



**Los Angeles County  
Office of Education**  
Leading Educators • Supporting Students  
Serving Communities

November 16, 2007

TO: Educational Programs Administrators

FROM: Compliance Support Services

SUBJECT: **Compliance Information Bulletin Number 19:  
Administrative Transfers**

Question: What do I do when a student arrives at a LACOE site with a district referral and a current IEP?

Answer: The student is to be placed immediately. The IEP is to be reviewed within 30 days. Note, the intake meeting only requires an administrator and the parent. The administrative transfer process was previously referred to as a “parallel transfer”.

**Ed Code § 56325.** (a) Whenever a pupil transfers into a school district from a school district not operating programs under the same local plan in which he or she was last enrolled in a special education program, the administrator of a local program under this part shall ensure that the pupil is immediately provided an interim placement for a period not to exceed 30 days. The interim placement must be in conformity with an individualized education program, unless the parent or guardian agrees otherwise. The individualized education program implemented during the interim placement may be either the pupil's existing individualized education program, implemented to the extent possible within existing resources, which may be implemented without complying with subdivision (a) of Section 56321, or a new individualized education program developed pursuant to Section 56321.

(b) Before the expiration of the 30-day period, the interim placement shall be reviewed by the individualized education program team and a final recommendation shall be made by the team in accordance with the requirements of this chapter. The team may utilize information, records, and reports from the school district or county program from which the pupil transferred.

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TITLE 34--EDUCATION

Subpart D\_Evaluations, Eligibility Determinations, Individualized  
Education Programs, and Educational Placements

Sec. 300.324 Development, review, and revision of IEP.

(b) Review and revision of IEPs--(1) General. Each public agency must ensure that, subject to paragraphs (b)(2) and (b)(3) of this section, the IEP Team--

(i) Reviews the child's IEP periodically, but not less than annually, to determine whether the annual goals for the child are being achieved; and

(ii) Revises the IEP, as appropriate, to address--

(A) Any lack of expected progress toward the annual goals described in Sec. 300.320(a)(2), and in the general education curriculum, if appropriate;

(B) The results of any reevaluation conducted under Sec. 300.303;

(C) Information about the child provided to, or by, the parents, as described under Sec. 300.305(a)(2);

(D) The child's anticipated needs; or

(E) Other matters.

(2) Consideration of special factors. In conducting a review of the child's IEP, the IEP Team must consider the special factors described in paragraph (a)(2) of this section.

(3) Requirement with respect to regular education teacher. A regular education teacher of the child, as a member of the IEP Team, must, consistent with paragraph (a)(3) of this section, participate in the review and revision of the IEP of the child.

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