



## SECTION 6

# Learner Transfers Grade Level Transitions

### TRANSFERS

- From Another Minnesota School District
- From Another State
- Withdrawing from Charter School
- High Needs Learners

### GRADE LEVEL TRANSITIONS

- Transition Planning

## TRANSFERS

### **Learners With IEPs Moving Into Watershed High School**

IEP teams have several options in responding to incoming learners with current **IEPs**. The only option not available is to do nothing. Enroll the learner. Inform the appropriate person at your school immediately of the learner's special education status and resident district information if the student is a non-resident, open enrolled.

When a learner with an **IEP** enrolls, and it is unclear if the parent is a district resident, seek assistance from the principal, or building secretary to determine district of residence. Remember also to consider the need for a surrogate parent (See Section 3). For unique circumstances, contact your Director.

### **Learners Incoming From Another Minnesota School District (In-state Transfers)**

The entire in-take procedure can be very confusing and complicated in the sense that many students enroll without indicating what if any involvement they have had with Special Education in previous Districts. In order to clarify how to best address a student's Special Education needs when the records arrive after the student has enrolled three options have been designed.

#### **Option 1:**

*In this case, the records are reviewed by the Special Education staff and the initial review suggests the IEP could be accepted and implemented without changes.*

#### **Procedures:**

1. Call the parent and agree upon a mutually convenient time for the IEP meeting.
2. Complete the **Notice of Team Meeting**.
3. Confirm with the parent the day of the meeting. If the parent cannot attend in person, set up a conference call to accommodate the parent.
4. Review the IEP at the meeting and come to consensus that the IEP stands appropriate as written.
5. Complete page one **Student Data** page of the IEP.
6. Complete a new Service page.
7. Send a **Prior Written Notice**. (Suggestion: enclose a self-addressed stamped envelope.) Include a copy of parental safeguards.

(Revised 12/15/2011)

## Option 2

*In this case, the records are reviewed by the Special Education staff and it is determined that the student could be successful with some changes to the IEP.*

### **Procedures:**

1. The parent is contacted to determine a mutually convenient time.
2. A **Notice of Team Meeting** is sent out.
3. The parent is called to confirm the meeting. If the parent is unable to attend, a phone conference is set up.
4. The team determines the changes needed.
5. The service page has the changes highlighted.
6. A new service page is attached with the new language.
7. The **Prior Written Notice** becomes the cover page of IEP.
8. A **Prior Written Notice** with the 5 boxes filled out is sent to the parent for approval. (Suggestion: enclose a self addressed stamped envelope.) Include a copy of parental safeguards.

**\*\*Remember, the date of the IEP does not change using this procedure\*\***

## Option 3

*When the records arrive, it is discovered that the student has high needs (Ex: Previous placement was a self-contained EBD program), but the parent insists on continuing placement at the school.*

### **Procedures:**

1. The parent is contacted to determine a mutually convenient time for an IEP meeting.
2. A **Notice of Team Meeting** is sent out.
3. The parent is called to confirm the meeting. If the parent cannot attend, but wants the meeting to move forward, set up a conference call.
4. The team reviews the record and documents the concerns.
5. The student will receive comparable services in the new setting to meet his/her needs. The IEP team will meet at ongoing intervals to determine if the student is making progress in the school or if the IEP needs to be changed.
6. When the team has determined a plan for the student, the IEP may be written at a team meeting. The parent will be sent a **Prior Written Notice**. (Suggestion, include a self addressed stamped envelope). Include a copy of the Procedural Safeguards.

SNAP or CLASS students from Minneapolis Public – the IEP team will review the ER and determine if it is a valid ER, will determine if the disability of the student is clear and will determine if the ER meets required MN Criteria. If the team determines that all requirements are met, comparable services will be provided for the student. If additional testing is required the team will meet to develop an ER plan.

(See Memo from the Minnesota Department of Education dated March 31, 2003 regarding students with “SNAP” IEPs from Minneapolis Public Schools)

## MEMORANDUM

DATE: March 31, 2003

TO: Special Education Directors  
Other Interested Parties

FROM: Norena A. Hale, Ph.D.  
Director of Special Education

SUBJECT: Students Eligible For Special Education Under a Waiver From State Criteria  
Transferring To Another Minnesota School District

The purpose of this memorandum is to clarify district options and responsibilities for transfer students from a Minnesota school district which has a rule waiver for eligibility criteria. Only one district, Minneapolis Special School District #001 (Minneapolis) has such a waiver at this time, so the following explanation uses that waiver as an illustration.

