

Ensuring the Least Restrictive Environment through a Decision Making Process



Early Childhood

Kent ISD
Special Education



August, 2024



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Legal Foundations: Educating Early Childhood Students in the Least Restrictive Environment

Dear Colleague Letter January 9, 2017 IDEA's LRE provision defined in 34 CFR 300.116 does not distinguish between school-aged and preschool-aged children and, therefore, **applies equally to all preschool children with disabilities**.

- LEA must explore alternative methods to ensure that the LRE requirements are met for each preschool child with a disability. These methods may include: (1) **providing opportunities for the participation of preschool children with disabilities in preschool programs operated by public agencies** other than LEAs (such as Head Start or community-based child care); (2) **enrolling preschool children with disabilities in private preschool programs** for nondisabled preschool children; (3) locating classes for preschool children with disabilities in regular public elementary schools; or (4) **providing home-based services**.
- If a public agency determines that placement in a private preschool program is necessary for a child to receive FAPE, the public agency must make that program available at **no cost** to the parent.

A Regular Early Childhood Program (RECP) is a program that includes a majority (at least 50 percent) of nondisabled children (i.e., children who do not have IEPs) and that may include, but is not limited to:

- GSRP or Head Start
- Preschool classes offered to an eligible pre-kindergarten population by the public school system
- Private preschools
- Group child development centers or daycare centers
- Non-family child care homes
- Structured playgroups (must comply with MDE's early learning programs standards or curricula)

The *Policy Statement on the Inclusion of Children With Disabilities in Early Childhood Programs* (DHHS, USDOE Nov. 2023) further indicates, "IDEA's FAPE and LRE requirements should not be interpreted as prioritizing or allowing IDEA preschool special education and related services to be delivered only in preschool programs operated in a public-school building: child care, Head Start, other publicly-funded and private early childhood settings can be used to provide FAPE" (p. 12).

In regard to service delivery models to support preschoolers with disabilities in regular early childhood programs, "Special education and related services **delivered in the child's classroom** in the course of daily activities and routines in which all children in the classroom participate (e.g., "circle time", "learning centers"), would be considered as being received in the Regular Early Childhood Program. However, **services delivered in other locations that remove the child from the opportunity to interact with nondisabled children** would not be considered as being received in the Regular Early Childhood Program. These include, but are not limited to, services delivered in a 1:1 therapeutic setting, or in a small group comprised solely of children with disabilities in another location within the building where the regular early childhood program is located." (Dear Colleague Letter, 2017).

In addition, under 34 CFR §300.116(d), the placement team, which includes the child's parent and may include the child's current teacher, must consider any **potential harmful effect** on the child and on the quality of services that he or she needs before removing the child from the current regular early childhood program to another more restrictive setting (e.g. increased length of bus ride, decreased exposure to typical communication, social, and behavioral models/peers, decreased access to research-based curriculum, etc.)

Kent Belief Statement



PRESUMING COMPETENCY

All students can learn with the appropriate support and specially designed instruction.

- Adults working with students with disabilities need to be **strong advocates for competency** and high levels of independence and achievement both academically and socially.
- Adults need to **advocate against ableism** which presumes incompetency and discriminates or devalues a student based on their disability.



PROVIDING HIGH QUALITY INSTRUCTION

Intensive and high-quality Specially Designed Instruction is provided at all levels of the continuum and is **research-based, targeted, and flexible** and based on data supporting the **student's identified strengths and skill deficits and/or barriers to learning** related to their eligibility area.

- Intensifying supplementary aids and services, curriculum modifications, and/or training for school staff including general education teachers/paraeducators, and increased program/services are documented within the IEP.
- Revisions are made to the IEP when a student is not on track to achieve IEP goals with corresponding data and documentation



COLLABORATION

Staff AND families are valued by **engaging them meaningfully in the IEP process** and specifically in the development of Supplementary Aids and Services supporting the training, advocacy, consultation, technology, communication, and behavioral supports needed for students to participate in the Least Restrictive Environment

- LRE continuum is considered at least annually and discussion is guided by the Specially Designed Instruction the student requires in their Least Restrictive environment and based upon the unique needs of the student.

