# Section 5

# PLACEMENT PROCESS



#### Area: INITIAL PLACEMENT

Introduction: A recommendation for appropriate placement is made at the IEP team meeting and is a result of the analysis of evaluation results. Appropriate placement is considered to be that environment most closely approximating the general education environment where the student qualifying for special education services can achieve his or her goals and objectives. This is considered the least restrictive environment (LRE).

94.	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
•	The IEP team determines the appropriate placement considering the following:  • Placement based on the student's IEP  • Placement as close to home as possible  • Any harmful effects the placement would have on the student  • Continuum of placement options determining why the options considered were rejected	IEP and Prior Written Notice	IEP Team	Within 30 calendar days of the eligibility determin- ation	WAC 392-172A-02050 WAC 392-172A-02055 WAC 392-172A-02060
•	Written consent by the parent is required.	Consent for Initial Placement	IEP case manager		
•	Provide Prior Written Notice of initial placement.	Prior Written Notice	IEP Case Manager	During IEP meeting	
•	If consent is denied by the parent, or the parent fails to respond, the district may <u>not</u> use due process and/or mediation to initiate services.				WAC 392-172A-03000(2)
•	Prior Written Notice is sent to parent confirming parent's denial of services.	Prior Written Notice	Psychologist or IEP case manager	After IEP meeting	
•	Initial IEP, consent for initial placement, and Prior Written Notice sent to ERAC.	IEP and Prior Written Notice	IEP Case Manager		
	The evaluation team could address and obtain parent consent for Special Education services at the eligibility meeting. Services <u>may not</u> begin until the IEP team meets to determine initial placement and develop and sign the IEP. If consent for services is signed prior to IEP development, this may assist both district staff and parents in understanding that informed consent is for the purpose of receiving special education services and is not an agreement or disagreement about particular services, the delivery of services, or the IEP team's decisions about placement.				



#### Area: CONTINUING PLACEMENT

Introduction: A recommendation for appropriate placement is made at the IEP meeting and is a result of the analysis of evaluation results. Appropriate placement is considered to be that environment most closely approximating the general education environment where the student qualifying for special education services can achieve his or her goals and objectives. This is considered the least restrictive environment (LRE). The IEP team must review the placement at least annually. The placement must be based on the contents of the IEP.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul> <li>The IEP team determines the appropriate placement considering the following:</li> <li>Placement based on the student's IEP</li> </ul>	IEP	IEP Team	Annually or as needed	WAC 392-172A-02050 WAC 392-172A-02055 WAC 392-172A-02060
♦ Placement as close to home as possible				
◆ Any harmful effects the placement would have on the student				
<ul> <li>Continuum of placement options determining why the options considered were rejected</li> </ul>				
Follow all IEP procedures. See IEP section.				
<ul> <li>A parent/guardian or adult student may revoke (withdraw) consent in writing for the provision of special education and related services.</li> <li>They must sign a Revocation of Services form.</li> </ul>	Revocation of Services	Parent/Guardian or Adult Student		WAC 392-172A-03000(2)
Then, a <i>Prior Written Notice</i> form must be sent to the parent or adult student to confirm the revocation and identify the date the district will stop providing services. A copy of <u>both</u> forms must be sent to ERAC.	Prior Written Notice	IEP Team	Within 5 school days	
The district may not use due process or mediation procedures to challenge the revocation. Beginning the effective date indicated in the Prior Written Notice, the district may no longer provide special education and related services to the student. The district is not required to amend the student's education records to remove references to the student's receipt of special education and related services. Once the revocation is effective, the student is no longer entitled to receive special education or related services, and the district will not be considered in violation of the requirement to make FAPE available to the student.				



#### Area: PLACEMENT OF INCOMING TRANSFER STUDENTS WITH SPECIAL EDUCATION SERVICES

Introduction: If a student received special education services in the previous district he/she attended, parents must register at their neighborhood school and indicate on the enrollment forms that the student received Special Education services and that he or she has a current IEP.

This includes students who have been out of Highline Public Schools for any length of time and are now returning. This includes any student who qualifies for special education services at any level of need.

