

POLICY 12

**INTERDISTRICT TRANSFERS
OF SPECIAL EDUCATION PUPILS**

Adopted by Superintendents' Council 12/7/87
Revised 12/2/91, 12/4/00

SONOMA COUNTY SELPA

INTERDISTRICT TRANSFER OF SPECIAL EDUCATION PUPILS

When students require special education placement in programs other than those operated by their district of residence, or are being transferred back to their district of residence, placement shall be made in an appropriate program through a coordinated IEP Team meeting involving the district of residence and the district of service. While the procedure outlined below emphasizes the importance of cooperation and collaboration, and while it is incumbent upon the district of service to execute its responsibility as if it were the district of residence, it is understood that in all cases where a child is placed out of his/her district of residence, ultimate responsibility for placement, program, and due process issues remain with the district of residence. For the purposes of this document, the Sonoma County Office of Education is considered to be, and referred to as, a “district.” This policy does not apply to the intra-district transfer of students from one classroom to another within the same district. It is clearly understood that intra-district transfers, matriculations or new class assignments will be facilitated to the maximum extent possible by the district.

- I. The administrator, or designee of the district of residence shall:
 - A. Ensure that all of the following data is accurate and present for review:
 - Student Name
 - Birth Date
 - Parent Names
 - Address
 - Phone Number(s)

All medical and/or health and developmental assessment information must be current. Academic assessments will have been conducted within the academic year and a psychological evaluation within two years. If a student is due for a three-year evaluation within five months of the impending transfer, the district of residence must have completed all psychological and academic assessments prior to the student’s entry into the district of service's program.
 - B. Notify the administrator or designee of the potential district of service of the request to consider a student for placement, and provide an opportunity for a staff member from the potential district of service to observe the pupil in question.
 - C. Distribute copies of all assessment reports and IEPs to appropriate staff of the district of service at least three days in advance of the scheduled Joint IEP Team meeting.

- D. Coordinate the opportunity for parents to visit potential program placements.
 - E. Coordinate the scheduling and notification of parents and staff members of both districts of the Joint IEP Team meeting.
 - F. Coordinate with the district of service, the arrangements of the transportation of the student to the new school. In all cases, the district of residence if financially responsible for all transportation.
 - G. Conduct the Joint IEP Team meeting and assume all of the duties described for IEP Team meetings.
 - H. Forward all relevant student records to district of service as soon as possible after the Joint IEP Team meeting.
- II. The administrator or designee of the district of service shall:
- A. Send a representative to all IEP Team meetings called for this purpose.
 - B. Invite appropriate district of residence special education staff to annual IEP review meetings.

When an appropriate placement cannot be found by the district of residence administrator or designee, a request for assistance may be made to the SELPA office. In such cases, the following will apply (even though assistance is requested, the district of residence retains responsibility for all aspects of program placement and due process procedures):

- III. The administrator or designee of the district of residence shall:
- A. Notify a SELPA Program Specialist of the need for an inter-district placement, which potential districts have previously declined to accept the student, and reasons for declining.
 - B. Forward all current data referenced in Section 1-A to the SELPA Program Specialist.
- IV. The SELPA Director or the SELPA Program Specialist shall:
- A. Review all assessment reports, IEPs, and procedures.
 - B. Notify the district of residence of the need for any missing data or procedural inaccuracies.

- C. Search for an appropriate program placement as close to the district of residence as possible, keeping in mind the instructional needs of the pupil and, as much as possible, minimizing the travel time he/she will experience.
- D. Notify potential districts regarding the need to consider a student for placement, and forward all pertinent data to the administrator or designee of the potential districts.
- E. Provide parents the option to visit classes identified as potentially appropriate, and coordinate such visitations once a district has expressed a willingness to accept the student.