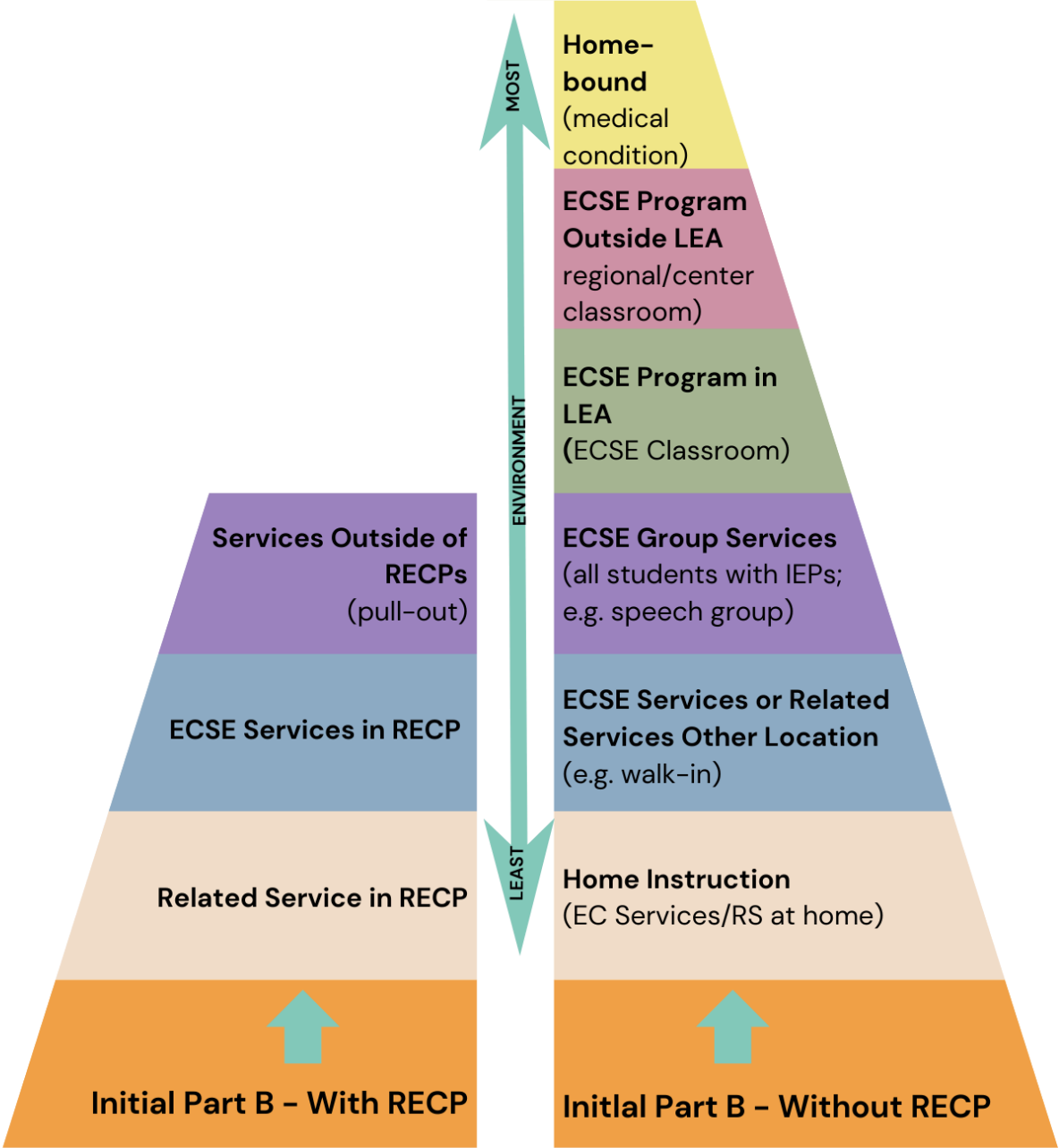


DECISION MAKING

All placement decisions are **student-centered and based on the unique and individualized needs** of the student which is based on the development of a **high-quality IEP** which includes **specific and objective data collected and analyzed over time**.

- Data-based decision making is evident and based on the student's skill deficit and/or barriers to learning through the development of PLAAFP and IEP Goals and Objectives and data reporting from IEP Progress Reports.

