

**STANDARD OPERATING PROCEDURE
TRANSFER OF STUDENTS FROM THE HOME SCHOOL
TO THE SPECIAL EDUCATION FEEDER SCHOOL**

PURPOSE: To provide guidance for the transfer of students from the home school special education program to the special education feeder school program and from the special education feeder school program to the home school program.

APPLICABILITY: This guidance applies to all administrators and special educators in the Kaiserslautern District.

PROCEDURES:

1. All students, except those who have been approved through the Exceptional Family Member Program (EFMP) for attendance at a Category 4 location, should first register at their home school and immediately begin attending the home school. If, after appropriate interventions and modifications have been implemented, a student continues to experience severe learning difficulties and the home school Case Study Committee (CSC) believes that a more restrictive environment is necessary to meet the student's severe learning needs, the following procedure is to be implemented:
 - a. The home school CSC discusses concerns with parents.
 - b. The home school CSC chair discusses concerns with home school principal.
 - c. The home school principal contacts the district special education coordinator.
 - d. The district special education coordinator observes student to validate an appropriate placement.
 - e. The district special education coordinator contacts the principal of the designated feeder school to discuss instructional arrangements for the student.
 - f. The designated feeder school CSC conducts an informal observation and Individual Education Plan (IEP) review of the student at the home school.
 - g. The feeder school, home school, and district special education coordinator meet to discuss appropriate placement of the student.
 - h. The home school and feeder school representatives and parents participate in conferences to resolve any issues related to the transfer of the student.
2. When the designated feeder school has evidence that a student may no longer need the more restrictive environment, this same procedure is to be initiated by the feeder school CSC. When appropriate, the designated feeder school CSC may choose to continue the student's current placement until the end of the school year.

3. Behavioral concerns are not criteria for transferring a student to a feeder school. The home school must address all behavior needs.
4. The home school should not suggest that a parent “visit” the feeder school as a factor in determining placement.
5. The home school should not recommend a specific teacher or program at the feeder school to the parent. The receiving school will make all decisions related to student placement.

Controls:

1. Results of a review of student placements from home school to special education feeder school programs.
2. Results of a review of the number of students exiting feeder school programs and returning to home school programs.

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Superintendent