
SPECIAL EDUCATION STUDENT PLACEMENT (PPS-P008)
MILFORD PUBLIC SCHOOL DISTRICT

1.0 SCOPE:

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

The on-line version of this procedure is official. All printed versions are uncontrolled copies.

2.0 RESPONSIBILITY:

- 2.1 PPT, Director of Pupil Personnel Services, Supervisors of Special Education and periodically-CST

Authorized Signature on File

Signature

Date

3.0 APPROVAL AUTHORITY:

- 3.1 Director of Pupil Personnel Services

4.0 DEFINITIONS:

- 4.1 LRE (Least Restrictive Environment) – Students will be placed to the maximum extent possible in the General Education environment.
- 4.2 IEP – Individualized Education Plan
- 4.3 PPT – Planning and Placement Team may include Parent(s), Speech and Language Pathologist, Physical Therapist, Occupational Therapist, School Psychologist, School Administrator, School Social Worker, Reading Teacher, General Education Teacher, School Nurse, appropriate Special Education staff and any student who is 13 years old and over.
- 4.4 CST – Building Child Study Team may include School Social Worker and/or school counselor, General Education Teachers, School Psychologist, Special Education Teachers and appropriate building staff members.

5.0 PROCEDURE:

- 5.1 The PPT determines that the student is eligible for Special Education services.
- 5.2 During the PPT meeting, an IEP is developed and the team determines the location of services (placement).
- 5.2.1 To the maximum extent possible, student will be placed in the General Education environment with appropriate support and services.
- 5.2.2 Whenever possible, placement is in the student's neighborhood school with non-disabled peers in the General Education setting.
- 5.2.3 There will be removal to a more restrictive setting if the nature or severity of the disability is such that services cannot be provided in the General Education setting with the use of supplementary aids and services.
- 5.2.4 Students will be provided with nonacademic and extracurricular activities to the maximum extent appropriate to the needs of the student.

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5.2.5 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

5.2.6 Documentation must accompany all decisions.

5.2.7 Special Education students have the opportunity to participate in all extracurricular activities.

5.3 Initial placement of student in Special Education programs cannot take place without parent(s) attendance at the PPT meeting and parents/guardian signature on the Consent for Placement form.

5.4 Continuum of placement options must be considered for all students.

6.0 ASSOCIATED DOCUMENTS:

- 6.1 IEP
- 6.2 Evaluation Documents
- 6.3 Procedural Safeguards
- 6.4 Least Restrictive Environment
- 6.5 Consent for Special Education Placement
- 6.6

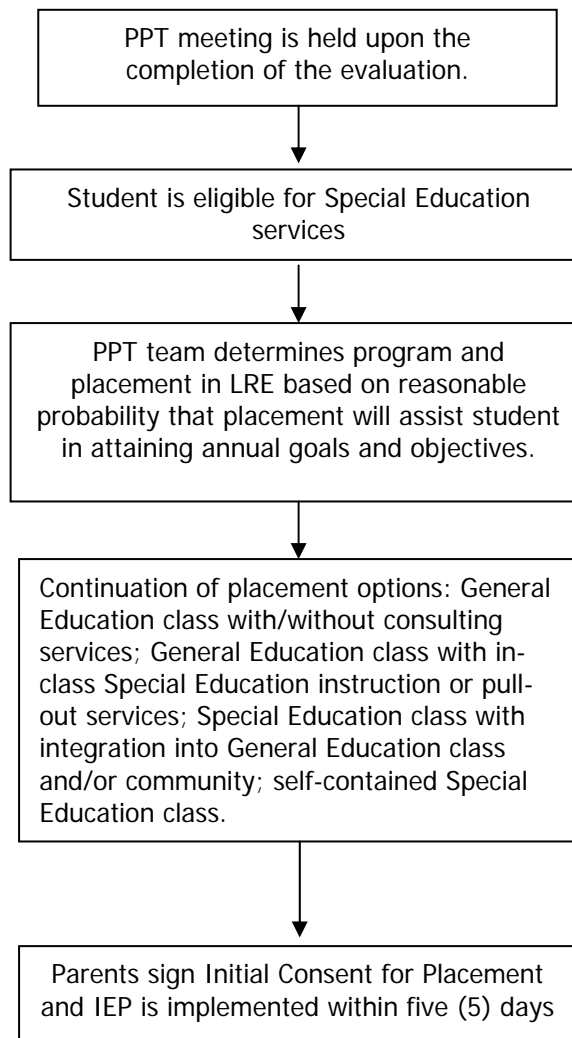
7.0 RECORD RETENTION TABLE:

<u>Identification</u>	<u>Storage</u>	<u>Retention</u>	<u>Disposition</u>	<u>Protection</u>
All documents in 6.0 above	Special Education Cumulative File at Central Office	According to state and federal guidelines; seven years after student's twenty-first birthday	Shred	Stored in one location; fireproof

8.0 REVISION HISTORY:

<u>Date:</u>	<u>Revision #:</u>	<u>Description of Revision:</u>
02/03/2005	A	Initial Release

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**** End of procedure ****