Kent County Early Childhood LRE Continuum



Kent County Early Childhood SE Continuum Instructional and Environmental Supports

Initial Part B - With RECP

Programming	Instructional/Environmental Supports <i>Recommended Resources: High Quality Programming Guides</i>	IEP Supports
Services Outside of RECP (e.g., pull out)	Core instruction provided by the RECP teacher with supplemental specially designed instruction provided by the related services or ECSE services provider(s) in another location within the building the RECP is located.	Prior to considering a more restrictive setting, increased minutes in special education programming/ related services and increased supports provided through Supplementary Aids and Services* should be documented through multiple annual and/or IEP revisions
<i>Placement considerations at this step are decisions involving the segregation of students with IEPs from non-disabled peers. These should be considered LAST when considering LRE and MEB.</i>		
ECSE Services in RECP (e.g., tuition-based, GSRP/Head Start, childcare center, non-family childcare home, structured playgroup)	Core instruction provided by the RECP teacher with supplemental specially designed instruction provided by the ECSE services provider(s) within the RECP in the course of daily activities and routines. For more information, review the ECSE Services (1755) Guidance Document .	*Supplementary Aids and Services may include accommodations, curriculum modifications, staff training/consultation, development and support for FBA/PBSP and related implementation/data collection, and/or adult supports provided when/where needed to the maximum extent appropriate with fidelity of implementation
Related Services in RECP (e.g., tuition-based, GSRP/Head Start, childcare center, non-family childcare home, structured playgroup)	Core instruction provided by the RECP teacher with supplemental specially designed instruction provided by the related service provider within the RECP in the course of daily activities and routines.	Specially Designed Instruction should have related data to support fidelity of implementation

Kent County Early Childhood SE Continuum Instructional and Environmental Supports

Initial Part B - Without RECP

Programming	Instructional/Environmental Supports <i>Recommended Resources: High Quality Programming Guides</i>	IEP Supports
Homebound/ Hospitalized (Student Confined to Home due to Medical Condition)	Special education services provided at home or in a hospital setting.	Prior to considering a more restrictive setting, increased minutes in special education programming/ related services and increased supports provided through Supplementary Aids and Services* should be documented through multiple annual and/or IEP revisions
ECSE Programming outside LEA (e.g., ECSE classroom in regional/center-based)	Core instruction provided by the ECSE teacher with supplemental specially designed instruction provided by the related service providers in a group (all students with IEPs) at school location outside of the resident district.	*Supplementary Aids and Services may include accommodations, curriculum modifications, staff training/consultation, development and support for FBA/PBSP and related implementation/data collection, and/or adult supports provided when/where needed to the maximum extent appropriate with fidelity of implementation
ECSE Programming in LEA (e.g., ECSE classroom)	Core instruction provided by the ECSE teacher with supplemental specially designed instruction provided by the related service providers in a group (all students with IEPs) at school location within the resident district.	*Supplementary Aids and Services may include accommodations, curriculum modifications, staff training/consultation, development and support for FBA/PBSP and related implementation/data collection, and/or adult supports provided when/where needed to the maximum extent appropriate with fidelity of implementation
Special Education Group Services <i>All students with IEPs</i> (e.g., speech group)	ECSE services provider(s) or related service provider(s) provide specially designed instruction in a group (all students with IEPs) at other location (e.g. school).se the performance gap and provide opportunities for access and participation in the GE curriculum/environment	*Supplementary Aids and Services may include accommodations, curriculum modifications, staff training/consultation, development and support for FBA/PBSP and related implementation/data collection, and/or adult supports provided when/where needed to the maximum extent appropriate with fidelity of implementation
<i>Placement considerations at this step are decisions involving the segregation of students with IEPs from non-disabled peers. These should be considered LAST when considering LRE and MEB.</i>		
ECSE Services or Related Services at other location (e.g., walk-in)	ECSE services provider(s) or related service provider(s) provide specially designed instruction individually at other location (e.g. school).	*Supplementary Aids and Services may include accommodations, curriculum modifications, staff training/consultation, development and support for FBA/PBSP and related implementation/data collection, and/or adult supports provided when/where needed to the maximum extent appropriate with fidelity of implementation
Home Instruction (e.g., ECSE Services or Related Services provided in the child's home)	ECSE services provider(s) or related service provider(s) provide specially designed instruction within home in the course of daily activities and routines because the student is confined to the home due to their medical condition.	Specially Designed Instruction should have related data to support fidelity of implementation

Early Childhood Initial Placement Process

Considerations for Completing an Initial or Change of Placement within Early Childhood (3-5)

LRE for preschool aged children with disabilities is considered to be a child attending a regular early childhood program AND receiving the majority of their special education services within that setting. For preschool age children who do not attend a regular early childhood program, home is an appropriate educational setting for the delivery of special education services.

