

**INDIVIDUALIZED EDUCATION PROGRAM**

\_\_\_\_\_ County Schools

Student's Full Name \_\_\_\_\_

Date \_\_\_\_\_

**PART X: PLACEMENT – Ages 3-5**

Explain the extent, if any, to which the student WILL NOT participate in a Regular Early Childhood Program (RECP) and/or extracurricular and other non-academic activities. Present levels of academic achievement and functional performance must explain why full participation is not possible.

**Ages 3-5****A. For students in a Regular Early Childhood Program (RECP) (at least 50% nondisabled)**

- \_\_\_\_ = Hours per week student attends a Regular Early Childhood Program. (arrival to dismissal)  
 \_\_\_\_ = Hours per week of special education and related services delivered in the RECP.  
 \_\_\_\_ = Hours per week student receives special education and related services in some other location

**In a Regular Early Childhood Program at least 10 hours per week****WVEIS LRE Code**

- \_\_\_ Majority of hours of special education and related services in the RECP W  
 \_\_\_ Majority of hours of special education and related services in some other location X

**In Regular Childhood Program less than 10 hours per week**

- \_\_\_ Majority of hours of special education and related services in the RECP Y  
 \_\_\_ Majority of hours of special education and related services in some other location Z

**OR****B. For students not in a Regular Early Childhood Program****WVEIS LRE Code**

- \_\_\_ Separate special education class M  
 \_\_\_ Separate school N  
 \_\_\_ Residential facility P  
 \_\_\_ Home R  
 \_\_\_ Service provider location S

**Least Restrictive Environment (LRE) Considerations:** The IEP team has considered:

- Annual placement determination based on IEP.  
 Only schools and classroom settings appropriate to the student's chronological age.  
 Education in a general education classroom with the use of supplementary aids and services.  
 Potentially harmful effects on the selected LRE placement on the student and the quality of the student's services.  
 Education with age-appropriate non-exceptional peers.  
 Placement as close to home as possible, in the school the student would normally attend if not exceptional, unless IEP requires other arrangements.

Targeted Case Management may be provided based upon medical necessity  
 (Not applicable for out-of-state placements)