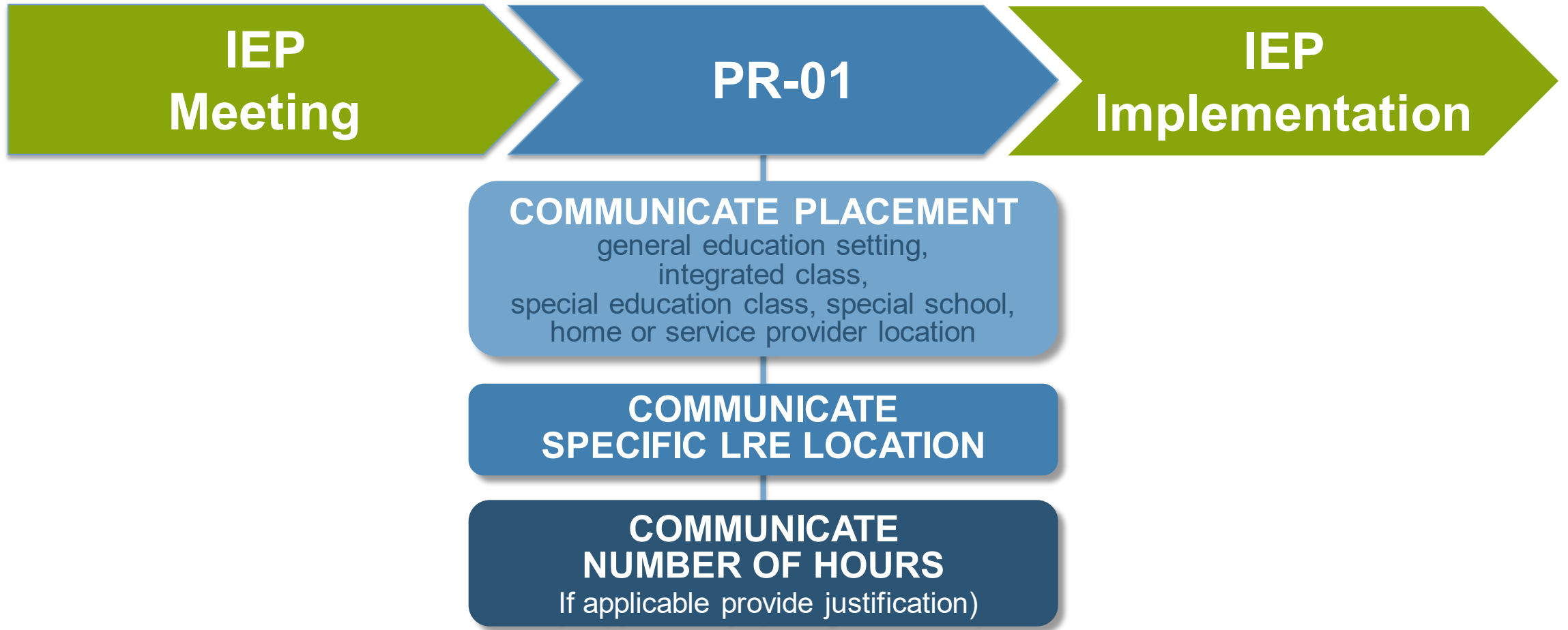
I give consent for the Change of Placement as identified in this IEP.\*

I do not give consent for the Change of Placement as identified in this IEP.\*\*

I revoke consent for all special education and related services.\*\*

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

# Placement Documentation



# Signatures Section IEP Annual Review (Not a Change of Placement)

**Remember:**  
On the PR-01,  
must communicate  
placement,  
specific LRE  
location and  
number of hours

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PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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- I revoke consent for all special education and related services.\*\*

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_



# IEP Revisions

## Change of Placement

IEP Individualized Education Program CHILD'S NAME: \_\_\_\_\_

**15 SIGNATURES**

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AREA: \_\_\_\_\_

I do not give consent for special education and related services at this time.\*\*

PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

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AREA: \_\_\_\_\_

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PARENT/GUARDIAN SIGNATURE: \_\_\_\_\_ DATE: \_\_\_\_\_