All decisions for placement on an IEP are predicated on these two components:

- 1) The child's access to or availability of a RECP
- 2) The parent's decision to enroll in the RECP

It is essential that reflection to these components is given at the initial IEP and prior to the determination of placement for each student. If the child has access to a RECP AND the parent wishes to enroll the child in the RECP, placement decision-making should remain within the RECP to the maximum extent appropriate.

Toward this end, we are committed to the following values and beliefs and this four step decision making process to ensure and verify our obligation to state and federal rules and regulations and most importantly in supporting students with disabilities reaching their maximum potential. It is important to note that in prioritizing LRE, teams may not need to go through all 4 steps of the process unless a more restrictive setting is being considered.

Early Childhood Checklist for Initial Placement Decision Making

Per IDEA 300.114, consideration is made first and always to the general education setting (i.e., RECP) with same age peers to the maximum extent possible. This includes the initial placement decision in early childhood as part of an initial IEP. The decision for a particular placement may **NOT** be based on the following **exclusionary factors**:

- Need for a particular supplementary aid that may typically be part of a particular placement
- A need for modifications to general curriculum
- Based on a specific disability category, diagnosis or "level of delay"

The following checklist should be completed when completing an initial placement decision. All questions should be answered by checking Yes or No and responding accordingly.

Student Name:

