



Move In Students

Upon notification that a student who receives support through special education will be moving into your district, the principal should be made aware and the determination of who the case manager will be should be made. The school psychologist/special education facilitator should also be notified. Once records have been received, review the information and follow the appropriate pathway described below. The case manager will likely be the person who is leading this process (reviewing records, making contact with parents, scheduling a meeting, if appropriate). If the case manager has concerns about the paperwork that has been received, please contact your district's school psychologist/special education facilitator for support.

Student is transferring from a Minnesota (MN) school or from out of state:

- 1) Review the Evaluation Report (ER) and Individual Education Plan (IEP) as soon as possible
 - a) Evaluation Report: ensure that the student met eligibility criteria based on MN guidelines. The data can be anywhere in the ER and does not need to be specifically laid out in the criteria section.
 - i) If the student appropriately met criteria, no evaluation will need to be completed (assuming the previous evaluation was completed within the past three years).
 - ii) If the ER does not contain the data needed to determine if the child met MN criteria, an evaluation will need to be completed.
 - b) Individual Education Plan: review the services, goals and accommodations specifically to ensure the district can provide comparable services. The minutes of service may vary due to scheduling.
 - c) Begin providing comparable service(s) the first day the student attends school.
- 2) Contact the student's parents to discuss findings from the ER and IEP.
 - a) If information in the ER indicates that the student meets criteria and the IEP is current with no significant modifications needed, West Central Education District (WCED) recommends offering an IEP meeting to meet the family to review needs and services and discuss timelines, etc. Following the meeting (or if parents decline a meeting), amend the IEP to reflect any changes that will occur (there may be situations where nothing is changing and an amendment is unnecessary), complete a Prior Written Notice (PWN) summarizing the findings and send it to parents with a consent form. In the PWN, document that based on the information received, the student meets MN eligibility criteria. You are not required to receive signed consent prior to providing service if the student was already receiving special education services in their previous district.
 - b) **Please note**: regardless of whether or not an amendment is being made to the student's IEP, a PWN/consent needs to be sent to families to indicate the plan for the student (e.g. continuing with IEP as written in previous district, amending specific pieces, etc.) and that MN criteria has been met.

- c) If a new ER needs to be completed OR it is determined that significant changes need to be made to the IEP (e.g. changing reading service times from 10 minutes per day to 40 minutes or providing all push-in services rather than pull-out), an IEP meeting is required within about 10 days of the child beginning school in the new district. The district will need to continue providing comparable services until the IEP meeting is held. This IEP meeting will be like any other IEP meeting and follows all due process requirements. At this meeting, the team can determine if they will rewrite or amend the IEP given the changes that need to be made. If an evaluation will be completed, discuss this with the student's parents. If no evaluation is being completed due to the student meeting MN eligibility criteria, document this information in the PWN/consent that is sent following the IEP meeting.
- 3) If an evaluation is required:
- a) Continue providing comparable services until the completion of the evaluation.
 - b) Upon completion of the evaluation, schedule a meeting to discuss the results of the evaluation and determine if the student meets MN criteria.
 - c) If the student meets criteria, proceed into IEP planning as you typically would. A new IEP and PWN is required after a new ER.
 - d) If the 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 PWN and consent explaining the district's proposal and process completed to reach this proposal. This situation can be treated as a Did Not Qualify Prior Written Notice (see guidance regarding this). The case manager will notify the MARSS coordinator to indicate that the student is no longer receiving special education services.

Additional situations that may occur:

- 1) Information received from the previous district indicates that the student is currently receiving services in a Setting IV placement:
 - a) Follow the same process listed above regarding records (access records, ensure the Principal and School Psychologist/Special Education Facilitator are aware of the student moving in).
 - b) Notify West Central Education District's Program Administrator and/or Special Education Supervisor so they are aware of the situation.
 - c) Schedule a meeting with the student's family (and student, depending on age) to review current information regarding the student, discuss programming options that are available and create a plan for the student's education. It is recommended that West Central Education District's Program Administrator and/or Special Education Supervisor are part of this meeting to support planning.
- 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 discontinuing special education services.
 - c) If parents continue to request discontinuing services, ask them to document this request in writing. Once this is received, send the "Prior Written Notice (PWN) Revocation of

consent” to parents. It may also be beneficial to reach out to the previous district to ensure that the process of revoking services was not initiated prior to moving into the district.

- 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 student begins school and the records arrive.
 - a) Document when the records were received by the district.
 - b) Proceed as is indicated above.
- 4) The family or student notifies the school that the child received special education services and the previous district does not send documentation, upon request. It is recommended that you involve the district's School Psychologist/Special Education Facilitator.
 - a) Reach out to the previous school and ask for records or ask the parent if they have records. Document the district's attempts to obtain records.
 - b) Hold a meeting with the parent and discuss the situation.
 - c) The School Psychologist/Special Education Facilitator will support this process and determine how to proceed based on the information the district has. Two potential options:
 - i) The student may be provided general education interventions and accommodations until records can be obtained or an initial evaluation is completed.
 - ii) The student may be referred to the district's problem solving team and follow the intervention process.
 - d) Proceed as above once records are received.

Information Regarding Requesting Special Education Records:

- 1) The district should follow the same process used for requesting records for a student who does not receive special education services (e.g. if the administrative assistant or school counselor typically requests records for students who are transferring into the district, this same person should be requesting special education records).
- 2) Specific Special Education records that should be sought:
 - a) Current Evaluation Report (ER)
 - b) Evaluation Plan with signed parent consent form that goes with current ER.
 - c) Current Individualized Education Plan (IEP)
 - d) Prior Written Notice (PWN) that goes with current IEP
 - e) Signed parent consent form that goes with current IEP/PWN
 - f) Progress Reports for most recent IEP
- 3) Note: Many districts within Minnesota use SpedForms. Due to this, a student's file can be sent digitally to the district's School Psychologist/Special Education Facilitator or WCED's Special Education Supervisor. Once the student's file received by someone within WCED, the information can then be transferred to the person who will case manage the student.