	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
1.	Parents must register the student at their neighborhood school. This applies to <u>all</u> students, including ones that had previously been in the Highline school district, no matter how long they have been gone and/or whether they have a current assessment and/or IEP.	School Enrollment Forms	Parent	When transferring to HPS	WAC 392-172A-03105(4)(5)
	For students who register and are placed in general education without support because their special education status is unknown: When it is discovered later that the student should receive special education services, the previous school district will be contacted immediately regarding past services, and upon receipt and review of records the student will be placed immediately in the appropriate program that most closely aligns with his or her previous placement, and services will begin.		Psychologist		
2.	When the parent completes the school enrollment forms and Special Education is indicated, the registrar faxes the enrollment form to the Special Services office at ERAC.		School Registrar	That day	
3.	The Special Services records secretary notifies the home school psychologist by email that records were requested. The registration materials and any records received from previous school districts will be placed in the student's central file and copies will be provided to the school psychologist to be reviewed.		Records Secretary	That day	
4.	The home school psychologist reviews the records and calls the previous district to confirm the student's status.		Psychologist		
	This is a very important call. This call <u>must</u> be made to obtain the most current information, and to find out what worked well for the student or what should not be repeated with the student. The purpose is to find out information on exactly what type of program the student participated in:				



FORMS	RESPONSIBILITY	TIMELINE	SOURCE
	School Psychologist or related service personnel if single service IEP		
	School Psychologist or related service personnel if single service IEP	ASAP	
	Assistant Director		
	Sending Psychologist		
	FORMS	School Psychologist or related service personnel if single service IEP  School Psychologist or related service personnel if single service IEP  Assistant Director Sending	School Psychologist or related service personnel if single service IEP  School Psychologist or related service personnel if single service IEP  Assistant Director Sending



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The psychologist (sending school) completes the Transfer Validation Report and Prior Written Notice form and gives them to the Special Services compliance secretary at ERAC. The psychologist also sends a copy of the PWN to the parent(s).  The Transfer Validation Report will include the following information:  • the most recent evaluation date  • the student's eligibility category  • the name of the previous school district  • the most recent IEP date  • a summary of the student's previous program  • the name of the IEP Case Manager, if known  • the decision as to whether or not the psychologist concurs with the previous district's records. If he/she chooses an option other than "concur," the reason must be included  • a breakdown of services noting the type of service and the number of minutes the student was served in each area  • Copy of validation, PWN, and records from previous district(s)	Transfer Validation and Prior Written Notice	School Psychologist or related service personnel if single service IEP	Completed immediately, submitted to ERAC within 1 week of registration	



	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
7.	Once decisions regarding a placement have been made, the special education teacher or other team member will consult with the parent.		IEP Case Manager		
	A time will be set for the parents/guardians and student to meet the staff with whom they will be working. The psychologist should attend this first meeting, if at all possible.				
8.	<u>If</u> the student needs special education transportation per the current IEP, the home school/sending psychologist completes the Transportation Request Form and sends it to the Special Services Department, where it will be recorded and forwarded to the Transportation Department once approved by the appropriate Assistant Director. May leave start date blank if that information is not yet known.	Transportation Form	School Psychologist or related service personnel if single service IEP		
	The psychologist will inform the parents/guardians that the Transportation Department requires up to three to five school days to schedule a student's transportation. Parents may provide transportation in the interim.		Psychologist or related service personnel if single service IEP		
9.	Transfer IEP:  If the previous district's IEP is not current, a new IEP must be completed as soon as possible.  If the school psychologist has other concerns regarding IEP or transfer paperwork he/she will contact the appropriate Assistant Director.		IEP Team	Within 30 days of student registration	
	If the previous district's IEP is current and the psychologist believes the IEP is noncompliant for other reasons, a new IEP must be completed within 30 calendar days of the district's decision.				



