

Section 5

PLACEMENT PROCESS



PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<ul style="list-style-type: none"> ● The ratio of adults to students ● his/her attendance record ● discipline issues ● medical information ● if there is anything we should know that will help facilitate a successful program for the student. Information from the previous teacher who has worked with the student is invaluable. <p>5a. If the student is placed at his/her home school, the school psychologist consults with the parents with information on when the student will start school, which should be as soon as possible in order to provide FAPE.</p> <p>5b If the student's recommended placement is a self-contained program, the psychologist will provide complete, accurate and current information (evaluation, test scores, IEP, etc.) to the appropriate Assistant Director and placement is determined. Communication within district: When placement is determined, the Assistant Director informs the appropriate school/district personnel by email. The sending psychologist provides the data to the receiving psychologist.</p>		<p>School Psychologist or related service personnel if single service IEP</p> <p>School Psychologist or related service personnel if single service IEP</p> <p>Assistant Director</p> <p>Sending Psychologist</p>	<p>ASAP</p>	

<p>6. 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:</p> <ul style="list-style-type: none"> • 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) 	<p>Transfer Validation and Prior Written Notice</p>	<p>School Psychologist or related service personnel if single service IEP</p>	<p>Completed immediately, submitted to ERAC within 1 week of registration</p>	

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
<p>7. Once decisions regarding a placement 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, if at all possible.</p> <p>8. If 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. 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.</p>	<p>Transportation Form</p>	<p>IEP Case Manager</p> <p>School Psychologist or related service personnel if single service IEP</p> <p>School Psychologist or related service personnel if single service IEP</p>		
<p>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. 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.</p>		<p>IEP Team</p>	<p>Within 30 days of student registration</p>	

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	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>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:</p> <p>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:</p> <ul style="list-style-type: none"> • 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 <p>B. A course of documented intervention is implemented with fidelity, for 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.</p>		Case Manager		<p>WAC 392-172A-02050 WAC 392-172A-02055 WAC 392-172A-02060</p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>C. The IEP team, including parents, asks themselves:</p> <ul style="list-style-type: none"> • 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? <p>2. 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.</p> <p>**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. **</p> <p>At this meeting the following should be discussed/reviewed:</p> <ul style="list-style-type: none"> • 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) • The feelings of the student regarding move to a more restrictive setting. 		Case Manager	<p>At least 6 weeks</p> <p>Following targeted intervention</p>	

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>7. The student remains in his or her current placement and attends school until the determined start date to ensure FAPE is not lost</p> <p>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.</p> <p>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.</p> <p>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.</p>	<p>Transportation Request</p>	<p>Assistant Director</p> <p>Sending IEP team</p> <p>Identified Team Member</p> <p>Receiving Team</p> <p>Receiving School Psychologist</p>	<p>Following IEP change of placement meeting</p> <p>At IEP change of placement meeting</p> <p>Within 1 week of change of placement determination</p>	

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
<p>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:</p> <p>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:</p> <ul style="list-style-type: none"> • Data collected and graphed/charted on the evidence based on interventions attempted. • Modifications and accommodations occurring in classrooms that aid the student in making progress • Fading of supports and the student's response • Related services consultation • Specially designed instruction (i.e. can service time be decreased and more gen-ed classes added?) • FBA/BIP results • The feelings of the student regarding a move to a less restrictive setting. 		Case Manager		<p>WAC 392-172A-02050 WAC 392-172A-02055 WAC 392-172A-02060</p>

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>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.</p> <p>C. The building psychologist and special education administrator review the current evaluation to determine if a new evaluation is required.</p> <p>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?</p> <p>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.</p> <p>**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. **</p> <p>At this meeting the following should be discussed/reviewed:</p> <ul style="list-style-type: none"> • Review of current interventions/behavior progress data • 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) 		Case Manager	<p>At least 6 weeks</p> <p>Following targeted intervention</p>	

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>7. The student remains in his or her current placement and attends school until the determined start date to ensure FAPE is not lost</p> <p>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.</p> <p>9. The receiving psychologist completes the transportation request (if needed) with the start date filled in based on the intake meeting scheduled.</p>	<p>Transportation Request</p>	<p>Assistant Director</p> <p>Sending IEP team</p> <p>Identified Team Member</p> <p>Receiving Team</p> <p>Receiving School Psychologist</p>	<p>Following IEP change of placement meeting</p> <p>At IEP change of placement meeting</p> <p>Within 1 week of change of placement determination</p>	

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 1st grade, 3rd grade self-contained program to 4th grade self-contained, 6th to 7th grade, 8th to 9th grade, and 12th 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
<p>EBC, IAC, IK, ILC & LRC Movements:</p> <ol style="list-style-type: none"> 1.) 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)/ 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. 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. 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. <p>Change of placement only: If the IEP team is considering a change of placement, see “Change of Placement” procedures in Section 5 beginning on page 7.</p>	<p>Move-up grid; EBC/ILC Move-up form Move-up grid; EBC/ILC Move-up form</p>	<p>Special Education Teacher Special Education Teacher IEP Teams</p>	<p>March 15 April 1 May 1</p>	

PROCEDURES	FORMS	RESPONSIBILITY	TIMELINE	SOURCE
<p>Preschool Movement process:</p> <ol style="list-style-type: none"> 1.) 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 moving up. 2.) Preschool teams complete and return the Preschool Transition Form to the office of Special Services. 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. <p>For any movement between schools (such as program location, program type, family movement):</p> <p>Prepare the following documents and send to the receiving teacher:</p> <ul style="list-style-type: none"> • Copy of the IEP with progress documented from the most recent reporting period • A present level of performance draft with goal and objective suggestions for the next IEP • A copy of the evaluation summary • A completed Move-Up Grid/Form <p>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.</p> <p>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.</p> <p>Please see HSD Board Policy 3132, Form 3132 F and Procedure 3132 for information regarding neighborhood schools and in-district transfer requests.</p>	<p>Preschool Transition Form</p> <p>Preschool Transition Form</p> <p>IEP, Evaluation Summary, Move-Up</p> <p>Grid/Form</p> <p>Class Lists</p>	<p>District/Early Childhood leadership</p> <p>Preschool Teacher</p> <p>Preschool Teacher</p> <p>Sending Teachers</p> <p>Receiving IEP Manager</p>	<p>March 15</p> <p>April 1</p> <p>May 1</p> <p>May 1</p> <p>May through early June</p>	

<i>PROCEDURES</i>	<i>FORMS</i>	<i>RESPONSIBILITY</i>	<i>TIMELINE</i>	<i>SOURCE</i>
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
<p>1. The sending district makes contact with HPS/Executive Director.</p> <p>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.</p> <p>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).</p> <p>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.</p> <p>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.</p> <p>6. The compliance secretary will have the Executive Director sign the contract and will distribute copies of the signed contract.</p> <p>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.</p>	<p>Transfer Student Placement and PWN</p> <p>Inter district contract</p>	<p>Sending District Executive Director</p> <p>Special Services records secretary</p> <p>Special Services records secretary</p> <p>Psychologist</p> <p>Special Services Compliance Secretary</p> <p>Psychologist</p>		

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

