School Closure & Program Relocation Toolkit

Colorado Parent Voices | Free parent resource | For proposed school moves, program transfers, and consolidations

Use this checklist to ask how your child's services will work at the receiving school. Mark each topic as answered, pending, or not applicable. A districtwide plan is not a substitute for understanding your child's individual needs.

Student (optional): _____ Current school: _____

Proposed receiving school: _____ Planned move date: _____

1. Questions to ask before the move

Topic	What to confirm	Status
IEP services	Where, when, and by whom will each IEP service be delivered? Are any schedules or service locations changing?	■ Answered ■ Pending ■ N/A
Staffing & training	Who will provide specialized instruction, therapies, para support, and BIP support? How will substitutes be prepared?	■ Answered ■ Pending ■ N/A
Classrooms & space	What rooms will be used? Are they appropriate for instruction, sensory regulation, privacy, and related services?	■ Answered ■ Pending ■ N/A
Accessibility	Are entrances, restrooms, classrooms, playgrounds, and evacuation plans accessible for this student?	■ Answered ■ Pending ■ N/A
Transportation	What will the route, travel time, pickup/drop-off, equipment, and supervision look like if transportation is needed?	■ Answered ■ Pending ■ N/A
Peers & placement	How will placement and participation with nondisabled peers be considered consistent with the IEP?	■ Answered ■ Pending ■ N/A
Transition	Will the student have visits, orientation, communication supports, or a written transition plan if needed?	■ Answered ■ Pending ■ N/A
Progress & continuity	How will progress data, records, assistive technology, and supports transfer without interruption?	■ Answered ■ Pending ■ N/A

Most important unanswered question: _____

District contact / date: _____

Questions, records & next steps

2. Records and information to request

Ask for existing documents relevant to your child: proposed schedules, transportation plans, classroom layouts, accessibility information, transition plans, and records showing how required services will be provided. Some documents may not yet exist; a request does not automatically require the district to create new records.

3. Suggested email to the school or district

Subject: Request for individualized transition information

Hello [Name],

I am requesting information about how my child's current IEP will be implemented at [receiving school] following the proposed move. Please identify the anticipated service locations, staffing roles, schedules, transportation arrangements (if applicable), accessibility provisions, and transition supports. Please share relevant existing plans and records, and clarify which details are still undecided.

If the move may affect my child's placement, services, or ability to access education, I would like to discuss whether an IEP team meeting is needed before implementation. Please respond in writing and let me know the appropriate contact for follow-up.

Thank you, [Parent/guardian]

4. Document and follow up

■ Save announcements and written responses. ■ Record dates and unresolved questions.
■ Compare proposed arrangements with the current IEP. ■ Ask for an IEP meeting if individualized needs require discussion.
■ If the district proposes or refuses a change affecting identification, evaluation, placement, or FAPE, ask about prior written notice under IDEA.

5. Important legal distinctions

A school closure or program move is not automatically an IEP placement change or a legal violation. Whether the district must convene an IEP meeting, provide prior written notice, or take other action depends on the individual circumstances. IDEA, Section 504, and the ADA may be relevant. Seek individualized advice for specific disputes.

Useful starting points: IDEA regulations at 34 CFR §§ 300.116, 300.323, 300.503; U.S. Department of Education IDEA website (sites.ed.gov/idea); Colorado Department of Education Special Education (cde.state.co.us/cdesped).