### Area: CHANGE OF PLACEMENT - SELF-CONTAINED PLACEMENT, MORE RESTRICTIVE LEVEL OF SERVICE.

Introduction: A recommendation for appropriate level of service or change of placement is made at the IEP meeting and is a result of the analysis of multiple data points such as: attendance, discipline, WELPA (ELL assessment), FBA/BIP, Crisis Plan, current comprehensive evaluation, progress monitoring, progress reports, assessment data, objective observation and other relevant information. The provision of services will be provided: 1. To the maximum extent appropriate in the general education environment with students who are nondisabled; and 2. Removal of students from the general education environment occurs only if the nature and severity of disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. If the IEP team is considering a self-contained placement or change in the level of service, district administration must be contacted and approval must be obtained.

PROCEDURES	<b>FORMS</b>	RESPONSIBILITY	TIMELINE	SOURCE
1. When the IEP team/case manager recognizes that the student is not making progress the parents are informed, and the IEP team documents the concern to the assigned Program Specialist:  A. IEP team (to include parents and other required members such as Related Service staff) meet to develop a course of documented interventions. Interventions include but are not limited to:  Data collected and graphed/charted on the evidence based on interventions attempted.  Identified Modifications and Accommodations and the student's response.  Supports and student response  Related services consultation  Specially designed instruction (i.e. does service time need to be increased? Are the goals appropriate? Have you taught explicitly to the skill deficit?)  Review current FBA/BIP if these are in place and in IEP Online  The building psychologist and Program Specialist review the current evaluation to determine if new evaluation is required at least 4-6 weeks, as determined by the team; progress is monitored and amended as needed. The Program Specialist is actively involved in the process. Should the school team feel they have data to support a change of placement consideration, the school team must meet with the Program Specialist prior to an IEP meeting with the parents/guardians in attendance.		Case Manager	TIMELINE	WAC 392-172A-02050 WAC 392-172A-02055 WAC 392-172A-02060



PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
C. The IEP team, including parents, asks themselves:  What else can we do?  Have we exhausted all of the building resources and is the intervention sustainable?  Has the team reached out to Central Office to consider other resources?  If progress is not being made based on intervention data collected, Program Specialist and Special Education Director confer regarding data and information. IEP case manager convenes an IEP team meeting including required members ** to determine if a change of placement should be considered.  **A Special Education administrator (or another person empowered to authorize a placement change) must serve as the LEA Representative at this meeting. If the Special Education administrator or proxy (to be given to permission to act as such via email) is not the LEA Rep, required IEP members will not be in attendance and the meeting cannot count as an IEP meeting. **  At this meeting the following should be discussed/reviewed:  Review of current interventions/behavior progress data  Review of current evaluation: Is data current? Are necessary supports/services indicated? Is a reevaluation necessary?  Review current IEP and supporting documents. Do they reflect areas of need/eligibility? Is a revision needed? (If a change of placement is agreed upon, a new IEP must be developed.)  Does the IEP accurately reflect the student's current daily program and services being delivered?  Is there any other relevant information about the student that should be considered? (i.e. current health information; outside services)	FORMS	Case Manager	At least 6 weeks  Following targeted intervention	SOURCE
<ul> <li>be considered? (i.e. current health information; outside services)</li> <li>The feelings of the student regarding move to a more restrictive setting.</li> </ul>				



	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
3.	If the IEP team recommends after this meeting that a change of placement is needed, continuum of services and process are discussed with the parent.				
4.	Once all of the above steps are completed and documented, the Special Education Director will send an email notification to the receiving team (special education teacher, school psychologist, appropriate related service providers, nurse, social worker (if needed), principal, registrar and office manager) as well as sending team (IEP case manager, school psychologist, principal, registrar and office manager), compliance secretary and Program Specialist.		Assistant Director	Following IEP change of placement meeting	
5.	An updated IEP (annual or revision) will be the responsibility of the sending IEP team with consultation from IEP team from a program similar to that being recommended. The Prior Written Notice from the IEP meeting must indicate involvement and agreement from the special education department for the change.		Sending IEP team	At IEP change of placement meeting	
6.	A representative from the sending team communicates location determination to the parent/guardian and informs them of a pending call from the receiving team to set up an intake meeting.		Identified Team Member		
7.	The student remains in his or her current placement and attends school until the determined start date to ensure FAPE is not lost				
8.	The receiving team determines the student's start date (no later than 1 week after the initial decision is made) and contacts the parent/guardian. The receiving team communicates the expected start date to the sending psychologist.		Receiving Team	Within 1 week of change of placement determination	
9.	The receiving psychologist completes the transportation request and sends it to the Special Education director (if needed) with the start date filled in based on the intake meeting scheduled.	Transportation Request	Receiving School Psychologist		
	Change of placement should be both deliberate and timely. They should not be left to the last minute. Special education directors need to be notified by Spring Break of any possible changes of placement in order for them to be approved for the start of school the following year. Notification later than this may result in the change not being approved.				



