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# **SPECIAL EDUCATION STUDENT PLACEMENT (SED-P009)**

WENATCHEE SCHOOL DISTRICT

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## **1.0 SCOPE:**

- 1.1 This outlines the procedure the IEP team follows to insure that Special Education students are placed in the appropriate placement/program, based on the Least Restrictive Environment.

**The online version of this  
procedure is official;  
therefore, all printed versions  
are unofficial copies.**

## **2.0 RESPONSIBILITY:**

- 2.1 IEP team, Director of Special Education, Assistant Director of Special Education

## **3.0 APPROVAL AUTHORITY:**

- 3.1 Director of Special Education or Assistant Director of Special Education

## **4.0 DEFINITIONS:**

- 4.1 Least Restrictive Environment (LRE) – Students will be placed in the program which best meets their individual needs for both academic and behavioral/social issues.
- 4.2 Individualized Education Program (IEP)- The Individualized Education Program is a plan that is a written statement of an educational program for a student eligible for special education that is developed, reviewed and revised in accordance with state and federal guidelines (at least annually).
- 4.3 Individualized Education Program Team- The IEP team membership includes but is not limited to: the parent(s); current special teacher; a general education teacher (if the student is or may be participating in general education); a representative of the district who is qualified to provide/supervise educational services, knowledgeable of general education and availability of resources; and an individual who can interpret instructional interpretations of evaluations.

## **5.0 PROCEDURES:**

- 5.1 The district evaluation team determines that the student is eligible for Special Education services.
- 5.2 The parents are informed of the evaluation outcome at a team meeting and provided written documentation.
- 5.3 An IEP team meeting is held within 30 calendar days of the completion of the evaluation. During the IEP meeting, the team determines the location of services (placement).
  - 5.3.1 To the maximum extent possible, students will be placed in the program which best meets the student's needs. The continuum of services includes, but is not limited to: general education; general education with pull out support from special education; self-contained special education; etc.
  - 5.3.2 Whenever possible, placement is in the student's neighborhood school with non-disabled peers in the General Education setting.
  - 5.3.3 There will be removal to a more restrictive setting if the nature or severity of the disability is such that services cannot be adequately provided in the General Education setting with the use of supplementary aids and services.

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5.3.4 Students will be provided with nonacademic and extracurricular activities to the maximum extent appropriate to meet the needs of the student.

5.3.5 Issues to consider when determining Least Restrictive Environment include:

- Educational benefits of full-time General Education placement
- Nonacademic benefits of placement
- Effect student has on peers and teachers in the General Education setting
- Cost of placing the student in the General Education classroom
- Potential harmful effects on student or quality of services needed

5.3.6 Data must accompany all decisions.

5.3.7 Special Education students will participate in all extracurricular activities unless otherwise determined by the IEP team.

5.3.7.1 Special Education students will participate in counseling, athletics, transportation, health services, recreational activities, clubs, field trips, and/or assemblies.

5.4 Initial placement of student in Special Education programs cannot take place without parents/adult student attendance at the IEP meeting and parents/adult student signature on the Consent for Placement form.

### **ASSOCIATED DOCUMENTS:**

5.5 IEP

5.6 IEP Amendment

5.7 Prior Written Notice

### **6.0 RECORD RETENTION TABLE:**

<b><u>Identification</u></b>	<b><u>Storage</u></b>	<b><u>Retention</u></b>	<b><u>Disposition</u></b>	<b><u>Protection</u></b>
All documents in 6.0 above	Special Education Cumulative File; copy of IEP with teacher	According to state and federal guidelines, six years after services end	Letter sent to last known address; if no response, records destroyed after one month	Stored in one location; fireproof

### **7.0 REVISION HISTORY:**

<b><u>Date:</u></b>	<b><u>Rev:</u></b>	<b><u>Description of Revision:</u></b>
11-May-01	A	Original Release
25-Jan-02	B	Added 6.3

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4-Feb-02	C	Updated protection info
16-Jan-03	D	Updated records approval authority to include Assistant Director of Special Education, retention details, and form numbers
12-Sept-03	E	Updated records retention data, replacing seven years with six
04-Nov-04	F	Changed "twenty-first birthday" to "services end" in retention table
28-Jul-08	G	Updated 4.0 definitions; updated 5.0 procedures; updated 6.0 associated documents.
02-Jul-12	H	Addition to definitions and update to procedure 5.0.

