



Procedure to Support Incoming, Mid-Year Transfers of Students with Complex Needs

The School's Front Office will...

- Enroll the student
- Request the parent provide a copy of the student's IEP
- Send any special education documentation directly to Kristin Hutt in the Special Education Office

The Special Education Director/Assistant Director will...

- Conduct an IEP/file review in order to (as appropriate):
 - Determine program placement
 - Assess staffing needs
 - Conduct an equipment needs assessment
 - Review evacuation and/or crisis plans
 - Determine any additional needs such as medical plans or transportation services
- Notify building principal and appropriate special education case manager of placement
- Work to order necessary equipment
 - Notify parent regarding the timing of equipment provision
- Determine a start date (typically after the transfer IEP meeting)

The Special Education Case Manager will...

- Collaborate with the Special Education Administrator to arrange adult support as needed
- Review and adjust student evacuation and/or crisis plan in coordination with appropriate staff
- Review health plan with the school nurse
- Implement the existing IEP as written until the transfer IEP meeting
- Schedule a follow up meeting to occur between 2-3 weeks after the student's start date:
 - Program review IEP meeting if the student is struggling and IEP amendments are anticipated;
 - Staffing meeting if the student is doing well and IEP amendments are NOT anticipated.

The Special Education Administrative Assistant will...

- Immediately schedule a transfer IEP meeting, which may or may not be before the start date
 - Invite the following individuals to said transfer IEP meeting:
 - Assigned Case Manager(s)
 - Related Service Providers as appropriate
 - Classroom Teacher
 - Special Ed Admin
 - Building Admin
 - School Nurse (as appropriate)
- Collaborate with the special education case manager to schedule a follow up program review IEP meeting