

Transfers for Students Receiving 18-21 Services

Transfers:

All in and out-of-state transfers are managed the same regardless of the student's age (3-21). The decision for a student to receive transition/education services beyond the typical senior year should be made as part of the overall educational plan and continuum of transition services developed through the Individualized Education Program (IEP) to assist the student in meeting the identified postsecondary goals.

Upon transferring, high school students' transcripts must be reviewed and assessed to meet the receiving district's graduation/diploma requirements. The transcript remains open, and the student continues to earn credits. Students who receive 18-21 transition services will have the same opportunity as all students to earn a diploma from the receiving district upon meeting the district's graduation requirements.

Secondary students who transfer after the typical senior year but continue to have needs that require 18-21 transition services from the receiving district, **MUST NOT** have accepted a diploma from their previous school district. The registrar in the receiving district will review the transcripts to determine if the transferred student has earned enough credits to meet the receiving district's graduation requirements. If it is determined that the student has not earned enough credits, additional coursework may be required by the receiving school district prior to the student earning a diploma.

Students who receive 18-21 transition services through a state-operated program or Facility still fall under the same policies and procedures established for all students from the sending district.

Process:

IEPs for children who transfer between public agencies in the same State:

- An IEP was in effect in a previous public agency in the same State
- The student transfers to a new public agency in the same State, and
- Enrolls in a new school within the same school year,
- The new public agency (in consultation with the parents) **must provide** FAPE to the child (including **services comparable** to those described in the child's IEP from the previous public agency), **until** the new public agency either—

(1) Adopts the child's IEP from the previous public agency; or

(2) Develop, adopt, and implement a new IEP that meets the applicable requirements in §§ 300.320 through 300.324.

IEPs for children who transfer from another State:

- The new public agency (in consultation with the parents) **must provide** the child with FAPE (including **services comparable** to those described in the child’s IEP from the previous public agency), until the new public agency—
 - (1) Conducts an evaluation according to §§ 300.304 through 300.306 (if determined to be necessary by the new public agency); and
 - (2) Develop, adopt, and implement a new IEP, if appropriate, that meets the applicable requirements in §§ 300.320 through 300.324.

Diplomas:

A student who has transferred will not receive a diploma from the previous school district, in or out of state, regardless of whether the student completed grades 9-12 in the previous school district and is now receiving 18-21 transition services in another school district as a continuing senior.

- Districts must work together to determine which district will count the student as a graduate and issue a diploma upon completion of transition services.
- Districts are strongly encouraged to ensure parents understand which district will be issuing a high school diploma for the student upon completion of transition services.
- Students must meet local and state graduation requirements in the district that will count the student as a graduate.
- If the sending district will count the student (school exit type 90), then a one-day record at the end of the student’s transition services will be needed to show the student returning to the sending district and transition services ending/diploma issued (school exit type 28).
- If the receiving district will count the student (school exit type 90), then the receiving district must review transcripts upon entry and determine if coursework is needed for the student to meet local & state graduation requirements.

This CDE guidance document is meant for clarification, is not legally binding, and is not to be confused with legal advice. This guidance reflects CDE’s recommendations, but Administrative Units (AUs) may have developed their own policies or procedures that differ from those described herein. Be sure to refer to your local AU’s policies and procedures through the Director of Special Education. If you are seeking legal advice, please contact your legal counsel.

The contents of this handout were developed under a grant from the U.S. Department of Education. However, the content does not necessarily represent the policy of the U.S. Department of Education, and you should not assume endorsement by the federal government.

Colorado Department of Education, Exceptional Student Services Unit
(303) 866-6694 / www.cde.state.co.us/cdesped

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Where can I learn more?

See Resources (Secondary Transition)

[Coding Guide: Section 5 of the SEY Collection Manual](#)