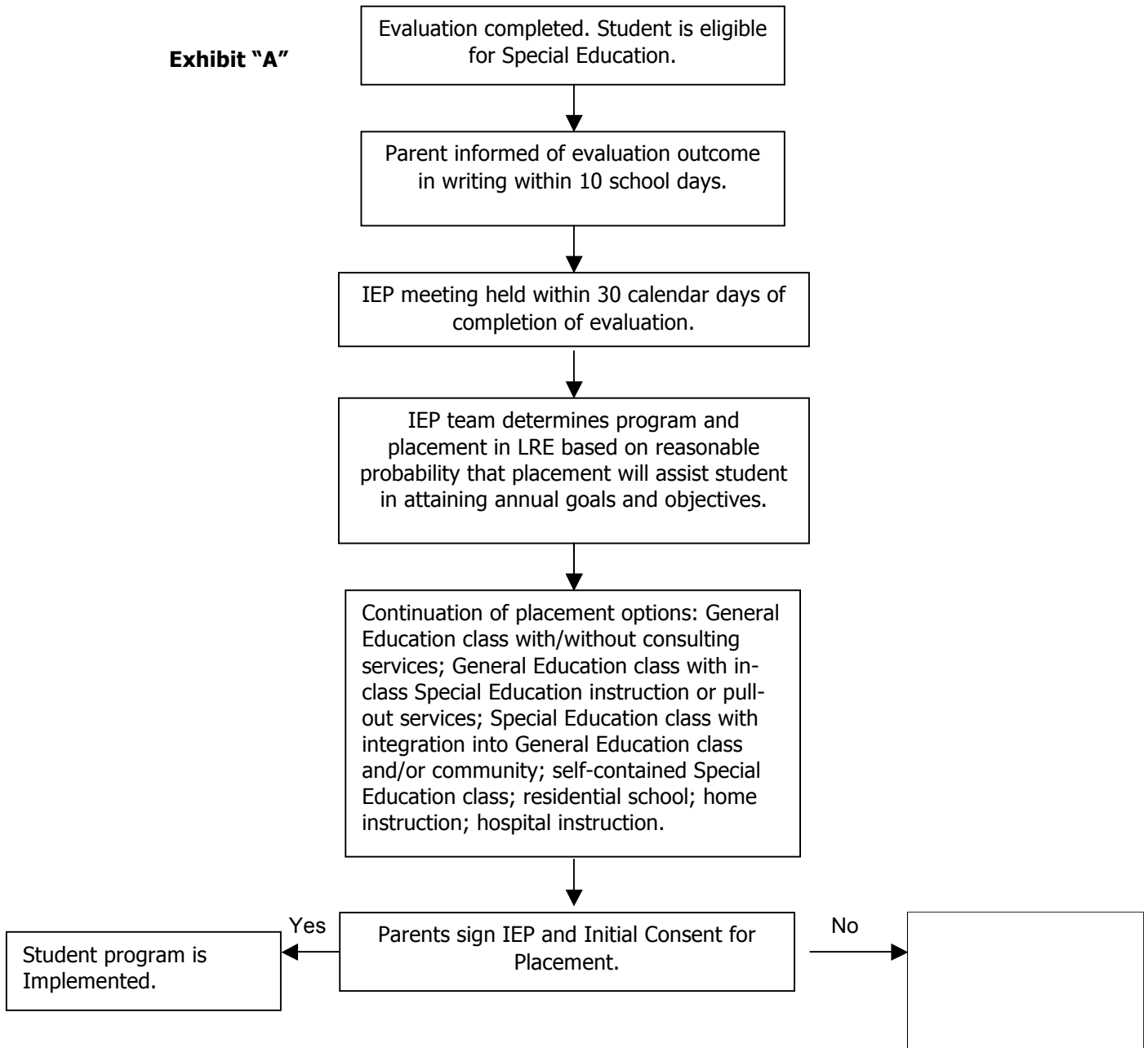
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**Exhibit "A"**



**\*\* E n d o f p r o c e d u r e \*\***