



Transfer Process (Sufficiency Review) Quick Guide



Purpose	
<p>The Transfer Process, also known as the Sufficiency Review, is the process that teams use to review the special education records of incoming students and determine what next steps are needed to ensure that the student has uninterrupted access to FAPE. (Remember: When records are requested from your district, you must send the most recent Eligibility Report, IEP, Consent for Assessment, and any current supporting documents such as FBA, BIP, and/or IDLP).</p>	
In-State Transfer: Eligibility Review Decision	
<p>When a student with a current IEP transfers from one Idaho school district to another, the receiving district may accept and implement the existing IEP or may convene an IEP team to develop a new IEP. If a new IEP cannot be developed within 5 school days, or the district wishes to reevaluate the student, an interim (short-term) IEP shall be implemented pending development of a standard IEP.</p> <p style="text-align: right;"><i>--Idaho Special Education Manual, Chapter 5, Section 4</i></p>	
Question	Response
<p>What if the eligibility report I receive from an Idaho district doesn't meet compliance standards or is expired? Can I reject it?</p>	<p>During the transfer process, the team is determining whether or not the student is eligible for special education, not whether the report meets compliance standards. When a student comes with a current eligibility report from another Idaho district, your team must assume that the student is eligible and proceed with the IEP process.</p> <p>If the report does not meet compliance standards or is expired, your team should reevaluate or reassess through the typical special education process.</p>
Out-of-State Transfer: Eligibility Review Decision	
<p>Within 5 school days of receiving the educational records of a student with a current IEP transferring from out of state, a determination must be made whether the existing eligibility documentation and IEP will be accepted. If no educational records have been received after 30 days, the Sufficiency Review must identify as insufficient.</p> <p style="text-align: right;"><i>--Idaho Special Education Manual, Chapter 5, Section 4</i></p>	
Question	Response
<p>What if the <i>Eligibility Report</i> from another state contains all of the information that we need but it is not reported in a way that is compliant in Idaho? (Example: cognitive scores suggest a pattern of processing strengths and weaknesses, but the report does not address SLD in this manner.)</p>	<p>The team should identify that this report is insufficient and reevaluate. Using the <i>Reevaluation Consideration</i> process, the team should determine what new information, if any, is needed. The evaluation team must then complete an <i>Eligibility Report</i> that meets Idaho standards.</p>



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<p>What does it mean to “reject” the eligibility report?</p> <p>If we “reject” the eligibility because we determine it to be insufficient or because it is expired, does the evaluation team conduct an initial evaluation or a reevaluation of the student?</p>	<p>When an evaluation team “rejects” an eligibility report, they are indicating that the report received from the previous district does not have enough information, or the correct information, to determine whether the student is eligible for special education according to the criteria in the <i>Idaho Special Education Manual</i>. Unless there is clear evidence that the student was found ineligible for special education or was exited from special education for another reason, the team must assume that the student remains eligible until the reevaluation process is completed and an eligibility decision is made. The same is true when the team receives an expired eligibility report.</p> <p>The team must conduct a reevaluation of the student and provide services through an interim IEP during the evaluation period, which should not exceed 60 calendar days.</p>
<p>What do we do if the eligibility report that we receive is out-of-date?</p>	<p>Using the <i>Reevaluation Consideration Process</i>, the team must conduct a reevaluation to determine whether the student continues to be eligible for special education. The team must implement an interim IEP documenting IEP services and goals that will be provided during the evaluation period, which should not exceed 60 calendar days.</p>
<p>Transfer IEP Decision</p>	
<p>When a student with a disability transfers school districts with a current IEP, the district shall provide the student with FAPE. This includes services comparable to those described in the previously held IEP, in consultation with the parent/adult student, until such time as the district adopts the previously held IEP or develops, adopts, and implements a new IEP.</p> <p style="text-align: right;"><i>--Idaho Special Education Manual, Chapter 5, Section 4</i></p>	
<p>Question</p>	<p>Response</p>
<p>What is an interim IEP?</p>	<p>An interim IEP is a short-term IEP that the team agrees to implement while a reevaluation or reassessment of the student takes place. Typically, the interim IEP should not be in place for longer than 60 calendar days unless the team agrees to carry it forward as the annual IEP. This would be documented via <i>Written Notice</i>.</p>



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<p>What does it mean to provide comparable services?</p>	<p>Providing comparable services means providing services that come as close as possible to the services that the previous IEP team determined were needed for the student.</p> <p>The district is required to provide comparable services to those listed in the transfer IEP. The IEP team, which includes the parent, can decide to make changes to the IEP through the IEP Amendment process.</p> <p>Decisions about changes to the IEP should be data-based and must include input and participation from all required IEP team members.</p>
<p>What if we don't "offer" the services listed in the IEP?</p>	<p style="text-align: center;">CAUTION:</p> <p>School teams should NOT suggest to parents that the IEP <i>must</i> be changed due to what the district does or does not "offer." It is not appropriate for districts to "offer" only certain types of services or supports based solely on availability of resources, staffing concerns, access to professionals, and so on. It is the district's obligation to provide the special education and related services through a continuum of supports that the student needs in order to access FAPE.</p>
<p>What do we do if the IEP that we receive is out-of-date?</p>	<p>The IEP team has two options.</p> <ol style="list-style-type: none"> 1) Meet immediately to develop a new IEP* 2) Provide services through an interim IEP until enough data can be gathered to develop a new IEP* <p>*Decisions about changes to the IEP should be data-based and must include input and participation from all required IEP team members.</p>