

Procedures for Implementation of Special Education Services for a Transfer Student

1. If a student with a disability who receives special education services through an Individualized Education Program (IEP) transfers into the District over the summer but prior to the start of the school year, whenever feasible, the District shall convene a CSE meeting to develop and recommend an IEP before the initiation of the new school year and provide access to the IEP to staff and providers before the first day of school.
2. If a student transfers into the District prior to the start of the school year, or at any point during the school year, upon notification that a transfer student has an IEP, the Director of Special Education or their designee will request an informal meeting/telephone conference with the Parents to review the IEP and determine a comparable placement within the District, pending a CSE meeting to develop, adopt, or implement a new IEP.
 - a. This informal meeting/telephone conference should be scheduled no later than **five school days** after initial notification of a transfer student with an IEP, and ideally prior to the Student beginning attendance in the District.
 - b. This informal meeting/telephone conference is not a properly constituted CSE meeting, and is not intended to develop, adopt or implement a new IEP. The purpose of this meeting is to review the student's prior special education program and services and to assess the District's ability to implement as written or to offer comparable services to the Student's prior IEP until a CSE meeting can be scheduled and a new IEP developed.
3. The Director of Special Education, or their designee, will ensure that the Student is initially placed in a special education program, either similar or comparable to, the program and services that the student received in their last district.
 - a. If the student was previously placed in a program that cannot be closely matched by an in-District program, the Director of Special Education, or their designee, will either:
 - i. Arrange for the student to continue to attend the prior program, pending a CSE meeting (where practicable); or
 - ii. Arrange for the student to receive comparable programs and services from the District, pending a CSE meeting.
 - iii. Where comparable program and services are not available in the District's offerings, the Director of Special Education or their designee will immediately arrange for the student to receive home tutoring, consistent with state law and regulation, in addition to other supports or services that the student previously received, pending a CSE meeting. As necessary, appropriate referrals to other programs and placements will be explored.

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- b. If the Director of Special Education, or their designee, in consultation with the parents, determines that the prior IEP and its programs, services and recommendations can be implemented as written by the District, then a CSE meeting will be scheduled promptly to formally adopt the prior district's IEP and its recommendations by the District.
4. Once the transfer student's interim education plan and services are identified, the Director of Special Education or their designee, will ensure that each regular education teacher, special education teacher, related service provider and/or other service provider who is responsible for the implementation of the Student's interim services pending a formal CSE meeting is provided a copy of or electronic access to the transfer IEP and any agreed upon interim comparable special education services plan, prior to implementation.
5. Within **ten school days** of the Student's attendance in the District, if the student's prior reports, evaluations or records have not been provided by the parent(s) or the former school district, the Special Education Office shall request these evaluations and reports and notify the Director of Special Education, or their designee, if there is any delay in securing these records.
 - a. Upon receipt of the prior reports, evaluations or records, the Director of Special Education, or their designee, shall review the information and will identify what, if any, additional reports or evaluations are necessary in order to develop an appropriate IEP for the student.
 - b. If additional reports or evaluations are recommended, consent to conduct these evaluations should be requested from the parents promptly, and if the student requires evaluation for related services, order(s) from the child's physician for such evaluation(s) will be requested from the parent, and upon receipt of consent, and physician order(s) the evaluations should be conducted.
6. Within **ten school days** of the Student beginning attendance in the District, if there was any delay in the initiation of the student's interim program or services, the Director of Special Education, or their designee, shall develop a plan to address any missed instruction or services. The make-up plan should attempt to address any missed instruction or services as soon as practicable, in contemplation of the student's current interim program and services.
7. Within **thirty school days** of the Student's initial attendance in the District following their transfer, the Director of Special Education, or their designee, will arrange a Committee on Special Education meeting to adopt, develop, amend and implement a District IEP for the transfer student. The Committee shall review the prior district's records or reports, the student's progress and performance since enrolling in the District and will consider any new reports or evaluations conducted, in conjunction with input from the student's

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teachers, related service providers, the parent, and, as appropriate, the student, in developing the new IEP. To the extent that services or supports were missed, the CSE will review the status of make-up services at the meeting.

8. Following the CSE meeting to adopt, develop, amend or recommend a new IEP, the Director of Special Education services, or their designee, will ensure that all staff responsible to implement the student's IEP will be provided access to the IEP prior to its initiation.