

## IN-STATE TRANSFER STUDENT CHECKLIST

Student's Name: \_\_\_\_\_ Date: \_\_\_\_\_

Date of Birth: \_\_\_\_\_

**1. IF Student is entering with special education records, including current IEP.**

- And** ☐ Parents indicate that they are satisfied with the IEP and/or receiving school determines that current IEP is appropriate and can be implemented as written (goals, progress, special education and related services).
- Then** ☐ Immediately adopt and implement existing IEP from other school or district.
- ☐ See Step 4.

**2. IF Student is entering with special education records, including current IEP.**

- And** ☐ Parents and/or school indicate that they are not satisfied with the IEP and/or current IEP is not appropriate and/or cannot be implemented as written (goals, progress, special education & related services).
- ☐ Provide a FAPE to the student, including comparable services to existing IEP.
- Then** ☐ Provide Notice of Meeting and have the IEP team develop and implement a new IEP as soon as possible.
- ☐ See Step 4.

**3. IF Student is entering without special education records.**

- And** ☐ Parent reports/indicates that student was in special education in previous school.
- First** ☐ Request all special education records from previous LEA.
- (The previous LEA in which child was enrolled must take reasonable steps to promptly respond to a verbal or written request for records from the new public agency.)
  - Document date of request and date of receipt.
- ☐ Verify special education status by telephone.
- Document the following:
    - Information obtained from (name and role of informant): \_\_\_\_\_
- ☐ Disability category: ☐ AU ☐ SLI ☐ DB ☐ DD ☐ ED ☐ HI ☐ ID
- ☐ MD ☐ OHI ☐ OI ☐ SLD ☐ TBI ☐ VI
- ☐ Description of type, amount, and duration of special education and related services

☐ Date of last eligibility: \_\_\_\_\_ Date of Last IEP: \_\_\_\_\_☐ How student participated in statewide assessment \_\_\_\_\_☐ Progress reports \_\_\_\_\_☐ Attendance and disciplinary data: \_\_\_\_\_**Then** ☐ Provide a FAPE to the student, including comparable services to existing IEP.**4. Receiving student special education records.**

- ☐ Upon receipt of special education records, review file and determine if Step 1 or Step 2 is more appropriate and ensure special education file contains at least minimum requirements:
- Signed parental Consent for Initial Placement
  - Current Eligibility Determination with an Evaluation Summary Report
  - Current IEP
- ☐ Have team decide what additional data/documentation are needed to correct incomplete or incorrect file contents and take necessary actions to complete file.

**Note: Experiencing difficulty in obtaining the IEP from the previous LEA does not relieve the current LEA of its obligation to have a current IEP in place for an eligible student.**