

PRESCHOOL LEAST RESTRICTIVE ENVIRONMENT GUIDING QUESTIONS

Optional Form

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 (2006). [Federal Register Vol. 71, No. 156](#), p.46588

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.:

LEAST RESTRICTIVE		Where is the child currently?
Best Practice	<input type="checkbox"/>	Public School Preschool General Education Class, Co-Taught Class, Head Start Preschool Program, Nonpublic School Preschool Program <i>with Natural Proportions</i>
1st Placement Option	<input type="checkbox"/>	Public School Preschool General Education Class, Co-Taught Class, Head Start Preschool Program or Nonpublic School Preschool Program <i>in which no more than 8 children with disabilities are enrolled & remains 50% or fewer children with disabilities</i>
2nd Placement Option	<input type="checkbox"/>	Head Start Preschool Program or Nonpublic School Preschool Program <i>with more than 8 children with disabilities but remains 50% or fewer children with disabilities in the class</i>
3rd Placement Option	<input type="checkbox"/>	Public School Preschool Integrated Class <i>in which 50% or fewer of the students are children with disabilities</i>
4th Placement Option	<input type="checkbox"/>	Public School Preschool Special Education Class <i>in which more than 50% of the students are children with disabilities</i>
5th Placement Option	<input type="checkbox"/>	Special School
6th Placement Option	<input type="checkbox"/>	Home or Service Provider Location
MOST RESTRICTIVE		

Part 2 | BEST PRACTICE PLACEMENT

If the child is currently in a Best Practice: Natural Proportions Public Preschool General Education Class, what are the considerations for the child to remain in this environment on the continuum?

Is it likely that the child can achieve his or her goals and objectives with the special education and related services being provided there?

NOTE, 3301-51-11(J)(4): A child who already participates in a regular early childhood setting when identified as a child with a disability shall remain in the program in which the child is enrolled unless the IEP team determines that it is unable to serve the child consistent with the provisions in paragraph (J)(3) of this rule. A child with a disability shall not be removed from education in age-appropriate regular classrooms solely because of needed modifications in the general education curriculum. Removing a child from his/her general education setting (such as, regular routines or activities) or removing a child from nondisabled peers to provide specially designed instruction and/or related services requires individualized justification within the child's IEP.

N/A The child is not currently enrolled in a Public Preschool General Education Class with Natural Proportions, and the IEP team begins placement consideration in the 1st Placement Option on the continuum.

Move to Part 3

<input type="checkbox"/> YES	Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. (IEP section 7)	<input type="checkbox"/> NO	<i>What needs cannot be addressed in that setting even with the use of supplementary aides and services?</i>
	Reminder: If the child does not receive all his/her special education and related service embedded within classroom routines and activities, then complete PR-01 and IEP section 11 justification.		<i>Indicate in PR-01 and IEP section 11 why the child cannot receive special education and related services in the 1st placement option.</i>
	Move to Part 8 and record this option as the LRE		Move to Part 3

Notes:

Part 3 | 1st PLACEMENT OPTION

What are the considerations for the **1st placement option** on the continuum?

Is it likely that the child can achieve his or her goals and objectives in the 1st placement option with the special education and related services being provided there?

<input type="checkbox"/> YES	Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. (IEP section 7)	<input type="checkbox"/> NO	<i>What needs cannot be addressed in that setting even with the use of supplementary aides and services?</i>
	Reminder: If the child does not receive all his/her special education and related service embedded within classroom routines and activities, then complete PR-01 and IEP section 11 justification.		<i>Indicate in PR-01 and IEP section 11 why the child cannot receive special education and related services in the 1st placement option.</i>
	Move to Part 8 and record this option as the LRE		Move to Part 4

Notes:

Part 4 | 2nd PLACEMENT OPTION

What are the considerations for the 2nd placement option on the continuum?

IEP team has determined that special education services and supports cannot be provided in the 1st placement option on the continuum.

Is it likely that the child can achieve his or her goals and objectives in the 2nd placement option with the special education and related services being provided there?

<input type="checkbox"/> YES	Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. Reminder: If the child does not receive all of his/her special education and related service embedded within classroom routines and activities, then complete PR-01 and IEP section 11 justification.	<input type="checkbox"/> NO	<i>What needs cannot be addressed in that setting even with the use of supplementary aides and services?</i> Indicate in PR-01 and IEP section 11 why the child cannot receive special education and related services in the 2nd placement option.
	Move to Part 8 and record this option as the LRE		Move to Part 5

Notes:

Part 5 | 3rd PLACEMENT OPTION

What are the considerations for the 3rd placement option on the continuum?