**IEP REVIEW (Change of Placement)**  **Change of Placement**

I give consent for the change of placement as identified in this IEP.\*

I do not give consent for the change of placement as identified in this IEP.\*\*

I revoke consent for all special education and related services.\*\*

PARENT/GUARDIAN SIGNATURE: Donna P Horn DATE: 9/6/2020

IEP team required to meet

Change of Placement: A change from one option on the continuum of alternative placements to another

Parent must give consent, in writing, if this change of placement changes the student's placement on the continuum of services



## **Additional Resources and Information**

education.ohio.gov

Search keywords: *Operating Standards  
and Guidance*

### **Contact your State Support Team**

education.ohio.gov

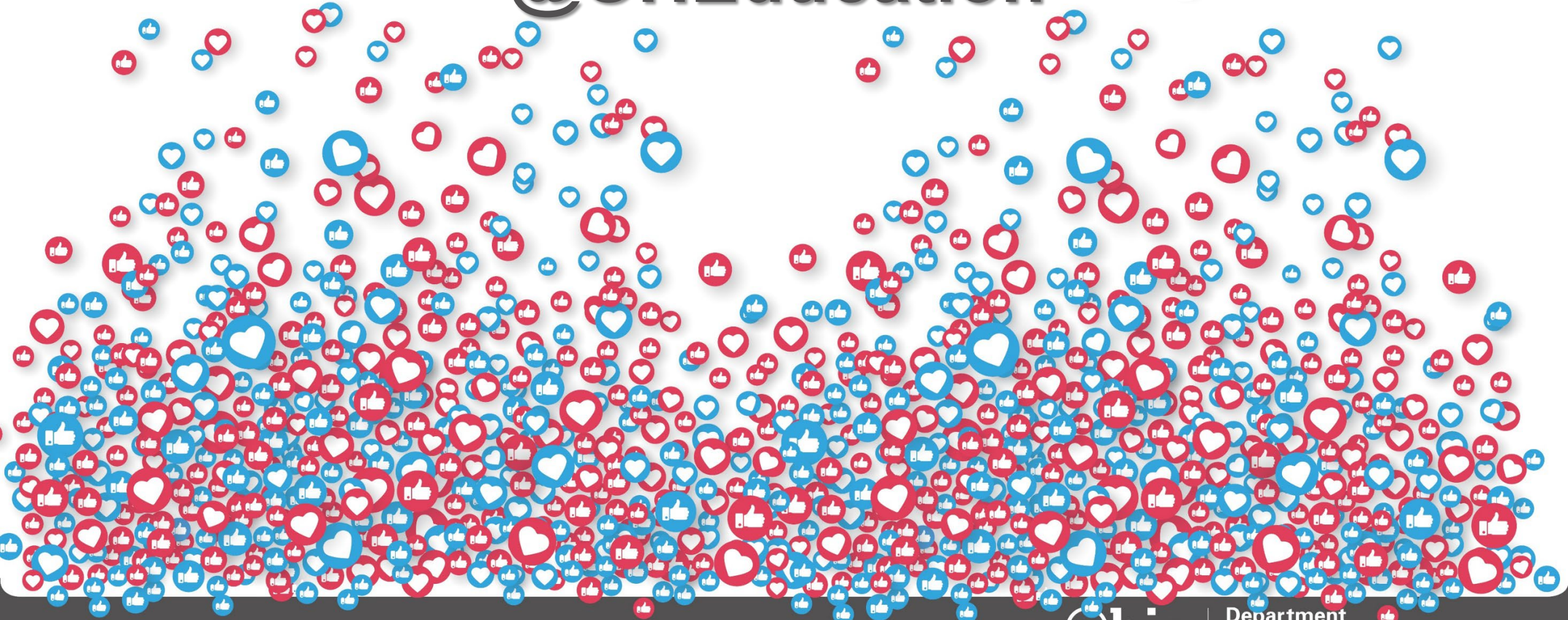
Search keywords: *State Support Teams*



You Tube



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community with us!**

**#MyOhioClassroom**



**Celebrate educators!**

**#OhioLovesTeachers**