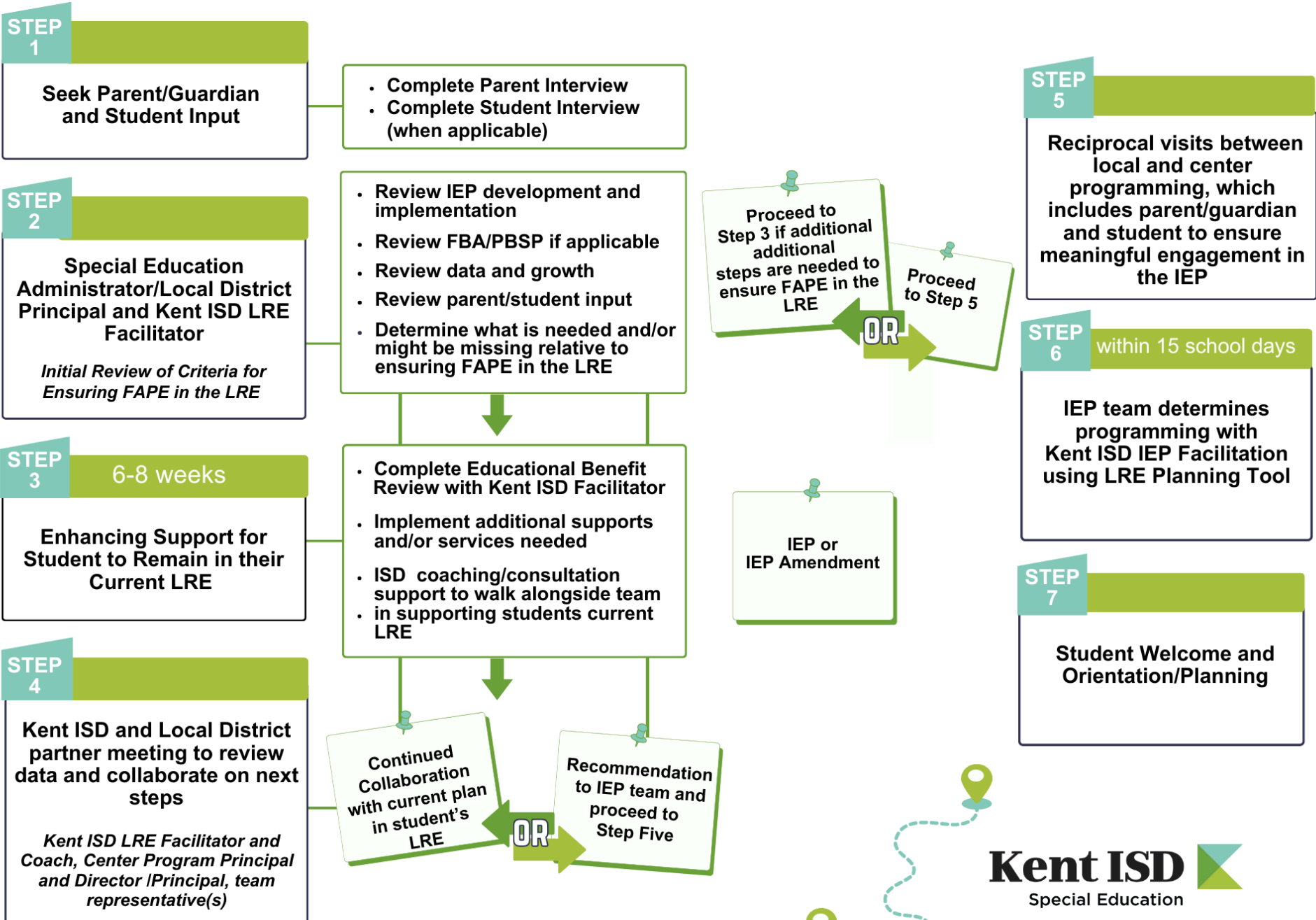
1. Has the child received special education supports/services (i.e., is the student transitioning from Part C services to Part B services) OR has the child received any early intervention services?	<input type="checkbox"/> Yes <input type="checkbox"/> No
2. If the child has received special education or early intervention services (i.e., <i>Early On</i>), were the majority of the services provided within educational settings (i.e., RECPs)?	<input type="checkbox"/> Yes <input type="checkbox"/> No
3. If the child has attended an RECP: <ul style="list-style-type: none"> • Has the child required additional accommodations/modifications or additional supports within the RECP? • Have additional accommodations/modifications or supports been consistently implemented within the RECP? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
4. If the child has received special education or early intervention services (i.e., <i>Early On</i>), did the child and family receive consistent provision of supports/services according to their IFSP or service plan?	<input type="checkbox"/> Yes <input type="checkbox"/> No
5. If the child has received special education or early intervention services (i.e., <i>Early On</i>), has the child demonstrated limited or no progress towards meeting their IFSP goals/objectives?	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. If the child has received special education or early intervention services (i.e., <i>Early On</i>), if limited or no progress was noted, were there changes made to a) change/modify goals/objectives or b) increase programming/services throughout IFSP Periodic or Annual Review(s) to support the child's identified skills deficits/barriers to learning?	<input type="checkbox"/> Yes <input type="checkbox"/> No
7. Has the IEP or LEA representative completed a parent/guardian interview to gather information regarding: a) their anticipated plan(s) for education, b) their input on student strengths/areas of need and c) the hopes or vision for their child? <i>This is recommended to be done at the point of a Transition Conference (for a C to B) or as part of the intake process for a brand new initial evaluation to determine eligibility for Part B services. Resource: Transition Conference Guidance Document</i>	<input type="checkbox"/> Yes <input type="checkbox"/> No
6. If a parent/guardian interview has been completed, what did the parent/guardian identify as a) their plans for education, b) their child's strengths/areas of need and c) their hope/vision for their child?	Result:
7. What is the child potentially <i>losing access</i> to (e.g., access to nondisabled peers, communication/social consequences, more/less rigorous curriculum) by being placed in a more/less restrictive environment?	Result:
8. What is the child potentially <i>gaining access</i> to (e.g., access to nondisabled peers, communication/social consequences, more/less rigorous curriculum) by being placed in a more/less restrictive environment?	Result:

If the team has answered "No" to any of the above questions, the student should be placed within the least restrictive environment to the maximum extent possible unless there is strong evidence that warrants a more restrictive environment. If the team has answered "Yes" to the questions on the checklist, it is recommended to proceed to completing Step 2: Placement Decision Tool to ensure appropriate consideration of all educational benefits and barriers to placement decisions.