Currently, Minneapolis has a waiver from the standards in Minn. R. 3525.1333 (Developmental Cognitive Disability) and Minn. R. 3525.1341 (Specific Learning Disability). This waiver allows Minneapolis to use its Problem Solving Model (PSM) which includes alternative evaluation procedures for identifying students eligible for special education. PSM protocols developed by CFL and approved for use with Minneapolis as part of its waiver meet federal standards which apply to all districts, but do not necessarily meet state criteria which create a more specific standard for eligibility.

Upon transfer to another Minnesota district, evaluation reports and IEPs for PSM students are controlling documents. This means that receiving districts must implement the active IEP. If there is doubt as to the student's eligibility or the suitability of that IEP, the receiving district must initiate a reevaluation and proceed as indicated by the results. Please note that during the course of this evaluation, the student continues to be eligible for special education services. The student's eligibility under PSM: Student's Needing Alternative Programming (SNAP) continues in the new district until a reevaluation and written report are completed which shows: 1) the student does not have a verifiable special education disability; 2) the student no longer requires special education services, and the student's parent(s) consent to the district's proposal to exit the student from special education; or 3) the student is eligible using state criteria. The new district may not cease implementing the active IEP upon transfer unless a change is agreed upon through the IEP process. A student has "stay put" rights to service based on the most recently agreed upon IEP. See 34 C.F.R. § 300.514(a).

When the receiving district ultimately conducts a reevaluation, whether this is done immediately as noted above or as part of the triennial review, the continuing eligibility decision for a transfer student must be based on state criteria using the conventional standards for SLD or DCD applied to reevaluations with other students, not the PSM (SNAP) standards.

If you have questions regarding the Minneapolis waiver or this memorandum, please contact Ken Kalamaha at 651.582.8584.

## Learners Moving In From Another State (Out of State Transfers)

**Special education services cannot begin until a Minnesota IEP is developed and parental permission given. IEP** teams must consider Minnesota categorical eligibility. The IEP team must also consider the amount of time the learner has been in special education, type of **IEP** goals, progress achieving goals/objectives and existing evaluation data when applying Minnesota eligibility criteria. **A learner's first IEP in Minnesota is an initial IEP and requires signed parent permission before implementing the IEP.** Inform the appropriate person at your school immediately of the learner's special education status and resident district information if the student is a non-resident, open enrolled.

### Option 1

Convene an IEP meeting immediately, not to exceed ten school days from enrollment date. Access the most recent **IEP**, progress notes and evaluation data, if available. Develop an initial **IEP** using the incoming existing information. Services, goals, and adaptations remain the same. The annual **IEP** date remains the same as the incoming **IEP** indicates.

Consider selecting this option when:

1. Incoming **IEP** is complete,
2. Evaluation report is recent and complete,
3. Categorical eligibility can be documented using the appropriate eligibility criteria checklist, and,
4. Learner demonstrates a continuing need.

### Option 2

Convene an IEP meeting immediately, not to exceed ten school days from enrollment date. Access the most recent **IEP**, progress notes and evaluation data. Develop an interim **IEP** (not to exceed 60 school days), and an evaluation plan using **Notice of Educational Evaluation/Reevaluation Plan**.

Consider selecting this option when:

1. Further evaluation is needed (this is an initial evaluation, requiring parent signature),
2. Categorical eligibility is not clear and must be evaluated,
3. Observation and monitoring of the learner is needed,
4. Waiting for additional learner records to arrive, and/or,
5. Considering possible discontinuance of special education services.

### **Option 3**

Convene an IEP meeting immediately, not to exceed ten school days from enrollment date. Access the most recent **IEP**, progress notes and evaluation data. Develop a new annual **IEP**.

Consider selecting this option when:

1. The IEP team determines that a change in services and/or adaptations is indicated. A service listed in the incoming **IEP** does not obligate the district to provide those same services. **IEP** teams may arrive at different conclusions about services based on the data provided by the incoming special education records.
2. The incoming **IEP** is poorly written in terms of goals, objectives, etc. and must be rewritten.
3. Categorical eligibility can be documented using the existing data and appropriate eligibility criteria checklist.

