



Guidance Document: Significant Change of Placement

A significant change in placement is defined by ECEA as:

Significant change in placement:

- (A) A significant change in placement for educational purposes includes placement or referral to a private school or approved facility school by the administrative unit, the addition or termination of an instructional or related service or any change which would result in the following:
 - (A) (I) The child having different opportunities to participate in nonacademic and extracurricular services;
 - (A) (II) The new placement option is a change in the educational environment categories required for reporting data to the Secretary of the U.S. Department of Education pursuant to Section 618 of the IDEA; or
 - (A) (III) The child transfers from a brick and mortar school to an on-line program or vice versa. The administrative unit for the entity sponsoring the on-line program is responsible for conducting the reevaluation and convening the IEP Team to determine whether the on-line program is an appropriate placement for the child.
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Pikes Peak BOCES interprets the above to mean that a change of placement includes:

- Students moving setting codes or the percentage of time in general education. Any movement from one setting code to another is a change in placement. As a reminder, for school age students the main setting codes are:
 - 301 80% or more in General Education
 - 302 40-79% General Education
 - 303 Less than 40% General Education
 - 304 Separate School

- Change in setting from an online school back to a brick and mortar school.
- Moving from Residential to a Separate School or from Public School to a Separate School
- A student who was mainstreamed for participation for electives such as Music, Art, and PE who can no longer participate in those courses due to special education needs.

ECEA requires that:

A significant change in placement shall be made upon consideration of reevaluation. Such change shall be made only by an IEP Team with the addition of those persons conducting such reevaluation unless the parent and the administrative unit or state-operated program mutually agree to change the IEP after the annual IEP meeting in a school year consistent with 34 CFR §300.324(a)(4).

Pikes Peak BOCES interprets this to mean that prior to any change of placement the team **MUST CONSIDER A REEVALUATION**. We consider a reevaluation using the **NOTICE REGARDING REEVALUATION (NRR)** form in Enrich under Add Action.

This form will document the team's consideration of a reevaluation without prompting a new Eligibility Determination. After a review of records with the NRR teams can opt to do new assessments and embed them into the present levels of a new IEP or the team can determine no new assessments are needed. In either case parent signature is required and the NRR must be followed by a new IEP.

Summary

Every time the team is changing a student's placement, a NRR should be completed and signed by the parents. The NRR is followed up with an Annual Review IEP meeting. In the present levels of the IEP the team should be documenting the data that justifies the change of placement.

Frequently Asked Questions about Change of Placement.

1. Can I change placement on an amendment?

No. A significant change of placement can only be done by considering a reevaluation on a NRR and then holding an Annual Review IEP meeting.

2. What if I get a transfer student in state who was at an online school?

The team should hold a Transfer meeting and complete the Transfer In State paperwork to reject the IEP. The team will document and provide a comparable service delivery in the service delivery grid. The team will review the available data, and determine if any assessments are necessary to determine services now that the student is in a brick and mortar school. Document the review of records on the Notice Regarding Reevaluation and have parents sign the form. A new IEP will need to be developed within 30 days of the transfer.

3. What if I am taking away a related service such as Speech but keeping other services?

That would not be considered a change in placement unless the removal of speech shifts the setting code (301, 302, 303, or 304) of a student.

4. In Secondary if a student goes from one Special Education class to two Special Education classes his setting code changes from 301 to 302. Do I really have to do a NRR and a whole new IEP?

If the setting code changes you have to follow the NRR and new IEP process. The team will review the data used to make the determination that a class should be added. The team should then decide if any additional assessments are necessary. The parent will need to sign the NRR. A new Annual Review will be held and within the present levels and need you will document the need to increase special education time. In addition goals and service delivery may need to be adjusted to account for the addition time in special education.

5. This Notice Regarding Reevaluation is new to me. Where can I learn more about it?

There is a section in the Enrich manual beginning one page 24-30. If you can't find your manual go here:

<http://pikespeakboocespecialeducationdepartment.wikispaces.com/Enrich+Manual>

There was also information shared via our webinar at the beginning of the school year, the link to the webinar is

<http://connect.enetcolorado.org/enrich1516/>