[Link to editable copy of Checklist](#)

LRE Needs Review Process

STEP 1B



Early Childhood Criteria to Ensure Free Appropriate Public Education in the Least Restrictive Environment

The following checklist should be completed when determining the need for a **more or less restrictive placement**. All questions should be answered by checking Yes or No and responding accordingly.

Student Name:

<p>1. Are the student's IEP goals/objectives appropriately developed and designed to address the student's skill deficit? If any of the following questions are answered "No," goals are not appropriately developed:</p> <ul style="list-style-type: none"> • Are areas of need and related IEP Goals/Objectives identified to address all qualifying criteria/core features of the disability? Do the goals address the question, "What about the student's disability prevents them from access to and progress within the general education curriculum/environment?" • If the student demonstrates interfering behavior, is there alignment between the PBSP (replacement behavior) and IEP Goals/Objectives prioritizing safety and dignity for the student? • When applicable, does the goal support self-advocacy and engagement with others? 	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>2. Per the most recent IEP Progress Report:</p> <p>a. When considering an alternate and more restrictive placement for a student with a disability, has the student demonstrated limited or no progress toward meeting IEP goals/objectives in the general education and/or current special education environment?</p> <p>b. When considering an alternate and less restrictive placement for a student with a disability, has the student demonstrated progress toward meeting IEP goals/objectives in the general education and/or current special education environment?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>3. Have increased programming and services been provided through the IEP or IEP amendments to support the student's identified skill deficits/barriers to learning?</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>4. In reviewing current Supplementary Aids and Services, is there evidence to support, through data collection, that the student is receiving high-quality accommodation(s), modification(s), other aid(s)/service(s) specifically identified to support the student's skill deficit/barrier to learning? <i>e.g. Effective Communication Checklist, FBA/PBSP (using associated rubrics), SETT process, Universal Supports, etc. See Appendix for resources.</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>5. Has a full range of Supplementary Aids and Services been provided (with fidelity and data collection) and exhausted in the general education and/or current special education environment? <i>Supplementary Aids and Services may include accommodations, curriculum modifications, staff training/consultation, development and support for FBA/PBSP and related implementation/data collection, and/or adult supports provided when/where needed to the maximum extent appropriate with fidelity of implementation</i></p>	<input type="checkbox"/> Yes <input type="checkbox"/> No
<p>6. What is the student potentially losing access to (e.g., more/less rigorous curriculum, communication/social consequences, access to grade/age level peer models) by moving to a more/less restrictive environment?</p>	<p>Result:</p>
<p>7. What is the student potentially gaining access to (e.g., more/less rigorous curriculum, communication/social opportunities, access to grade/age level peer models) by moving to a more/less restrictive environment?</p>	<p>Result:</p>

If the team has answered "No" to any of the above questions, do not proceed to Step 2 of the process and the student should remain in current placement. The team should revise/amend or hold a new IEP team meeting to add additional supplementary aids and services and/or programming/services. Additionally, consider Kent ISD Coaching/Consultation as needed and attendance at Kent ISD IEP and/or FBA/PBSP Office Hours. If the team has answered "Yes" to the questions on the checklist, upload the checklist as a File-Based Document in MiPSE and contact the local Special Education Administrator and identified Local/Regional/Center program representative for Step 1 review prior to proceeding to Step 2.

[Link to editable copy of Checklist](#)

LRE Planning Tool

This tool provides an organized method and prompts collaboration in determining a student's individualized placement as the IEP team works through the process. This process supports individualized student needs and promotes services and supports in various settings throughout the day based on what is needed to achieve each annual goal. It also provides a reminder that a change of placement is a complex process and not based on a specific disability category.

