

**STUDENT IDENTIFICATION –
RECORDS – SERVICES – MISC.
LP****Adopted:**

12/3/03

Revised:*Transition Age for Students with Non-Graded
Classrooms*

Rationale

A number of students are enrolled in programs that do not conform to the traditional grade level concept of the public schools. Consequently, these students will not “graduate” from eighth grade, which would provide a clear point of demarcation to change the district of residence from elementary to secondary education. In order to correctly identify each child’s district of residence for accounting purposes, it is necessary to establish an alternative to graduation for determining the time at which students from “ungraded” programs become the responsibility of the local education agency providing secondary education.

State law provides that to be admitted to kindergarten during the first month of a school year, a child must have a fifth birthday on or before December 2 of that school year. As a result, children entering kindergarten in September of any given year will range in age from four years nine months to five years nine months. Under normal circumstances, after a year of kindergarten and/or eight years of elementary schooling, the student will have been promoted from eighth grade and/or reached an age between thirteen years nine months and fourteen years nine months, as of September 2 of the next school year.

Policy Statement

1. It is the responsibility of each elementary school district and each unified school district to ensure that all residents of the district receive special education services as specified in the IEP of each student enrolled.
2. For a student enrolled in an ungraded special day class, the district of residence shall be determined for transition from the elementary district to the high school district in the year immediately following the child’s age of 13-9 after September 2 of that school year.
3. Each high school and unified school district has the responsibility to ensure that all residents of the district who have graduated from the eighth grade, or will have reached the age of thirteen years nine months by September 2 of a new school year are provided special education services as specified in the Individual Education Program (IEP) of each student.
4. Nothing in this policy excuses the school district of residence from the ultimate responsibility for the student to otherwise contract and pay for

services that cannot be provided within the SELPA, or by another public school agency.

Administrative Guidelines

1. It is the responsibility of every school district and county office of education providing special education programs and services for students who are residents of the SELPA, to correctly determine the birth date and school district of residence for each student receiving special education provided by the school district or county office. This information is to be reported to the SELPA office via the MIS system.
2. During each school year, every school district and the county office shall identify all special education students who will graduate from the eighth grade at the close of the current school year, and/or who will reach the age of thirteen years nine months on or before September 2 of the next school year. The County Office of Education and districts who serve severely disabled students, will notify high school districts when a student they serve either graduates from the eighth grade and/or reaches the age of 13.9 on or before September 2 of the next school year.
3. When students are identified to transfer from a special education program operated by a school district or county office for children of elementary age, to a program operated by a school district or county office for students of the secondary age level, the school district or county office providing the elementary special education program shall invite the appropriate representative of the school district responsible for the secondary special education program to the individual education program meeting of each student.

If authorized high school personnel participate in the IEP meeting, the Individualized Education Program shall determine the appropriate secondary school special education services for the student.

If authorized personnel of high school districts have not participated in the development of the IEP for students prior to the transfer from the elementary program, the school district or county office shall provide the high school with a list of students with disabilities who require special education services. For each pupil listed who enrolls in the high school, the school administrator shall make an interim placement in accordance with Education Code §56325 or shall immediately convene an IEP team meeting.

Age/Grade Chart Reference

Child will turn by September 1

Child started late or was retained

Pre-	3.0 – 4.8*	3.0 – 5.8*
K	4.9 – 5.8	5.9 – 6.8
1	5.9 – 6.8	6.9 – 7.8
2	6.9 – 7.8	7.9 – 8.8
3	7.9 – 8.8	8.9 – 9.8
4	8.9 – 9.8	9.9 – 10.8
5	9.9 – 10.8	10.9 – 11.8
6	10.9 – 11.8	11.9 – 12.8
7	11.9 – 12.8	12.9 – 13.8
8	12.9 – 13.8	13.9 – 14.8
9	13.9 – 14.8	14.9 – 15.8
10	14.9 – 15.8	15.9 – 16.8
11	15.9 – 16.8	16.9 – 17.8
12	16.9 – 17.8	17.9 – 18.8
Post	17.9 – 22**	18.9 – 22**

* Child is eligible to enroll at 3 years.

** A student turning 22 from January to June may continue through the remainder of the school year including ESY. A student turning 22 in July, August, or September of the school year will not begin the new school year. A student who becomes 22 during the months of October, November or December will be dismissed from eligibility for special education services on December 31. [EC 56026 (a) (4) (A-C)]