IEP team has determined that special education services and supports cannot be provided in the 1st or 2nd placement options on the continuum.

Is it likely that the child can achieve his or her goals and objectives in the 3rd placement option with the special education and related services being provided there?

<input type="checkbox"/> YES	Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. Reminder: If the child does not receive all of his/her special education and related service embedded within classroom routines and activities, then complete PR-01 and IEP section 11 justification.	<input type="checkbox"/> NO	<i>What needs cannot be addressed in that setting even with the use of supplementary aides and services?</i> Indicate in PR-01 and IEP section 11 why the child cannot receive special education and related services in the 3rd placement option?
	Move to Part 8 and record this option as the LRE		Move to Part 6

Notes:

Part 6 | 4th PLACEMENT OPTION

What are the considerations for the 4th placement option on the continuum?

IEP team has determined that special education services and supports cannot be provided in the 1st, 2nd, or 3rd placement options on the continuum.

Is it likely that the child can achieve his or her goals and objectives in the 4th placement option with the special education and related services being provided there?

<input type="checkbox"/> YES	Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. Reminder: If the child does not receive all his/her special education and related service embedded within classroom routines and activities, then complete PR-01 and IEP section 11 justification.	<input type="checkbox"/> NO	What needs cannot be addressed in that setting even with the use of supplementary aides and services? Indicate in PR-01 and IEP section 11 why the child cannot receive special education and related services in the 4th placement option?
	Move to Part 8 and record this option as the LRE		Move to Part 7

Notes:

Part 7 | PLACEMENT OPTION

What are the considerations for the 5th & 6th placement options on the continuum?

IEP team has determined that special education services and supports cannot be provided in the 1st, 2nd, 3rd, or 4th placement options on the continuum.

Is it likely that the child can achieve his or her goals and objectives in the 5th placement option with the special education and related services being provided there?

<input type="checkbox"/> YES	Child will receive special education services and supports in the 5th placement option. Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. Reminder: If the child does not receive all his/her special education and related service embedded within classroom routines and activities, then complete PR-01 and IEP section 11 justification.	<input type="checkbox"/> NO	Child will receive special education services and supports at in the 6th placement option. Determine what accommodations, modifications, supplemental aids and services, or training and technical assistance needed to make that setting successful for the child. Reminder: complete PR-01 and IEP section 11 justification. Move to Part 7 and record the selected option as the LRE and determine location (home or service provider location)
	Move to Part 8 and record this option as the LRE		Move to Part 8 and record the selected option as the LRE and determine location (home or service provider location)

Notes:

Part 8 | LRE LOCATIONS *What are the LRE location choices?*

Directions for completing the section below:

1. Indicate the continuum placement option that the IEP team (including the parent) determine as the LRE based on Parts 1-7 above.
2. For the LRE indicated, list potential locations within the table that are available in the district or community.
3. Within the table list advantages and limitations to each potential location.
4. Rank order the list of potential locations.
5. Indicate the IEP team final decision for LRE location. Reminder: Complete PR-01 and IEP section 11.

LEAST RESTRICTIVE		Where is the child currently?	
Best Practice	<input type="checkbox"/>	Public School Preschool General Education Class, Co-Taught Class, Head Start Preschool Program, Nonpublic School Preschool Program <i>with Natural Proportions</i>	
1st Placement Option	<input type="checkbox"/>	Public School Preschool General Education Class, Co-Taught Class, Head Start Preschool Program or Nonpublic School Preschool Program <i>in which no more than 8 children with disabilities are enrolled & remains 50% or fewer children with disabilities</i>	
2nd Placement Option	<input type="checkbox"/>	Head Start Preschool Program or Nonpublic School Preschool Program <i>with more than 8 children with disabilities but remains 50% or fewer children with disabilities in the class</i>	
3rd Placement Option	<input type="checkbox"/>	Public School Preschool Integrated Class <i>in which 50% or fewer of the students are children with disabilities</i>	
4th Placement Option	<input type="checkbox"/>	Public School Preschool Special Education Class <i>in which more than 50% of the students are children with disabilities</i>	
5th Placement Option	<input type="checkbox"/>	Special School	
6th Placement Option	<input type="checkbox"/>	Home or Service Provider Location	
MOST RESTRICTIVE			

IEP Team Final Decision for LRE Location:

Additional Notes:

Rank and order list of potential locations for the determined LRE			
Potential Location for LRE	Advantages	Limitations	Rank