How to Use the Tool

- ① Review the Least Restrictive Environments and the LRE Continuum and consider whether the current IEP is designed to ensure Meaningful Educational Benefit (MEB). MEB is determined by progress in the general education curriculum and/or progress/achievement of IEP goals & objectives. It must be demonstrated that the student cannot make progress on IEP goals/objectives in a less restrictive setting in order to consider a more restrictive setting.
 - a. A review of the student's IEP and consideration of appropriate placement can be done regularly (i.e., at the point of progress reporting). The IEP does not need to wait until the annual IEP to complete a MEB.
- ② If the child has been receiving programs/services, fill out where the child currently receives program/services as well as the more/less restrictive placements being considered.
If this is an initial Part B placement decision, fill out where the child would be anticipated to receive services if they did not have a suspected disability.
 - a. **Benefits and Barriers** of each program should be based on the following considerations:
 - i. What needs from the PLAAFP can and cannot be met in the current program or through the usage of supplementary aids and services?
 - Current/Anticipated Placement: what barriers exist that are preventing the student from making progress on IEP goals and objectives?
 - Alternate Placement: what about the more.less restrictive setting would enable the student to make progress on IEP goals and objectives?
 - ii. What would the child be losing access to by moving to a more/less restrictive setting?
 - iii. What would the child be gaining access to by moving to a more/less restrictive setting?
- ③ After reviewing the Considerations for Placement and completing the Placement Decision Making Tool, does the placement being considered far outweigh the benefits provided in the current educational setting?

LRE Planning Tool - *Initial Part B - With RECP*

Related Services in RECP	ECSE Services in RECP (e.g., 1755)	ECSE Services Outside of RECP (e.g., pull out)
Option 1 -Core instruction provided by the RECP teacher with special instruction provided by the related service provider within the RECP	Option 2 -Core instruction provided by the RECP teacher with special instruction provided by the ECSE services provider(s) within the RECP	Option 3 -Core instruction provided by the RECP teacher with special instruction provided by the related services or ECSE services provider(s) outside the RECP (may be in same building)
Benefit	Benefit	Benefit
Barrier	Barrier	Barrier

LRE Planning Tool - Initial Part B - Without RECP

Home Instruction (EC Services/RS at home)	ESCE Services or Related Services Other Location (e.g. walk-in)	ECSE Group Services (all students with IEPs; e.g. speech group)	ECSE Program in LEA (ECSE Classroom)	ECSE Program Outside LEA (EC Center)	Homebound/ Hospitalized (medical condition)
<p>Option 1 -ECSE services provider(s) or related service provider(s) provide special instruction within home (coaching model)</p>	<p>Option 2 -ECSE services provider(s) or related service provider(s) provide special instruction individually at other location (e.g. school)</p>	<p>Option 3 -ECSE services provider(s) or related service provider(s) provide special instruction in a group (all students with IEPs) at other location (e.g. school)</p>	<p>Option 4 -Core instruction provided by the ECSE teacher with supplemental special instruction provided by the related service providers in a group (all students with IEPs) at school location within the resident district.</p>	<p>Option 5 -Core instruction provided by the ECSE teacher with supplemental special instruction provided by the related service providers in a group (all students with IEPs) at school location outside of the resident district.</p>	<p>Option 6 -SE teacher(s) and/or related service provider(s) provide special instruction within home or at hospital location.</p>
Benefit	Benefit	Benefit	Benefit	Benefit	Benefit
Barrier	Barrier	Barrier	Barrier	Barrier	Barrier

After completing this tool, does the placement being considered far outweigh the benefits provided in the current educational setting?

[Link to 11x17 copy of tools](#)