#### Area: CHANGE OF PLACEMENT TO A LESS RESTRICTIVE LEVEL OF SERVICE.

Introduction: A recommendation for appropriate level of service or change of placement is made at the IEP meeting and is a result of the analysis of multiple data points such as: attendance, discipline, WELPA (ELL assessment), FBA/BIP, Crisis Plan, current comprehensive evaluation, progress monitoring, progress reports, assessment data, objective observation and other relevant information. The provision of services will be provided: 1. To the maximum extent appropriate in the general education environment with students who are nondisabled; and 2. Removal of students from the general education environment occurs only if the nature and severity of disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily. If the IEP team is considering a self-contained placement or change in the level of service, district administration must be contacted and approval must be obtained.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
1.When the IEP team/case manager recognizes that the student is making strong progress or has demonstrated an ability to access the instruction in a less restrictive setting, the parents are informed, and the IEP team contacts the assigned Assistant Director:				WAC 392-172A-02050 WAC 392-172A-02055 WAC 392-172A-02060
A. IEP team (to include parents) meet to review. The team analyzes existing data regarding student progress. This data may include but is not limited to:		Case Manager		
<ul> <li>Data collected and graphed/charted on the evidence based on interventions attempted.</li> </ul>				
<ul> <li>Modifications and accommodations occurring in classrooms that aid the student in making progress</li> </ul>				
<ul> <li>Fading of supports and the student's response</li> </ul>				
Related services consultation				
<ul> <li>Specially designed instruction (i.e. can service time be decreased and more gen-ed classes added?)</li> </ul>				
FBA/BIP results				
The feelings of the student regarding a move to a less restrictive setting.				

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
B. The IEP team, including a special ed administrator acting as the LEA Rep or someone empowered to direct district resources, will determine if additional data needs to be collected in order to make a change of placement decision. Data should be collected for a period of 4 to 6 weeks.			At least 6 weeks	
<ul><li>C. The building psychologist and special education administrator review the current evaluation to determine if a new evaluation is required.</li><li>D. The IEP team, including parents, asks themselves: 1. What supports will the student require in the new setting? 2. What other impacts may this move have upon the student?</li></ul>				
<ul> <li>2. At the point that the team agrees sufficient data has been collected to inform the decision to move to a less restrictive setting, the IEP case manager convenes an IEP team meeting including parents, psychologist and special ed administrator to determine if a change of placement should be considered. This can occur at the first IEP meeting if the team agrees no additional data is needed.  **The special ed admin (or another person given the authority in writing to authorize a placement change) must serve as the LEA Representative at this meeting. If the special ed admin or proxy is not the LEA Rep, required IEP members will not be in attendance and the meeting cannot count as an IEP meeting. **  At this meeting the following should be discussed/reviewed:  Review of current interventions/behavior progress data</li> Review of current evaluation: Does the data support a change? Review current IEP and supporting documents. Do they reflect areas of need/eligibility? Is a revision needed? Does the IEP accurately reflect the student's current daily program and services being delivered? Is there any other relevant information about the student that should be considered? (i.e. current health information; outside services) </ul>		Case Manager	Following targeted intervention	



