

Transferring Students With Disabilities

Department of Exceptional Student Education *Fast Facts #29 (7/2016)*

What is the rationale? The receiving school district must ensure there is no undue interruption in the transferring student's special education and related services and may not deny special education and related services to the transferring student pending the development of a new IEP. Any student who transfers from another school district (in-state or out-of-state) with a current IEP that was implemented by the previous district during the current school year should be provided comparable services until such time that the district adopts the student's IEP from the previous school district or develops, adopts and implements a new IEP.

Each school site should determine a process for addressing transferring students, including who will review records, who will comprise the team for determination of comparable services, who will serve as ESE Case Manager for the first HCPS IEP meeting, etc.

Steps 1 through 4 below should occur immediately upon parent's submission of registration information and transferring ESE documents.

Step 1: Parent completes registration documents at attendance area school

- School staff at attendance area school assists parents.

NOTE: Pre-K students with transferring IEPs shall also complete registration documents at attendance area school even if Pre-K services are not available at that school site.

Step 2: Attendance area school personnel reviews transferring data

- Per the attendance area's school's process for addressing transferring students, the designated personnel at the attendance area school reviews the transferring data, including the transferring IEP and any other available ESE documents.
- Designated school personnel from the attendance area school reviews automated data system/J-screen to determine if student was previously enrolled as an ESE student in Hillsborough County Public Schools.
- When more information is needed, the designated school personnel from the attendance area school calls previous school district and completes the form titled *Verification of Previous ESE Placement*.

Step 3: ESE Teacher and Administrator or designee (such as School Counselor) in consultation with parent, determine and document comparable services

- A current transferring IEP must be in existence and available for basis of providing comparable services.
- At a minimum, it is required that the consultation with the parent will include at least one ESE Teacher and a School Administrator or designee (such as School Counselor). The school district must ensure that the consultation affords the parent the opportunity to provide input on the child's educational needs, as well as for the school district to provide information to the parent about the district.
- To ensure a FAPE, the current transferring IEP must be implemented to the extent possible, as comparable services based on the consultation process with the parent, documented on a conference summary form (see *sample in UCI manual*). While comparable services do not necessarily mean the exact replication of the services, they should approximate as close as possible, the services and placement options from the prior district's IEP.
- Per the attendance area school's process for addressing transferring students, the designated school personnel should contact district level ESE personnel or Area Office personnel for assistance if a different school assignment may be appropriate for the student for the initiation of comparable services. The attendance area school personnel contacts the Staffing Specialist, Staffing Coordinator, or other district Area Office or district ESE personnel (when needed) for assistance in reviewing transferring IEP and to address any unique needs of students (such as low prevalence areas or serious health/medical concerns, etc.).
- The attendance area school personnel will submit Transportation Alert

	(MO-19) to Area Office for location inquiry if comparable services cannot be implemented at the attendance area school, or if the student requires specialized transportation to the attendance area school per the information contained in the transferring IEP. The Staffing Specialist, Staffing Coordinator, or other Area Office ESE personnel will assist school personnel with completion of Transportation Alert (MO-19), as needed.
Step 4: Student enrolls in assigned school where comparable services can be provided and comparable services are implemented.	<ul style="list-style-type: none"> Attendance area school personnel and/or Area Office personnel assists parent with transfer of registration documents to other assigned school for provision of comparable services. District staff communicates with other assigned school to assist in student's enrollment in that school. Parent may begin transporting to other assigned school immediately, pending the initiation of district transportation. Parental consent is not required for initiation of comparable services.
Step 5: IEP Team develops IEP or Interim IEP for transferring students within 7 – 10 days of student's enrollment in HCPS.	<ul style="list-style-type: none"> The ESE Case Manager or Staffing Specialist (per district guidelines) for the school that the student is currently attending convenes an IEP Team (if an initial ESE evaluation <u>is not needed</u>) or Interim IEP Team meeting (if an initial evaluation <u>is needed</u>) with parents/guardians and all required IEP Team members. ESE Case Manager completes form <i>Review of Data Regarding Transferring Student</i>, to determine if IEP or Interim IEP is needed: For <u>in-state transfers and out-of-state transfers</u>, an HCPS IEP is developed and implemented; however, for <u>out-of-state transfers</u>, if an initial evaluation is warranted, an Interim HCPS IEP is developed. Should an Interim IEP be developed, it may only be written for a duration of 6 months. Prior to the expiration of the Interim IEP, an initial evaluation must be completed so that a Staffing Committee may convene to determine if the student is eligible for an IEP.
Parental consent/notice issues	<ul style="list-style-type: none"> Upon development of an HCPS IEP (or Interim HCPS IEP, as applicable), the parents are provided with informed written notification using the <i>Informed Notice of Eligibility/Ineligibility Initial Consent for ESE Placement</i> form, <i>Part B Notice of Procedural Safeguards</i> and, when applicable, a <i>Notice of Intent to Change</i> form is provided to properly notice the parents of any significant changes from the previous IEP.
J-screen coding	<ul style="list-style-type: none"> Status 5 is used to document implementation of comparable services and Interim HCPS IEP (6 months only). Status 5 is changed to status 1 when an HCPS IEP is developed and implemented and when an Interim HCPS IEP is changed to an IEP, following an initial ESE evaluation.
References	<ul style="list-style-type: none"> Individuals with Disabilities Education Act (IDEA 2004) 34 CFR Part 300 Florida Statutes and State Board of Education Rules

*For additional information and more detailed procedures:
Refer to the Understanding Compliance Issues manual, "Transferring" chapter
Contact a member of your Area Office's ESE Team (ESE Supervisor, ESE DRT,
Staffing Coordinator/Specialist)
Contact ESE personnel at Velasco Student Services Center (273-7060 or 273-7025).*