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## Move In Students

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Upon receipt of a file for a new student who will be moving into your district, the file could be given to the school psychologist for reviewal, prior to giving to the expected case manager.

### **If the student is transferring from a different Minnesota school:**

- 1) Review the Evaluation Report and IEP - as soon as possible upon the student registering with your district.
  - a) For the Evaluation Report ensure that student met criteria based on MN guidelines.
    - i) If child appropriately met criteria, no evaluation will need to be completed (assuming the previous evaluation was completed within the past three years).
    - ii) If team determines that categorical criteria was not met at the time of the previous Evaluation Report, the team should recommend that a new evaluation should be completed to determine if the child meets criteria based on MN standards. Of note, it is not very often that a child coming from a different MN school does not appropriately meet criteria.
  - b) For the IEP, review the information and assess how the new district can accommodate the various pieces of the IEP.
- 2) After reviewing the Evaluation Report and IEP information:
  - a) Prepare to provide comparable Special Education services the first day the child attends. You will need to call or contact the parent in some way and follow one of the two options below:
  - b) If it is determined that minimal changes will be made to the child's plan, contact the parents and, at a minimum, offer to meet to explain that the district will continue to provide comparable services to the child. Ensure that the parents are in agreement with the proposed plan to continue services. If there are minimal changes made, legally it is unnecessary to have an official IEP meeting. If the case manager feels more comfortable having the parents come in for a meeting to discuss the student and the IEP, that is ok. WCED best practice is to summarize your decisions with a Prior Written Notice, including the parent consent page. You should not wait for signed consent to provide comparable services.
  - c) If it is determined that significant changes (e.g. changing reading service times from 10 minutes per day to 40 or providing all push-in services rather than pull-out) will be made to the IEP, an official IEP meeting, with all necessary team members, needs to be scheduled within about 10 days (the actual amount is not directly stated in MN law and WCED has a 10-day best practice expectation) of the child beginning school in the new district. Provide comparable services until the IEP meeting is held.

- 3) If a meeting is scheduled, discuss results of your review of the information from the previous district and explain to parents how your district would like to proceed.
  - a) Determine if there will need to be a modification of service times and/or goals.
  - b) Determine if an evaluation need to be completed to gather further information to determine if the child meets criteria.
- 4) Determine if there will be an amendment to the IEP or if a new IEP will be written given the number and extent of changes needing to be made. If this is an amendment to the IEP and the team is not using this meeting as the annual IEP meeting date, the team will need to meet again on or before the date of the previous IEP meeting. If you are rewriting or amending the IEP, make appropriate/discussed changes and send the parents the amended/new IEP and a Prior Written Notice within ten days of the meeting.
- 5) If you are going to conduct an evaluation:
  - a) Continue providing comparable services until the completion of the evaluation.
  - b) For this evaluation, the child will need to meet initial criteria as the team is saying that student did not meet initial criteria (which is why we are conducting an evaluation).
  - c) Upon completion of the evaluation, schedule a meeting to discuss the results of the evaluation and determine if the student meets MN criteria.
  - d) If student meets criteria, proceed into IEP planning as you typically would. Complete the necessary IEP and Prior Written Notice paperwork you typically would.
  - e) If student does not meet MN criteria explain that comparable services (those that were being provided based on the previous district's IEP) will be discontinued. Determine a date that these services will be discontinued. Send home a Prior Written Notice explaining the district's proposal and process completed to reach this proposal. Treat this as a Did Not Qualify Prior Written Notice and do not require a signature.

**If the student is transferring from an out-of-state school:**

- 1) Review the Evaluation Report and IEP.
- 2) Begin providing comparable services to the student as he/she was receiving at his/her previous district.
- 3) Schedule a meeting within about ten days (the actual amount is not directly stated in MN law and WCED has a 10-day best practice expectation) of the student starting school and receipt of educational records - this does not have to be an entire team
- 4) Prepare to complete an evaluation, including an Evaluation Plan, to determine if the student meets MN criteria. Even though child was receiving services in a different state, the evaluation you will be conducting will be an initial evaluation and the student will need to meet initial MN criteria as he/she has not met criteria in MN before. If appropriate, you can use data from the previous evaluation in the other state.
- 5) At the meeting scheduled within about 10 days of the child beginning school, discuss the need to complete an evaluation to determine MN eligibility. Let parents know that comparable services will be provided during the completion of the evaluation.
- 6) Complete the evaluation as would typically be completed for any initial evaluation.
- 7) Schedule the Evaluation Report meeting within 30 days of receiving consent for testing.
- 8) At the Evaluation Report meeting, discuss the results of the evaluation and determine if student meets MN criteria.

- a) If student meets criteria, proceed into IEP planning as you typically would. Write an IEP and send home with a Prior Written Notice. This is an initial IEP so a signature is required prior to implementing the new IEP.
- b) If student does not meet MN criteria explain that comparable services (those that were being provided based on the previous state's IEP) will be discontinued. Determine a date that these services will be discontinued. Send home a Prior Written Notice explaining the district's proposal and process completed to reach this proposal. Treat this as a Did Not Qualify Prior Written Notice and do not require a signature.

**Additional situations that may occur:**

- 1) The parent self reports that the child is on an IEP and receives special education services and you don't have records yet:
  - a) Contact previous district and determine if child was on an IEP and ask that special education records be sent ASAP.
  - b) Proceed as is indicated above depending on where child was previously attending school.
- 2) The records from the previous district have an IEP in them and the parents tell you they want the child to try without special education services since it is a new school.
  - a) Schedule a meeting with the parents to discuss their request.
  - b) Explain to the parents what the implications are for a discontinuing special education services.
  - c) If they continue to request discontinuing services, create a Prior Written Notice saying that the district would like to continue providing services and that parents would like services discontinued. It would be good to summarize the conversation from the meeting with parents in this Prior Written Notice.
- 3) Parents do not report that their child is on an IEP and you don't immediately (upon beginning school in your district) find out that the child is on an IEP until after the child begins school and the records arrive.
  - a) Document when the records were received by the district.
  - b) Proceed as is indicated above depending on where the child was previously attending school.

**Family Enrolls Over the Summer:**

1. If family noted on enrollment forms that the child has an IEP, office will notify the building administrator and request records from previous school asap.
2. Administrator will notify school psych or special education case manager in August.
3. Case manager will contact family and discuss IEP/needs.
  - a. If IEP can be amended as is, a PWN will be completed, sent to family and student will start on Day 1 with amended IEP.
  - b. If IEP cannot be amended and implemented as is, IEP meeting must be set up during workshop week so IEP can be created and student can start with new implemented IEP on Day 1.