

Checklist Before Consideration of **ANY** Change of Placement

Placement consideration for District ILC and/or High Road In-District Programming require a member of DOSS to be present.

<u>Action Steps</u>	<u>Document and/or Person Responsible</u>	<u>Date Completed</u>
Assure current IEP addresses the specific Academic/behavioral issues with goals and supports in place. <ul style="list-style-type: none"> • A revision to the IEP must be considered and implemented w/ fidelity for minimum of 6 weeks. • Student MUST have a revision if he/she did not meet goal(s) for 2 consecutive MP's. • If student is making progress without the supports described in the IEP, a revision should be done. • If consideration of change of placement is due to behavior, the team should seek permission to conduct an FBA and subsequently (if appropriate) draft and implement a BIP. 	Homeroom/Subject Teacher, Case Manager, Spec. Ed Coord.	
Observations – academic and/or behavior – for ALL placement changes. <ul style="list-style-type: none"> • Minimum of 3 observations with at least 2 different observers. 	Spec. Ed Coord., Administrator, Psychologist, Counselor, LCC, Teacher, DOSS Support Staff	
Data to support significantly below grade level peers– complete table below OR Data to support continued successful completion of current work/goals	Homeroom/ Subject Teacher or Case Manager	
Data to support behavior(s) – referrals, write-ups, teacher observations, point cards, behavior charts, etc. OR Data to support continued successful completion of current work/goals	Homeroom/ Subject Teacher or Case Manager	
Documented supports, aids and/or modifications <ul style="list-style-type: none"> • Please attach to this sheet (indicate increased or decreased supports as appropriate to demonstrate need for placement change.) 	Homeroom/ Subject Teacher or Case Manager	
Successful Multiple Parent Contact(s) about progress/behavior – must talk with parent/guardian (Documentation along with person contacted attached.)	Homeroom/ Subject Teacher or Case Manager	
Submit all data and documentation to Spec. Ed. Coord. w/checklist attached	Homeroom/ Subject Teacher or Case Manager	
Collaborate with Current Teacher	Spec. Ed. Coord.	
Collaborate with Potential Receiving Teacher	Spec. Ed. Coord.	
ESR Review	Spec. Ed. Coord., Psych, Teacher(s), Administrator	

- **Action Steps do not necessarily need to be done in this order**

Academic Data:

<u>Subject/Assessment</u>	<u>Grade/Score/Level</u>
Reading	<ul style="list-style-type: none"> • Comprehension: • Other: _____: • Instructional Level: • Reading Level:
Math	<ul style="list-style-type: none"> • Computation: • Problem Solving: • Instructional Level:
Writing	<ul style="list-style-type: none"> • Prompts: • Grammar: • Instructional Level:
Math Grade	• MP1: MP2: MP3: MP4:
ELA Grade	• MP1: MP2: MP3: MP4:
Science Grade	• MP1: MP2: MP3: MP4:
Social Studies Grade	• MP1: MP2: MP3: MP4:
Additional Course Grade _____	• MP1: MP2: MP3: MP4:
Additional Course Grade _____	• MP1: MP2: MP3: MP4:
Additional Course Grade _____	• MP1: MP2: MP3: MP4:
Additional Course Grade _____	• MP1: MP2: MP3: MP4:
DIBELs:	<ul style="list-style-type: none"> • FSF: PSF: NWF/WWR: • ORF/Accuracy:
DAZE:	
DAR:	
OTHER:	

Additional Information Regarding Academic Progress

Behavior Data:

<u>Intervention</u>	<u>Outcome</u>
Classroom Reinforcements / Consequences _____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Counseling Supports/Intervention _____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Office Intervention/Referrals _____ _____ _____ _____ _____	_____ _____ _____ _____ _____
Other _____ _____ _____ _____ _____	_____ _____ _____ _____ _____

Additional Information Regarding Behavioral Progress

