

SPECIAL EDUCATION PROCEDURE	
District Name	Warren Woods Public Schools
Subject/Topic of This Procedure	<i>TRANSFER STUDENTS WITH DISABILITIES (TSD)</i>
Date Procedure was Adopted or Revised	06/19/2023

Legal Requirement with Citation	<p>§300.323 of the Individuals with Disabilities Education Act (IDEA) describes the process for providing a free, appropriate, public education to students who transfer into the school district from another district from within the State or from another State, within the same school year. The new school district, in consultation with the parents, must provide a free, appropriate, public education (FAPE) to the child, including services comparable to those described in the child’s IEP from the previous district, until the new school district either adopts the child’s IEP from the previous district or conducts an evaluation for transfers from another State pursuant to §§300.304 through 300.306 (if determined necessary by the new public agency), develops, adopts, and implements a new IEP that meets the applicable requirements in §§300.320 through 300.324.</p> <p>§300.503 of the Individuals with Disabilities Education Act (IDEA) describes the required content of Prior Written Notice Written. Notice must be given to the parents of a child with a disability a reasonable time before the school district:</p> <ul style="list-style-type: none"> • Proposes to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child; or • Refuses to initiate or change the identification, evaluation, or educational placement of the child or the provision of FAPE to the child. <p>Notice must include all the following:</p> <ul style="list-style-type: none"> • A description of the action proposed or refused by the district. • An explanation of why the district proposes or refuses to take the action.
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	<ul style="list-style-type: none"> • A description of each evaluation procedure, assessment, record, or report the district used as a basis for the proposed or refused action. • A statement that the parents of a child with a disability have protection under the procedural safeguards of this part and, if this notice is not an initial referral for evaluation, the means by which a copy of a description of the procedural safeguards can be obtained. • Sources for parents to contact to obtain assistance in understanding the provisions of IDEA. • A description of other options that the IEP Team considered and the reasons why those options were rejected. • A description of other factors that are relevant to the district’s proposal or refusal. <p>The notice must be:</p> <ul style="list-style-type: none"> • Written in language understandable to the general public; and • Provided in the native language of the parent or other mode of communication used by the parent, unless it is clearly not feasible to do so. <ul style="list-style-type: none"> ○ If the native language or other mode of communication of the parent is not a written language, the district must take steps to ensure that the notice is translated orally or by other means to the parent in his or her native language or other mode of communication; that the parent understands the content of the notice; and that there is written evidence that these requirements have been met.
<p>Under what circumstances will this procedure be used?</p>	<p>Used when a student with an IEP transfers into the school district from another district within the same school year.</p> <p><i>NOTE: There are other times in the IEP process when Prior Written Notice may be required; those other situations are addressed in a separate procedure entitled "Prior Written Notice."</i></p>
<p>Who will implement this procedure?</p>	<p>Staff involved in the registration/enrollment process and/or special education service providers and IEP Team members from the school district, including (but not limited to) special education teachers and related services staff</p>

Describe the steps in this procedure.

1. Upon enrollment, the district will determine, through a review of available records and/or consultation with the parent, whether the student had an IEP in the previous district.
 - a. The individual responsible for determining whether a newly enrolled student has an existing IEP is the Special Education Tienet Liaison
2. As soon as the district becomes aware that the student had an IEP in the previous district, the district will consult with the parent regarding how a FAPE will be immediately provided to the student in the new district. The following individual is responsible for consulting with the parent: The Special Education Administrator.
3. Consultation with the parent may occur in-person, over the phone, via email, or through other virtual means, but will include the opportunity for meaningful, two-way communication. Consultation will include a review of the existing IEP and discussion regarding:
 - a. What programs, services, and supports did the student receive in the previous district?
 - b. Is the new district able to implement the existing IEP exactly as written?
 - c. If the new district cannot implement the IEP as written, what programs, services, and supports will the new district provide to approximate the existing IEP for (up to) the first 30 school days in the new district?
4. Decisions resulting from the consultation will be documented on the PowerSchool Special Programs TSWD form.
 - a. If, after the consultation, the district intends to implement the existing IEP as written, the parent will be provided with Prior Written Notice of this decision.
 - NOTE: *This includes situations where the district intends to continue a student in a center program in which the student is currently enrolled under the existing IEP.*
 - b. If, after the consultation, the district determines it will not adopt the existing IEP as written, the TSWD form will describe the programs/services that will be provided immediately to the student for (up to) the first 30 school days of enrollment in the new district.

	<p>5. After documenting the decisions about the immediate offer of a FAPE on the TSWD form, the district provides the parent with Prior Written Notice (PWN) of the district’s immediate offer of a FAPE using the TSWD form.</p> <ul style="list-style-type: none"> a. The following individual(s) are authorized to sign the TSWD form: Special education administrator. b. The following individual(s) may be responsible for providing PWN to the parent: The special education administrator or SE Tienet Liaison. <p>6. If the district does not adopt the existing IEP exactly as written, a new IEP will be conducted, and a new offer of a FAPE will be made within 30 school days of enrollment. The persons responsible for ensuring that the IEP is conducted in a timely manner are the building teacher consultant, school psychologist and the special education administrator.</p> <p>7. Students who transfer in from a district <u>outside</u> the state of Michigan require an initial special education evaluation in Michigan. In these cases, the following additional steps apply:</p> <ul style="list-style-type: none"> a. Consider the need for a REED (technically not required but strongly recommended.) <ul style="list-style-type: none"> • Consider what evals are already on file. • Determine what additional assessments are necessary to determine initial eligibility in Michigan. • Complete the Evaluation Plan section of the PowerSchool REED/Consent form. • Request parent consent to evaluate. b. Complete an initial MET and initial IEP within 30 school days. (“initial” because it’s the 1st one in Michigan.) <p>For more detailed information see separate but related procedures relative to <i>REED Process, Initial Evaluations, and Reevaluations</i>.</p>
<p>What forms are necessary to implement this procedure?</p>	<p>TSWD form from PowerSchool Special Education. REED/Consent form for out-of-state transfer students.</p>
<p>How, when and by whom will this</p>	<p>Compliance with this procedure is documented on the TSWD form by the Special Education Administrator.</p>

procedure be consistently documented?	
How, when and by whom will this procedure be routinely supervised?	<p>Compliance with the requirements to immediately provide FAPE to transfer students with disabilities will be supervised by the Special education administrator.</p> <p>TSWD forms and practices will be reviewed for compliance monthly based on a random sample.</p>
How, when and by whom will changes to this procedure be communicated?	<p>Changes to this procedure will be communicated by the Special education administrator.</p> <p>Changes to this procedure will be communicated annually and as a result of MDE guidance.</p> <p>Changes will be communicated using the district website, hard copies to staff and scheduled professional development.</p>