



AMITYVILLE UNION FREE SCHOOL DISTRICT
AMITYVILLE, NY 11701

PUPIL PERSONNEL SERVICES AND SPECIAL EDUCATION DEPARTMENT

PURPLE CHANGE FORM

Revised February 2012

REVIEW REQUEST FOR STUDENTS RECEIVING SPECIAL EDUCATION SERVICES

Student's Name: _____ **Date:** _____
Date of Birth: _____ **Grade:** _____
School: _____
Referring Person/Title/Signature: _____

**IMPORTANT NOTE: A RECOMMENDATION OR A CHANGE IN PLACEMENT REQUIRES
UPDATED ASSESSEMENT(S)**

PROCEDURE:

A. Please use this form for the following reasons:

1. Deletion of any IEP goals.
2. Addition of Tests Read as a testing modification (see reverse).
3. Addition, revision or removal of test modifications.
4. Addition of a related service as a new service.
5. Removal of a related service.
6. Recommendation of a change in level of ESL services.
7. Recommendation of a change in classification.
8. Recommendation of a change in placement.
9. Request for an evaluation/assessment including a functional behavioral assessment.

B. Contact the parent/guardian regarding the change you are recommending, when appropriate.

C. Give signed copy to building special education coordinator or psychologist, who will then forward to grade level PPS Administrator. Please attach all supporting documentation.

REASON FOR RECOMMENDED CHANGE:

PPS ADMINISTRATOR RECOMMENDATION:

- ☐ **Agreement No-Meeting**
- ☐ **Subcommittee on Special Education Meeting**
- ☐ **Full Committee on Special Education Meeting**
- ☐ **Other:** _____

PPS Administrator Signature: _____ Date: _____

Copy Returned to: _____ Date: _____



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EXAMPLES OF SUPPORTING DOCUMENTATION:

- Results of Universal Screenings
- Screening Results from Standardized Assessments
- Medical Documentation
- Copies of IST Plan(s)
- Response to Intervention to Date
- Evaluation and/or Assessment Reports
- Reports from Outside Professionals
- Samples of Student Work (if warranted)
- Discipline Records
- Reports from Outside Agencies and/or Community Programs

IMPORTANT NOTE REGARDING TESTS READ

NYS Guidelines for Decision-Making regarding Tests Read

(Source: NYS Test Access and Accommodations for Students with Disabilities manual)

The accommodation of reading a test to a student with a disability is a CSE/504 decision based upon the student's individual needs, characteristics and abilities and on evaluative information including school records, previous IEP, observation, parent information and experience on previous tests. **This testing accommodation is not permitted for use on certain sections of the State Grades 3-8 ELA tests because these sections measure a student's reading skills (decoding and comprehension).**

"Tests read" should be a low-incidence accommodation. In determining the appropriateness of this accommodation, the following should be considered:

Evaluative material is available to support the determination that the student's disability precludes or severely limits the student's ability to gain meaning from written language (decoding/word recognition).

- Procedures for determining the existence of a learning disability in reading are followed and results indicate a disability in the area of reading. Reading achievement includes basic reading skills and reading comprehension.
- Consideration is given to whether the student's difficulty is a result of a lack of appropriate instruction in reading.
- There is documentation of remedial reading services.
- There is documentation of the student's current reading skills.
- There is documentation of IEP goals related to reading development.
- There is documentation of response to intervention model and outcomes.
- There is documentation of supplementary aids and/or services provided to the student to support reading instruction.
- Consideration is given to whether the student's difficulty in reading is a result of cultural and/or linguistic differences.

When determining the need for this accommodation it is important that the CSE consider the purpose of the tests the student will be taking and the skills the test is intending to measure so that it can be determined how the accommodation might affect the results. For some tests intended to measure reading skills, reading the test to students becomes a modification resulting in invalid scores and affecting the student's identification for subsequent services.