

Transfers of Students with IEPs into the District

1. Within SELPA-

Transfers from a district within the SELPA do not require an IEP meeting unless the district feels it is necessary to change parts of the IEP from the previous district. Changes to the document could be done through an Addendum , Amendment, or Other Review/Addend IEP.

If the district would like to develop a new IEP, the meeting purpose is “Annual Review.” In this case, all required IEP elements would be developed, and a new one year review date established.

2. Outside of SELPA, within California-

If the student is transferring in from a district outside of the SELPA, but within the state of California with a current and active IEP, an IEP meeting is not required upon enrollment. The district should immediately create a new student in SIRAS and enter all CASEMIS information from the student's current IEP into the MIS Summary. A review meeting must be held within 30 days of enrollment. In the interim, District Administrator, in consultation with the family should temporarily place the student in the setting which most closely approximates that of the current IEP.

In most cases, the team will be developing a new IEP within the 30 days. The purpose of the meeting will be noted as a “Review (30 days).” All pages required for an Annual Review will be required for the meeting, and a new Annual Review date will be established for one year after the Review. The Next Triennial/Reevaluation date will remain the same as indicated on the IEP from the previous district.

If the team chooses to adopt the existing out-of-SELPA IEP rather than develop a new IEP, the purpose of the meeting would still be a “Review (30 day)” but when the “Adopt Existing out-of-SELPA IEP” box is checked on the IEP Manager, SIRAS will enter a secondary purpose “Adopt out of SELPA IEP” to indicate that the district has not developed a complete new IEP, and the Next IEP date and the Next Triennial date will remain the same as indicated on the IEP from the previous district. All information from the previous IEP must be transferred onto the Ventura County SELPA forms in SIRAS, and the Agreement and Attendance page must be completed and signed. In most cases there will be no changes to the present levels or goals, but there may be minor changes to services or accommodations. An additional page should be used to explain any changes made to the “Existing-out-of-SELPA IEP”.

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3. Out of state-

For students transferring in with an IEP from out of state a Reevaluation meeting must be conducted, (with all elements of a Triennial/Reevaluation), to reestablish eligibility and need for services. This applies to students from American Schools in other countries. The Review (30 day) is **not used** because transfers from out of state require a Triennial/Reevaluation meeting which may take 60 days to prepare. The district should immediately create a new student in SIRAS and enter all information from the student's current IEP. District Administrator, in consultation with the family should temporarily place the student in the setting which most closely approximates that of the current IEP.

If the team determines there is adequate information already available in the student's record and that no additional testing is needed, no Assessment Plan or parent permission is needed, and the Summary of Record Review in Preparation for Triennial/Reevaluation is completed and presented at a meeting within 30 days. (Form is located in SIRAS under Tools/Added Forms/Triennial).

If new assessment will be conducted, an Assessment Plan will be generated with a 60 day timeline for completion of the assessment, and an IEP meeting will be held no later than the end of the 60 days.

The meeting purpose of Triennial/Reevaluation is used in both of these scenarios.

If the student is found to be no longer eligible at the Triennial/Reevaluation meeting, fill out only the pages needed for a non-eligible student (Student Information and Services, Present Levels, Specific Learning Disability pages if needed, optional Additional Page, and Agreement/Attendance). Then click the Exit Student button at the bottom of the dates box which will enter an Exit Date and Exit Reason (Returned to general education, no longer eligible). The Exit Student button will also remove the Next IEP date, Next Triennial date, disability, and all services from the SIS page and change the percentage in general education to 100%. Do not check Not Eligible. This box is only used for Initial Evaluations.

When you save this page with Exit Date and Exit Reason, all of the pages not needed for the student will drop off the list. The Student Information and Services page will have the information the way it needs to be for the IEP, but all the CASEMIS data will remain on the MIS page for CASEMIS reporting.

Students with disabilities transferring in from other countries would be considered initial referrals for Special Education assessment. (As above, District Administrator, in consultation with family, will temporarily assign the student into the most appropriate school setting while the assessment is being completed.)

4. Students transferring in from out of SELPA or out of state who will be referred to a program for services outside of the district-

For transfers from out of state, if the student will be attending a program in another district within the SELPA, it is the responsibility of the district of residence to determine eligibility. The district of residence must obtain records and either conduct new assessment or complete the Record Review, and present findings at the IEP meeting.

For any transfers from out of SELPA, if the student is to be served at a district other than the district of residence, the Interdistrict Referral Form and Consent for Release of Information form need to be sent to the serving district from the new district of residence. The 30 day review needs to be conducted by the district of service. See Local Plan Section 2. II.

Some students will move from one district to another within the SELPA and will continue to be served in a program in a district other than the new district of residence. In such cases, after the Enrollment Packet is received, a new Consent for Release of Information needs to be completed by the new district of residence. An Interdistrict Referral is not needed.

5. Homeless Students –

Students who are considered to be homeless with an IEP that move into another district within the SELPA have the right to continue to be served in the program provided by the former district of residence (District of Origin) as long as they remain homeless. This includes students living in shelters, and other temporary housing including with relatives, friends, in cars, etc. Homelessness will be established by the District Homeless Liaison.

If the decision is made to have the student continue to attend the program in the District of Origin, the student address on the SIS page will be changed, but the District of Responsibility and District of Service will stay the same. If it is decided that the student will be served in the new district, then both the District of Responsibility and District of Service will be changed. Transportation to the District of Origin will be provided by the District of Origin, but does not need to be noted on the IEP if it is not a Special Education Related Service. If the student establishes permanent residence in the new district during the school year, the right to return to the District of Origin remains throughout the school year, but transportation does not need to be provided once the student becomes permanently housed.