Additional Considerations for Completing the LRE Planning Tool

Related Services in RECP/Home Instruction		ECSE Services Outside of RECP/ECSE Group Services	ECSE Program in LEA (ECSE Classroom)	
ECSE Services in RECP/ESCE Services or Related Services Other Location			ECSE Program Outside LEA (EC Center)	
			Homebound/ Hospitalized (medical condition)	
<p><i>IEPs must be designed to provide Meaningful Educational Benefit (MEB). MEB is determined by progress in the general education curriculum and/or progress/achievement of IEP goals & objectives. It must be demonstrated that the student cannot make progress on IEP goals/objectives in a less restrictive setting in order to consider a more restrictive setting.</i></p>				
<ul style="list-style-type: none"> • This should be the FIRST consideration for all students at each annual IEP. • If the child is in a RECP, the IEP team should offer all programs/services within a push-in model. • In addition to progress in the general education curriculum and achievement on IEP goals, other considerations for Meaningful Educational Benefit (MEB) to participate with nondisabled peers and make progress in other broad domains of learning (e.g., social-emotional, communication, self-advocacy, independence). 	<ul style="list-style-type: none"> • If the IEP determines that there is no MEB in the RECP or natural environment (i.e., home) AND the student is not able to make progress on IEP goals/objectives with implementation fidelity of evidence-based intervention aligned to area of need, AND • If the child is in a RECP, supplementary aids and services should be increased and/or exhausted. 	<ul style="list-style-type: none"> • Evidence must exist that with the implementation fidelity of supplementary aids and services the student is not able to make progress on IEP goals/objects, then changes can be made on the IEP to increase services within the RECP. An increase in services can be reflected by a change of intensity, frequency or duration of instruction. 	<ul style="list-style-type: none"> • Evidence must exist that with the implementation fidelity of supplementary and aids and services AND an increase in services within the RECP, the student cannot make progress on IEP goals/objects, THEN the IEP team will need to consider pulling the child away from their nondisabled peers in order to make progress on IEP goals/objectives within RECP (e.g., pull out services). • Placement considerations decisions at this step involve the segregation of students with IEPs from non-disabled peers. <ul style="list-style-type: none"> ■ Other considerations for MEB include opportunities to participate with nondisabled peers and make progress in other broad domains of learning (e.g., social-emotional, communication, self-advocacy, independence). 	<ul style="list-style-type: none"> • This should be the LAST consideration for all students at each IEP evidence must exist that with the implementation fidelity of supplementary and aids and services AND an increase in services within the RECP, the student cannot make progress on IEP goals/objects, THEN the IEP team will need to consider pulling the child away from their nondisabled peers in order to make progress on IEP goals/objectives within RECP (e.g., pull out services). • Placement considerations decisions at this step involve the segregation of students with IEPs from non-disabled peers. <ul style="list-style-type: none"> ■ Other considerations for MEB include opportunities to participate with nondisabled peers and make progress in other broad domains of learning (e.g., social-emotional, communication, self-advocacy, independence).

Kent ISD Local/Regional/Center Program Referral Checklist

Referral: Change of Placement Process

- Ensure Step 1: Checklist for Change of Placement Decision Making is complete and upload to MiPSE as a File Based Document
- Ensure Step 2: Change of Placement Decision Making Tool is complete and bring to LRE Needs Review and upload into LRE Neds Review Request Form

Referral: IEP

- Ensure IEP programs and services reflect current services
- Ensure IEP Progress Reports are up-to-date
- Ensure IEP goals are aligned to the areas of need
- Ensure Supplementary Aids and Services are accurate

Referral: PBSP

- Daily data is graphed for 6+ weeks and attached or included in the PBSP review and is uploaded into LRE Needs Review Request Form (for Center Program referrals)

Referral: MIPSE

- Ensure documents are finalized
- Ensure Manifestation Determination Reviews, Seclusion/Restraint documentation, Pattern of Removals, and Emergency Intervention Plan are up-to-date
- Ensure a plan for addressing IEP/ re-eval timelines

Referral: Assumptions

- Review legal obligations for FAPE in the LRE
- Review [Center Program](#) Descriptions (when applicable)
- Consider tour of Local/Regional/Center Program for district and/or parent

[Link to editable copy of checklist](#)



Appendix A - Early Childhood



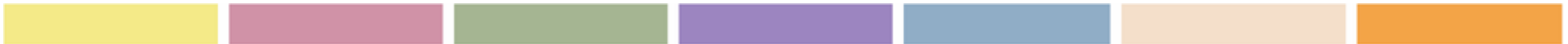
Appendix B - Resources

IEP Support - Steps 1 and 2

- [Supplementary Aids and Services Manual](#)
- [Universal Supports Checklist](#)
- [Checklist for Effective Individual Student Communication](#)
- [FBA/PBSP Guidance Manual](#)
- [High-Quality Functional Behavior Assessment & Positive Behavior Support Plan Process](#)
 - [Kent ISD FBA Rubric](#)
 - [Kent ISD PBSP Rubric](#)
- [SETT Process](#)
- [Determining the Need for Adult Support](#)
- [ECSE Services \(1755\) Guidance Document.](#)

Decision Making Process Resources

- [Parent Interview](#)
- [Student Interview](#)
- **Change of Placement Decision Making Tool (11x17)**
- [LRE Needs Review Request Form](#) - completed by Resident or Operating District
- [LRE Needs Review Meeting Agenda and Recommendation Options](#)



Appendix C - Providing Notice

