In-District Change of Placement Process  
Mukilteo School District

Process Description: The “change in placement” is a legal term within special education that provides guidelines for altering the services of a student with an existing IEP. The term includes adjustments to the student’s current individual plan within the existing program as well as considering placement in a different specialized program within or outside of the current school.

The process encompasses several steps, each with a specific purpose including legal requirements for altering a student’s service program (IEP). This process is collaborative in nature and requires effective communication at each level and throughout the process. The goal is to ensure the student has access to the “least restrictive environment” to meet their individual needs.

<table>
<thead>
<tr>
<th>Initial Step:</th>
<th>Staff and/or parent may share concerns with case manager or psychologist about student progress at any time; they are encouraged to share proactively, early and often during the school year, and communicate effectively with participants.</th>
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</table>
| Within 2 weeks² | • The case manager and/or school psychologist notifies and may seek involvement of an Assistant Director for possible ideas and/or viable or available resources.  
• Parent involvement³ is at the discretion of the school team, and should be encouraged to foster collaboration.  
• The case manager schedules a meeting of school team members⁴ for the purpose of:  
  o Reviewing the change of placement process/timelines  
  o Discussing concerns, identifying evidence-based interventions and additional services, and developing a plan moving forward  
End result: A collaborative and supportive process resulting in an action plan, with individual responsibilities, to initiate new interventions and/or supports, including data collection methods. Identify supports needed during the implementation step. |

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<tr>
<th>“Implementation” Step:</th>
<th>A period during which identified interventions/supports are implemented and monitored for impact upon student progress. Implementation and monitoring are shared responsibilities of staff.</th>
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</table>
| Within 4-6 Weeks⁵      | • Evidence-based interventions and/or supports are implemented for 4-6⁵ weeks; data is collected on progress/effectiveness.  
• Identified supports from “initial” step are implemented.  
• Team members shall determine shared responsibilities for collecting data and monitoring student progress.  
• School psychologist or case manager schedules a future IEP team meeting to review data.  
End result: Data is collected. An IEP team meeting is scheduled to review data. |

¹ While the process exists for students on IEP’s, in extreme circumstances the process for a student who is getting an initial evaluation could be similar  
² This time period indicates a sense of urgency, and may vary depending upon availability of team members.  
³ Parent involvement is not required at this point but it would be best practice.  
⁴ School team members likely include psychologist, case manager, general education teacher, administrator, special education teacher. This meeting is not a formal IEP meeting, but rather a staffing or planning activity prior to a formal IEP team meeting.  
⁵ 4-6 week period is a research-based best practice, and is a legal basis for justifying decisions in the IEP process.
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**Hold IEP Team Meeting:** School psychologist or case manager schedules IEP meeting to discuss data, student needs, and develop plan for future. Participants should be open-minded and refrain from preconceived decisions.

- IEP team reviews student progress, discusses meaning of the resulting data, and effectiveness of the interventions/supports.
- IEP team makes decisions regarding the needs of the student: continue/refine interventions/services or initiates re-evaluation.
- Communicates to Special Services administrator if not present.

End Result: Decisions regarding:

a) Continue existing interventions

b) Develop and implement new interventions or adjust services based upon data, or

c) Initiate a reevaluation of the individual student.

**Initiate Reevaluation**

**Reevaluation of Student:** A legally-required process for evaluating and identifying student needs. Psychologist leads the team and process.

- Evaluation Team participates in the re-evaluation process.
- Evaluation feedback meeting held.
- Student needs are identified.
- If feasible, special service administrator conducts observation(s) of student.

End Result: Evaluation feedback/data; share within evaluation feedback meeting; the team gets together to review the data and determines current student needs and makes recommendations.

**IEP or IEP Amendment Meeting:**

- Attended by IEP Team members including Assistant Director, if necessary.
- Student goals and services are identified; Team determines how the student individualized needs will be met.
- Final decisions are made regarding amending student services/placement.
- Psychologist shares IEP Team decision with Assistant Director if not present.

End Result: If a specialized program is recommended by the IEP Team, the location will be determined by the Special Services Administration.

January 2020
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| If a specialized program is no longer required for the student, they will return to their home school. |

### Change Student Placement

<table>
<thead>
<tr>
<th><strong>Determination of program location</strong></th>
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<tbody>
<tr>
<td>Within five school days Assistant Director notifies sending and receiving team via email (building/location determined by Special Services).</td>
</tr>
<tr>
<td>End Result: New program/location has been determined and communicated.</td>
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### Transition to Specialized Program

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<tr>
<th><strong>TBD by Teams</strong></th>
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<tbody>
<tr>
<td>1. School teams collaborate about student needs, and coordinate and determine a start date in collaboration with parents.</td>
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<tr>
<td>2. Sending and receiving teams, including principals, teachers, and registrar, are notified by case manager.</td>
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<tr>
<td>3. Sending school psychologist completes transportation request and sends to Special Services administrative assistant.</td>
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<tr>
<td>End Result: Student transitions to new specialized program/location based upon coordinated start date.</td>
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