

## Record Review Questions

Least Restrictive Environment					
Record Review Item	Regulation 34 CFR or OAC	Record Review Question	Compliant	Evidence	Potential Source(s) of Documentation
LRE-1	300.324(a)(2)(v) <b>3301-51-01(B)</b> <b>(3)</b>	Does the IEP identify assistive technology to enable the child to be involved in and make progress in the general education curriculum?	YES	<p>The IEP includes identified assistive technology and/or services the child needs. Definition(s). It may be defined in the goal.</p> <p><b>300.5 Assistive Technology Device:</b> 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 his or her functional capabilities. A medical device that is surgically implanted or the replacement of such a device is not included under the term assistive technology device.</p> <p><b>300.6 Assistive Technology Service:</b> Any service that directly assists the child in the selection, acquisition or use of an assistive technology device.</p>	<p>*PR-07 IEP Section 2 Special Instructional Factors, *PR-07 Section 7 Description(s) of Specially Designed Services- Assistive Technology</p>
			NO	Assistive technology and/or services was identified in the ETR but not included on the IEP or assistive technology is listed as needed, at the discretion of the teacher, as requested.	

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			NA	Based on the needs of the child, assistive technology and/or services were not identified at this time.	
LRE-2	300.320(a)(6)(i) 3301-51-07(H) (1)(g)	Does the IEP identify accommodations provided to enable the child to be involved in and make progress in the general education curriculum?	YES	(This can be listed anywhere in the IEP.) The IEP describes accommodations provided to the child and explains the conditions for and the extent of the accommodation.  Accommodations provide access to course content but do 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  Profile or PLOP  ETR
			NO	<ul style="list-style-type: none"> <li>Accommodations were identified by the IEP team but not included on the IEP <u>or</u></li> <li>Accommodations listed <i>as needed</i>, at the discretion of the teacher, as requested <u>or</u></li> <li>The conditions and/or extent were not explained (who, when, where services provided).</li> </ul>	
			NA	Based on the needs of the student, accommodations were not identified at this time.	

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LRE-3	300.320(a)(4) 3301-51-07(H) (1)(e)	Does the IEP identify modifications to enable the child to be involved in and make progress in the general education curriculum?	YES	<p>The IEP describes the type of modification and the extent of the modification provided to the child.</p> <p>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 require that both the materials and the performance expected of the student are changed.</p> <p>Modifications of the curriculum result in the child being taught the same information as the same-age and grade-level peers, but with less complexity. Explain how the curriculum is being modified.</p>	<p>*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Modification  Profile or PLOP</p>
			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.	

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LRE-4	300.320(a)(4) 3301-51-07(H) (1)(e)	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	<p>The IEP describes support(s) to school personnel who may need assistance in implementing the child’s IEP.</p> <p>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.</p>	*PR-07 IEP, Section 7 Description(s) of Specially Designed Services-Support for School Personnel
			NO	<p>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.”</p> <p>Did not specify the support, who would provide the support or when the support would take place.</p>	
			NA	<p>Supports for school personnel were not identified at this time.</p>	

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LRE-5	300.320(a)(5) 3301-51-07(H) (1)(f)	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	<p>The IEP includes a <i><b>justification</b></i> for why the child was removed from the general education classroom, and</p> <ul style="list-style-type: none"> <li>• Is based on the individual needs of the child, not the child’s disability.</li> <li>• Reflects that the team has given adequate consideration to meeting the student’s needs in the general education classroom with supplementary aids and services.</li> <li>• Documentation that the nature or severity of the disability is such that education in general education classes, even with the use of supplementary aids and services, cannot be achieved satisfactorily.</li> <li>• Describes potential harmful effects to the child or others, if applicable.</li> </ul> <p>Students moving from preschool special education to kindergarten, information including the Early Learning Assessment, and the Child Outcomes Summary Form; parent information; previous setting was an EC classroom or not; severity of the disability and adequate supports, should be found.</p>	<p>*PR-07 IEP- Section 11(LRE) *PR-07- Section 3 (Profile) *PR-07- Section 6 Present levels of academic achievement and functional performance</p>
			NO	<p>A rationale is not given <u>or</u> the rationale given:</p> <ul style="list-style-type: none"> <li>• Is NOT based on the student’s individual needs;</li> <li>• Does NOT reflect consideration or provision of supplementary aids and services in the general education classroom;</li> <li>• Does NOT describe potential harmful effects to the child or others, if applicable.</li> </ul>	
			NA	The student receives all special education services with nondisabled peers.	

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LRE-6	300.321(1)-(5) 3301-51-07(I)	Did the IEP meeting consist of a qualified team?	YES	<p>The IEP Team consisted of the following:</p> <ul style="list-style-type: none"> <li>• Parent</li> <li>• General Education Teacher</li> <li>• Special Education Teacher</li> <li>• District representative (authorized to allocate funds)</li> <li>• Person qualified to interpret instructional implications participated in the meeting and signed the IEP.</li> </ul> <p>A member of the IEP team may be excused from attending an IEP team meeting, in whole or in part, if:</p> <p>(i) The parent and the school district consent, in writing, to the excusal; and</p> <p>(ii) The member submits, in writing to the parent and the IEP team, input into the development of the IEP prior to the meeting.</p>	
			NO	One or more of the above were not involved in the IEP meeting.	