	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
3.	If the IEP team recommends after this meeting that a change of placement is needed, continuum of services and process are discussed with the parent.				
4.	Once all of the above steps are completed and documented, the Assistant Director will send an email notification to the receiving team (special education teacher, school psychologist, appropriate related service providers, nurse, social worker (if needed), principal, registrar and office manager) as well as sending team (IEP case manager, school psychologist, principal, registrar and office manager), compliance secretary and Assistant Director (if different).		Assistant Director	Following IEP change of placement meeting	
5.	An updated IEP (annual or revision) will be the responsibility of the sending IEP team with consultation from IEP team from a program similar to that being recommended. A PWN stating that the special ed department was involved and agreed with the change is required.		Sending IEP team	At IEP change of placement meeting	
6.	A representative from the sending team communicates location determination to the parent/guardian and informs them of a pending call from the receiving team to set up an intake meeting.		Identified Team Member		
7.	The student remains in his or her current placement and attends school until the determined start date to ensure FAPE is not lost				
8.	The receiving team determines the student's start date (no later than 1 week after the initial decision is made) and contacts the parent/guardian. The receiving team communicates the expected start date to the sending psychologist.		Receiving Team	Within 1 week of change of placement determination	
9.	The receiving psychologist completes the transportation request (if needed) with the start date filled in based on the intake meeting scheduled.	Transportation Request	Receiving School Psychologist		



#### Area: YEAR-END IN-DISTRICT MOVEMENT OF STUDENTS

Introduction: These pages describe a comprehensive outline for year-end movement of students from preschool to kindergarten, kindergarten to 1<sup>st</sup> grade, 3<sup>rd</sup> grade self-contained program to 4<sup>th</sup> grade self-contained, 6<sup>th</sup> to 7<sup>th</sup> grade, 8<sup>th</sup> to 9<sup>th</sup> grade, and 12<sup>th</sup> grade to Realistic Transition Program (RTP) or Community Based Services (CBS). For assistance in the process, contact the appropriate Assistant Director.

Choice programs are not included in this transition process—contact the appropriate Assistant Director for specific movement processes. In the case of any known movement outside the norm (Choice, impending family move, etc.), please notify your Assistant Director as soon as possible.

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
EBC, IAC, IK, ILC & LRC Movements:				
Special Education teachers will receive a move-up grid/ ILC/EBC Move-Up Form to complete for each of the students transitioning from a primary to intermediate class (EBC, IAC and ILC only)/	Move-up grid; EBC/ILC Move-up	Special Education Teacher	March 15	
schools (because of a grade level change).  2.) IAC, IK and LRC teachers need to fill out and return the move-up grid to the office of Special Services. EBC and ILC teachers need to fill out and return the corresponding Move-Up Form. *Remember if you work at multiple locations to please fill out a new form for each location.	form Move-up grid; EBC/ILC Move-up form	Special Education Teacher	April 1	
<ul> <li>3.) The office of Special Services sets up a meeting between the sending and receiving schools. Sending teams should bring their filled in move-up grid/form to this meeting to hand off to the receiving school team. This is direct teacher to teacher contact.</li> <li>4.) For EBC, IAC and ILC placement decisions, the appropriate Assistant Director will make the placement determination taking into account the student's neighborhood school, distance to the program/school.</li> </ul>	IOIIII		May 1	
Change of placement only:		IEP Teams		
If the IEP team is considering a change of placement, see "Change of Placement" procedures in Section 5 beginning on page 7.				



PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
Preschool Movement process:				
District and Early Childhood leadership describes the various program options available for Kindergarten (IK, IAC, EBC, LRC and ILC) and the general characteristics of students that tend to benefit most from those programs. Preschool teams will also receive the Preschool transition form to complete on their students that are	Preschool Transition Form	District/Early Childhood leadership	March 15	
moving up. 2.) Preschool teams complete and return the Preschool Transition Form to the office of Special Services.	Preschool Transition Form	Preschool Teacher	April 1	
3.) Preschool teachers should attend any scheduled program transition meeting that a student in their classroom is being recommended for. Be sure to bring your preschool transition forms to the meeting to pass on to next year's teacher.		Preschool Teacher	May 1	
For any movement between schools (such as program location, program type, family movement):				
Prepare the following documents and send to the receiving teacher:				
Copy of the IEP with progress documented from the most recent reporting period	IEP, Evaluation	Sending Teachers	May 1	
A present level of performance draft with goal and objective suggestions for the next IEP	Summary, Move-Up			
A copy of the evaluation summary	Grid/Form			
A completed Move-Up Grid/Form				
For all programs at all levels, class lists for the next school year are developed and sent to the school's office manager/registrar from the office of Special Services.	Class Lists			
The sending teacher is contacted mid-May to determine transition activities, which may include observations, site visitations, or parent/guardian visitations. Activities are to be completed by early June.		Receiving IEP Manager	May through early June	
Please see HSD Board Policy 3132, Form 3132 F and Procedure 3132 for information regarding neighborhood schools and in-district transfer requests.				



PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
All IEPs due by September 30 of the next school year are to be completed and turned in by June 30 by the teams <u>currently</u> providing services. Additionally, the current IEP team needs to ensure that all up-to-date documents and records are sent to the receiving teacher or school.	IEP	Current IEP Team	By June	



Area: PLACEMENT OF OUT-OF-DISTRICT (CONTRACTED) STUDENTS (i.e. DHH, Vision, etc.)

Introduction: Other neighboring districts contract with us to serve students in our programs (i.e. DHH, Vision, etc.).

	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
1.	The sending district makes contact with HPS/Executive Director.		Sending District		
2.	Once it is determined that there is capacity to serve the student in a district program, the Executive Director will email the Special Services compliance secretary and records secretary with the student information.		Executive Director		
3.	The Special Services records secretary will send a records request to the outside district requesting records for the student (to include transcripts for high school students).		Special Services records secretary		
4.	The Special Services records secretary notifies the school psychologist where the program is located by email that records were requested. Any records received from previous school districts will be placed in the student's central file and copies will be provided to the school psychologist to be accessed.		Special Services records secretary		
5.	The psychologist completes the Transfer Validation Report and Prior Written Notice forms and submits them to the Special Services compliance secretary at ERAC. See section 5 for more information on the Validation Report and PWN procedure.	Transfer Student Placement and PWN	Psychologist		
6.	The compliance secretary will have the Executive Director sign the contract and will distribute copies of the signed contract.	Inter district contract	Special Services Compliance Secretary		
7.	Once decisions regarding a placement and start date have been made, the special education teacher or other team member will consult with the parent.  A time will be set for the parents/guardians and student to meet the staff with whom they will be working. The psychologist should attend this first meeting.		Psychologist		



	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
8.	The sending district provides the student's transportation.		Sending District		
9.	The Fiscal Specialist prepares an Interagency Agreement contract for the sending district.		Fiscal Specialist		



## Area: HOME PLACEMENT PROCEDURES

Introduction: A recommendation for appropriate placement or level of service is made at the IEP meeting and is a result of the analysis of evaluation results. Home environment is where a student can achieve his or her goals and objectives.

	PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
1.	The IEP must state that the student's home is the Least Restrictive Environment, be sure to report this change to the compliance secretary and appropriate Assistant Director. Consider the following:	IEP	IEP Team	Annually	WAC 392-172A-02050 WAC 398-172A-02055 WAC 392-172A-02060
	"Subject to the exceptions for students in adult correctional facilities, school districts shall ensure that the provision of services to each student eligible for special education, including preschool students and students in public or private institutions or other care facilities, shall be provided:				
	(1) To the maximum extent appropriate in the general education environment with students who are nondisabled; and				
	(2) Special classes, separate schooling or other removal of students eligible for special education from the general educational environment occurs only if the nature or severity of the disability is such that education in general education classes with the use of supplementary aids and services cannot be achieved satisfactorily."				
2.	Coordinate to provide services at a time that is mutually agreed upon with the parents.				
3.	The Special Educator sends a follow-up letter indicating the times and dates when services will be provided.	Letter	IEP Case Manager		
4.	If the parent neglects to make the student available, the service provider can require the parent to call within 24 hours to confirm student availability.				