### **Option 4**

Convene an IEP meeting immediately, not to exceed ten school days from enrollment date. Access the most recent **IEP**, progress notes and evaluation data, if available. If the IEP team suspects the learner no longer is in need of special education services, follow these steps:

Consider selecting this option when:

1. At the IEP meeting, develop an initial evaluation plan using *the **Notice of Evaluation/Reevaluation Plan.***
2. Conduct the evaluation and summarize results on the ***Evaluation Report.***
3. Convene a meeting and summarize reasons for discontinuation using ***Prior Written Notice and Parental Consent/Objection Form***

## **Public School Transfers within --- District**

The forwarding school is responsible for a smooth transition, which includes:

1. Sending the special education records to the receiving school.
2. Consulting with the receiving school staff.

The receiving school is responsible for ensuring special education services continue uninterrupted, which includes:

1. Forming a new IEP Team to implement the **IEP** including scheduling services and adaptations and/or considering changes.
2. Reviewing the special education learner records.

## **Learners Withdrawing from --- School (Out of District Transfers)**

The IEP Manager is responsible to:

1. Review the special education learner records and organize according to directions in Section 8.
2. For learner's moving to another District in Minnesota, mail copies of the most recent **IEP** and **Evaluation Summary Report**.
3. For learner's moving out-side of Minnesota request a signed **Consent to Release Private Data** before mailing copies of the IEP and ER.

**Notify the building MARSS staff to withdraw the learner from MARSS.  
Notify the appropriate staff person to move the learner's records to inactive.**

**SPECIAL EDUCATION  
SCHOOL TRANSITION PLANNING  
(OPTIONAL: TO BE USED WITH GRADE LEVEL/IEP TEAMS)**

Learner: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_  
Area(s) of Disability: \_\_\_\_\_ IEP Manager \_\_\_\_\_  
Recommended placement: \_\_\_\_\_  
Educationally relevant medical/health information: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Physical limitations that require classroom adaptations / modifications:

\_\_\_\_ Vision: \_\_\_\_\_  
\_\_\_\_ Hearing: \_\_\_\_\_  
\_\_\_\_ Motor: \_\_\_\_\_  
\_\_\_\_ Health: \_\_\_\_\_  
\_\_\_\_ Other: \_\_\_\_\_

Related Services: Occupational Therapy (OT) \_\_\_\_\_ Adaptive P.E. (DAPE) \_\_\_\_\_  
Physical Therapy (PT) \_\_\_\_\_ Social Worker \_\_\_\_\_  
Speech / Language (S/L) \_\_\_\_\_ Paraprofessional \_\_\_\_\_

Things learner likes / interests / talents:

1. \_\_\_\_\_ 2. \_\_\_\_\_ 3. \_\_\_\_\_

**Abilities** (memory, maturity, hands-on projects, direction following, problem solving, independence):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

**Reading** (desire to read / listen, decoding, expression):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

**Math** (money, time, math facts, problem solving):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

**Written Language** (handwriting, writes notes, creativity):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

**Communication** (vocabulary, states needs, asks questions, seeks help, fluency):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

**Behavior** (cooperation, temperament, attitude, work completion):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

**Social Skills** (types of friends, interactions):

Strengths: \_\_\_\_\_

Areas to Improve: \_\_\_\_\_

List any **behavior management techniques** / interventions which have been successful:

\_\_\_\_\_

**Circle the activities that the student will need assistance with:**

- |  |  |
|--|--|
| <input type="checkbox"/> academic activities   | <input type="checkbox"/> classroom routine |
| <input type="checkbox"/> mobility              | <input type="checkbox"/> eating            |
| <input type="checkbox"/> transitions           | <input type="checkbox"/> toileting         |
| <input type="checkbox"/> organizational skills | <input type="checkbox"/> other: _____      |

**Suggested classroom modifications** (circle all that apply)

- |  |  |
|--|--|
| <input type="checkbox"/> extended time                               | <input type="checkbox"/> highlighted texts or reading material |
| <input type="checkbox"/> content vocabulary preview or reinforcement | <input type="checkbox"/> partial assignments                   |
| <input type="checkbox"/> alternative assignments / projects          | <input type="checkbox"/> taped texts or reading materials      |
| <input type="checkbox"/> use of computer                             | <input type="checkbox"/> use of calculator                     |
| <input type="checkbox"/> grading modifications                       | <input type="checkbox"/> assessment modifications              |
| <input type="checkbox"/> assignment / homework reminders             | <input type="checkbox"/> visual aids                           |
| <input type="checkbox"/> material modifications                      | <input type="checkbox"/> small group instruction               |

Which adaptations, modifications or activities have NOT been successful?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Please add other pertinent information:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_