

## Protocol for SPED Program Change Considerations

**Protocol Directions:** This protocol should be used whenever the team is considering making changes for a student with an IEP or 504 plan to a more restrictive special education program or placement. This document should be submitted to the Special Education Department at least 30 days prior to a review meeting. A copy should be placed with records for the student, and please keep a copy of this protocol for your records.

<b>Action Items for a More Restrictive Program Consideration</b>
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Action Items	Observations	Evidence of Data <small>(with Date Completed)</small>
<p><b><u>Step 1</u></b>  <b>Assess:</b>  <b><i>The current IEP programs, services, supplementary aids, modifications, &amp; accommodations</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Was the IEP implemented with fidelity?</li> <li><input type="checkbox"/> Were all possible supplementary aids, program modifications, and accommodations implemented?</li> <li><input type="checkbox"/> Is there data to indicate that the student is not making adequate progress (i.e., comparing the student to themselves and other students)?</li> </ul>	
<p><b><u>Step 2</u></b>  <b>Assess:</b>  <b><i>Current Behavior Plan (or considerations for implementation of a behavior plan)</i></b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Has a BIP been established and implemented with fidelity (necessary data needed when considering a placement change for behavior reasons)?</li> <li><input type="checkbox"/> Does the BIP indicate progress?</li> <li><input type="checkbox"/> Was the <a href="#">continuum of SPED services</a> explored?</li> <li><input type="checkbox"/> Is the student meeting their IEP goals and/or making substantial progress?</li> <li><input type="checkbox"/> Was the whole student profile (e.g., cognitive ability, academic achievement, adaptive functioning, social/emotional functioning, etc.) considered?</li> </ul>	
<p><b><u>Step 3</u></b>  <b>Communicate &amp; Collaborate</b></p>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Were observations and data shared with the team (e.g., SPED teachers, support staff, service providers)?</li> <li><input type="checkbox"/> Were observations and data communicated with the school</li> </ul>	

	<p>psychologist?</p> <p><input type="checkbox"/> Was feedback &amp; data solicited from all team members?</p> <p><input type="checkbox"/> Have you observed the more restrictive placement or special classes, paying close attention to the rigor, instructional materials utilized, pacing, student responsibility, total support in the class, and socialization/group work?</p> <p><input type="checkbox"/> Were observations and data shared with parents and asked about what they have observed, as well as their concerns?</p> <p>- It is not appropriate to inform a parent that the committee will be making a change in placement. <b>Predetermination is illegal.</b> At this point, you should just be discussing concerns and understanding their concerns.</p> <p><input type="checkbox"/> Did you communicate observations and data with the student and discuss their thoughts on next steps?</p> <p>- Discussions with students should occur only after the Director of Pupil Personnel, Special Services Chairperson, Principal, and parents have been informed.</p>	
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**Other Notes & Considerations:**

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