

## Section 17

### Procedures for Move-In Special Education Students

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#### A. Responsibility for Move-in Process

1. The student's home school is responsible for the following:
  - a. The student is registered in Portland Public Schools at his or her home school. (Students who are 18-21 with modified or extended diploma or certificate of attendance may register directly at the Community Transition Program.)
  - b. The school secretary requests the regular and special education records from the previous school district, including requesting that a copy of the most recent IEP, placement and eligibility paperwork be immediately faxed to the school.
  - c. If a review of the IEP indicates that the student's needs can be met with general education with special education support, a special education staff member confers with the parent regarding previous placement and services and immediately implements the IEP. (See "Move in Process" below).
  - d. If there are questions about the previous district's services or service delivery model, the special education staff member contacts the previous school personnel for more information.
2. If a review of the IEP indicates that the student needs a more restrictive environment (special class or special school):
  - a. School staff immediately scan and send (or fax) IEP, placement and eligibility special education paperwork to the special education program administrator and special education TOSA.
  - b. The special education program administrator confirms a school/site location.
  - c. The special education TOSA will complete preliminary steps for move-in process:
    - (1) Confer with the parent about location and preliminary steps of the move-in process;
    - (2) For out of state students, complete the prior written notice;
    - (3) For in state students, complete the PPS IEP demographics page.
    - (4) Submit TD-7 to get transportation started.
    - (5) Send all paperwork to receiving school and the parents.

## **B. Students Moving in to PPS from another Oregon School District**

1. Students with IEPs from other Oregon districts are eligible for special education services in PPS.
2. Any further evaluations are considered re-evaluations. If paperwork is missing from the student's file, or if the IEP does not seem to be meeting student's needs, a re-evaluation may be necessary.
3. PPS must provide FAPE, including services comparable to those in the previous district's IEP, in consultation with the parents, until PPS adopts the previous district's IEP or develops, adopts and implements a new IEP.
4. Move-In IEP Process:
  - (a) Review IEP from previous district and determine whether changes are needed to IEP/placement for student's needs to be met in PPS.
  - (b) If no changes are needed to the move-in IEP/placement:
    - a. Fill out the transfer IEP in the Transfer process using the goals and services from the move in IEP.
    - b. Complete a PWN stating that you are accepting the IEP as is.
    - c. Give Parent copy of all new paperwork.
  - (c) If changes are needed to the move-in IEP/placement, schedule and hold an IEP/placement meeting as quickly as possible. In the meantime, implement services comparable to what is on the IEP from the previous district. At the IEP/placement meeting:
    - a. Treat the changes as an IEP revision (unless annual IEP is due). The resulting IEP may be a combination of the previous IEP with new pages added. For example, you may have the previous present level and goal pages with a new service summary page. If the resulting IEP is a combination of old and new, scan the whole IEP, with new and old pages, into OR SPED as an attachment.
    - b. If a change is needed to placement, create a new placement page.
    - c. Complete Notice of Special Ed Action describing the changes.
    - d. Give parent copy of all new paperwork.
  - (d) Either way, if transportation is on the IEP, complete a TD-7 to get transportation started.
  - (e) Be sure to give data clerk all sped records from previous district, including eligibility determination from previous district.

## **C. Students Moving in to PPS from out of State**

1. Students with IEPs from outside of Oregon are treated as initial evaluations. The evaluation must be completed as expeditiously as possible.
2. PPS must offer the student a FAPE, including services comparable to those in the previous district's IEP, in consultation with the parents, while an evaluation is being conducted.
3. Move-in IEP Process:
  - a. Review IEP from out of state. If the IEP/placement can be implemented as written, prepare and send a prior notice of special education action which says *"PPS will provide Special Education services comparable to those in the previous IEP while an evaluation is being conducted."* (See sample.)
  - b. Schedule evaluation planning meeting to review existing information in student's file and determine what additional information, if any, is needed to determine Oregon eligibility for special education. Use **Initial Evaluation** checklist. If appropriate, use parent consent to obtain any information from outside sources to assist in eligibility determination. The evaluation must be completed within 60 school days of signed consent.
  - c. If, in the interim before the evaluation is completed, the out of state IEP/placement needs to be revised, the team must schedule and hold an IEP/placement meeting as quickly as possible. In the meantime, implement services comparable to what is on the IEP from the previous district. At the IEP/placement meeting:
  - d. Treat the changes as an IEP revision (unless annual IEP is due). The resulting IEP may be a combination of the previous IEP with new pages added. For example, you may have the previous present level and goal pages with a new service summary page. If the resulting IEP is a combination of old and new, scan the whole IEP, with new and old pages, into OR SPED as an attachment.
  - e. If a change is needed to placement, create a new placement page.
  - f. Complete Notice of Special Ed Action describing the changes and stating that the IEP is interim pending completion of evaluation and eligibility determination. (See sample.)
  - g. Use **Initial IEP and Placement** checklist.
  - h. Give parent copy of all new paperwork.
  - i. Be sure to give data clerk all sped records from previous district along with prior written notice (step 1) and new meeting packets (evaluation planning, eligibility,

IEP/placement). Include any outside evaluations provided by parents, etc., in packet to data clerk

#### **D. Questions & Answers**

**1. What happens if staff do not know that a student has an IEP and later learn that the student does have an IEP?**

If District staff do not know that a student has an IEP, they should treat the student as a general education student. If staff later find out the student has an IEP, obtain the IEP as soon as possible. Once the District has the student's IEP and is making decisions regarding services and placement, the team must take into account information about the student's performance as a general education student. Because there is new information, decisions may not be based solely on the student's former IEP and placement. (This would be part of the "existing information" that is considered by the team.)

**2. How quickly must services and placement begin for a move-in student with an IEP?**

General education services must begin as they would for any general education student enrolling at the school. Special education services must be provided within two school days of enrollment.

**3. What if the previous district is not sending necessary records?**

Document all attempts to get the records, include phone calls, emails and faxes. If after several attempts staff are unsuccessful at getting records, contact your special education data clerk and program administrator.

**4. Is parent consent required to get records from the previous school district?**

No. Staff do not need written consent to request or obtain the IEP or placement form (or any other student records). The disclosure of confidential information between a student's former school and his or her new school is an exception to the parental written consent requirement. However, some out of state some schools may still require this. If the former school requires parent consent, have the parent sign a consent form for the release of confidential information. If a parent refuses, staff must document their attempts to obtain consent.