	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-1	300.324(a)(2)(v)	Does the IEP identify assistive technology to enable the child to be involved in and make progress in the general education curriculum?	YES	The IEP includes identified assistive technology and/or services the child needs. Definition(s) **300.5 Assistive Technology Device:** any device item, piece of equipment, or product system, whether acquired commercially off the shelf, modified, or customized), that directly assist a child with a disability to increase, maintain, or improve the functional capabilities of a child with a disability. A medical device that is surgically implanted or the replacement of such a device is not included under the term assistive technology device. **300.6 Assistive Technology Service:** Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.	*PR-07 IEP Section 2 Special Instructional Factors, *PR-07 Section 7 Description(s) of Specially Designed Services-Assistive Technology
				NO	Assistive technology and/or services was identified by the IEP team but not included on the IEP or assistive technology is listed as needed, at the discretion of the teacher, as requested.	
				NA	Based on the needs of the child, assistive technology and services were not identified at this time.	

	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-2	300.320(a)(6)(i)	Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum?	YES	The IEP describes accommodations provided to the child. Accommodations provide access to course content but does not alter the amount or complexity of the information taught to the child.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Accommodations
				NO	Accommodations were identified by the IEP team but not included on the IEP **or** Accommodations listed as needed, at the discretion of the teacher, as requested.	
				NA	Based on the needs of the student accommodations were not identified at this time.	

	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-3	300.320(a)(4)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	YES	The IEP describes the type of modification and the extent of the modification provided to the child. Modifications means changes made to the content that students are expected to learn where amount or complexity of materials is altered from grade level curriculum expectations. When an instructional or curriculum modification is made, either the specific subject matter is altered or the performance expected of the student is changed. Sometimes the nature and severity of the student's disability requires that both the materials and the performance expected of the student are changed. Modification of the curriculum result in the child being taught something different or being taught the same information but with the complexity of the material significantly altered from that being taught to the child's same age and grade level peers.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modification
				NO	The IEP does not describe the type of modification and the extent of the modification provided to the child or modifications listed as needed, at the discretion of the teacher, as requested.	
				NA	Based on the needs of the child, modifications were not identified at this time.	

	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-4	300.320(a)(4)	Does the IEP identify supports for school personnel to enable the child to be involved in and make progress in the general education curriculum?	YES	The IEP describes support(s) to school personnel who may need assistance in implementing the child's IEP. For each support, the team must list the school personnel to receive the support, the specific support that will be provided, who will provide the support, and when the support will take place.	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Support for School Personnel
				NO	Supports for school personnel were identified by the IEP team but were not included on the IEP, or is listed "as needed at the discretion of the teacher." Did not specify the support, who would provide the support or when the support would take place.	
				NA	Supports for school personnel were not identified at this time.	

	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-5	300.320(a)(5)	Does the IEP include an explanation of the extent to which the child will not participate with nondisabled children in the regular education classroom?	YES	The IEP includes a ***justification*** for why the child was removed from the regular education classroom, and • Is based on the needs of the child, not the child's disability. • Reflects that the team has given adequate consideration to meeting the student's needs in the regular classroom with supplementary aids and services. • Documentation that the nature or severity of the disability is such that education in regular education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily. • Describes potential harmful effects to the child or others, if applicable. Students moving from preschool special education to kindergarten, information including preschool assessments such as Get It, Got It, Go!, Ages and Stages Questionnaire: Social Emotional, and the Early Childhood Outcomes Summary Form; parent information; previous setting was an EC classroom or not; severity of the disability and adequate supports, should be found.	*PR-07 IEP- Section 11(LRE) *PR-07- Section 3 (Profile) *PR-07- Section 6 Present levels of academic achievement and functional performance
				NO	A rationale is not given **or t**he rational given: • Is NOT based on student needs; • Does NOT reflect consideration or provision of supplementary aids and services in the regular education classroom; • Does NOT describe potential harmful effects to the child or others, if applicable.	
				NA	The student receives all special education services with nondisabled peers.	

	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-6	300.321(1)	Did the IEP Team consist of a parent?	YES	The parent participated in the IEP meeting, documented by signing the IEP **or** Participation through alternate means (videoconference, teleconference, etc.) **or LEA** provided documentation of at least 3 attempts to ensure parent participation in the IEP meeting.	*PR-07 IEP-Section 13 *PR-07 IEP-Section 14 *Other documentation (emails, written correspondence, meeting notes, phone logs, etc.).
				NO	There is no evidence of parent participation (face to face, teleconference, videoconference, etc.): and, The LEA is unable to provide documentation of three attempts to ensure parent participation in the IEP meeting.	
				NA	Parent signature is not required as child has reached age of majority.	

	Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LEAST RESTRICTIVE ENVIRONMENT (LRE)	LRE-7	300.321(2)	Did the IEP Team consist of a regular education teacher?	YES	Regular Education Teacher participated in the meeting and signed the IEP.	*PR-07 IEP-Section 13 *IEP Excusal Documented
				NO	There is no regular education teacher signature on the IEP.	
				NA	Regular education teacher was excused from the meeting.	
	LRE-8	300.321(3)	Did the IEP Team consist of a special education teacher?	YES	Special education teacher participated in the meeting and signed the IEP.	
				NO	There is no special education teacher signature on the IEP.	
				NA	Special education teacher was excused from the meeting	
	LRE-9	300.321(4)	Did the IEP Team consist of a LEA representative?	YES	LEA representative signified participation in the meeting by signing the IEP.	
				NO	There is no LEA representative signature on the IEP.	
				NA	LEA representative was excused from the meeting.	
	LRE-10	300.321(5)	Did the IEP Team consist of a person qualified to interpret the instructional implications of evaluation results? ***This may be a second role fulfilled by one team member serving a dual function on the team.***	YES	Person qualified to interpret instructional implications participated in the meeting and signed the IEP.	
				NO	There was no person qualified to interpret instructional implications of evaluation results in attendance at the IEP meeting when a reevaluation was completed.	
				NA	New evaluation was not done or person qualified to interpret instructional implications of evaluation results was excused from the meeting.	