

TENNESSEE PUBLIC CHARTER SCHOOL COMMISSION

Preschool Least Restrictive Environment Procedures

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The Tennessee Public Charter School Commission (TPCSC) will ensure that, “To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled;” and, “Special classes, separate schooling, or other removal of children with disabilities from the regular educational environment occurs only if the nature or severity of the disability is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.”¹

The TPCSC will:

- Ensure that IEP teams begin with the assumption that each child being enrolled in and receiving services in a regular preschool classroom.
- Ensure that all IEP teams will begin each placement discussion by considering supplementary aids and services needed in the regular program before considering a more restrictive placement. [34 CFR §300.42, 34 CFR §300.320(a)(4)].
- Ensure placement decisions will not be based on a child’s disability category/severity of disability, preschool program structure, funding issues, or administrative convenience.
- Ensure that IEP teams discuss a full continuum of placement options when determining each eligible child’s least restrictive environment (LRE).

Additionally, all schools must ensure a prior written notice (PWN) is provided to parents and includes a detailed description of the LRE placement options considered by the IEP team (including all actions proposed or refused), a description of the LRE decision made, and the reasons supporting the LRE decision [34 CFR §300.320, 34 CFR §300.503].

Placement decisions must not be based on a child’s disability category/severity of the disability, preschool program structure, funding issues, or administrative convenience.

If a child enrolled in a pre-K classroom needs services that the school does not already provide, schools must contract with outside provider(s) to ensure that the child receives the services required. Schools cannot exclude a child from their pre-K classroom based on a child’s disability or severity of disability.

If a student with a disability is denied enrollment due to the school having reached its enrollment cap for its pre-K classroom(s), the school must refer the student’s guardians to the early learning division of the student’s resident school district. A school may not deny enrollment to a student due to their disability status. If the school does not have a pre-K classroom, the student will be referred to his/her zoned school in the resident school district.

TPCSC SY2023-2024 Preschool Placement and Service Provision. The preschool placement and service options available at Commission authorized charter schools are detailed below:

- Cornerstone Prep Denver (p4)
 - General education setting
 - Push-in services
 - Pull out services in special education setting

¹ [34 CFR § 300.114\(a\)\(2\)](#).

- Libertas School of Memphis (p3-p4)
 - General education setting
 - Non-grouped inclusion class with pull-out and resource support
 - Grouped inclusion class with special educator and/or push-in services
 - Self-contained classroom
- Promise Academy Spring Hill (p4)
 - General education setting
 - Push-in services
 - Pull out services in special education setting