

Table 2. Timeline for a Child Referred for Special Education Services at Age Three

Child's Age	Mandatory actions by the sending agency/ California Early Start service coordinator	Recommendations for effective practice
By 2 years	<p>Transition steps are included on the individualized family service plan (IFSP).</p> <p>Note: An IFSP must always include a statement of the transition steps to be initiated when the child reaches 2 years 9 months (or, at the discretion of the parties, 2 years 6 months).</p>	<p>Obtain parental consent/release to exchange information between the sending and receiving agencies (including the LEA).</p>
Between 2 years 3 months and 2 years 9 months	<p>Notify the family of an IFSP/transition conference within the next three months.</p> <p>With parental consent:</p> <ul style="list-style-type: none"> • Notify the LEA of a mutually agreed-on date for a meeting to specify transition steps. • Send information to the receiving LEA, including evaluations and assessments, and copies of all IFSPs. 	<p>Obtain current medical and developmental information.</p> <p>Discuss with the family the information to be shared about the child:</p> <ul style="list-style-type: none"> • Family priorities and concerns related to the transition • Current developmental information • Equipment needs • Current services
30 days later	<p>An IFSP/transition conference is scheduled at a mutually agreed-on date.</p>	<p>The time and location of the IFSP/transition conference are determined by the preferences of the family. The conference includes all appropriate agency personnel.</p>
At 2 years 9 month or earlier	<p>An IFSP/transition conference is attended by the family, the California Early Start service coordinator (regional center of LEA), providers of infant/toddler services, and the receiving LEA representative.</p> <p>At the IFSP/transition conference, transition steps are developed to ensure a smooth transition with minimal interruption. Steps shall include:</p> <ul style="list-style-type: none"> • Discussion with the family regarding transition into Part B services and steps to prepare the toddler for changes in service delivery • Information on the services available through public education, private programs, and community programs • Identification of assessments to determine the child's eligibility for regional center services and special education, the person responsible for making assessments, and the timelines • Projected meeting date for the final review of the IFSP and development of the individualized education program (IEP) if the child is eligible for education services 	<p>Other attendees may include friends or advocates invited by the family, a community preschool teacher, and other agency personnel as appropriate.</p>
About 2 years 10 months	<p>The assessment plan is completed and signed by the receiving LEA and family, beginning the 50-day timeline to the IEP meeting.</p>	<p>Assessments are coordinated with other agencies (e.g., regional center).</p>
By 2 years 11 months	<p>Assessments are completed by the receiving LEA.</p>	<p>Assessments are completed by other agencies, such as the regional center; with family permission the receiving LEA reviews the results.</p>

Table 3. Timeline for a Child Not Referred for Special Education Services at Age Three

Child's Age	Mandatory actions by the sending agency/ California Early Start service coordinator	Recommendations for effective practice
By 2 years	Transition steps are included on the individualized family service plan (IFSP).	Obtain parental consent/release to exchange information between the sending and receiving agencies (including the LEA).
Between 2 years 3 months and 2 years 9 months	<p>Notify the family of an IFSP/transition conference within the next three months.</p> <p>With parental consent, notify the LEA of a mutually agreed-on date for a meeting to specify transition steps.</p>	<p>Obtain current medical and developmental information.</p> <p>Discuss with the family the information to be shared about the child:</p> <ul style="list-style-type: none"> • Family priorities and concerns related to the transition • Developmental status, including health • Current services
30 days later	An IFSP/transition conference is scheduled.	The time and location of the IFSP/transition conference are determined by the preferences of the family, and the conference includes all appropriate agency personnel. With parental consent the LEA may be notified.
At 2 years 9 month or earlier or when the child is determined ineligible for Early Start	<p>An IFSP/transition conference is attended by the family, the California Early Start service coordinator (regional center of LEA), and providers of infant/toddler services.</p> <p>At the IFSP/transition conference, transition steps are developed to ensure a smooth transition with minimal interruption. The conference shall include:</p> <ul style="list-style-type: none"> • Discussion with the family regarding transition from Early Start Services and steps to support the toddler's continued progress • Information on the services available through public education, private programs, and community programs • Steps to take if the family becomes concerned about the child's development in the future (include contact information on the regional center or LEA) • Projected meeting date for the final IFSP 	Other attendees may include friends or advocates invited by the family, a regular preschool teacher from the community or from Head Start, a representative of the receiving LEA, or other agency personnel as appropriate.
By 3 years or earlier	A meeting is held to close out the IFSP. Participants include the family (and others invited by the family) and the Early Start service coordinator.	For children who continue to be eligible for regional center services, the individual program plan (IPP) can be completed.

**Table 4. Referral, Assessment, and Placement
Under Part B of the IDEA**

Process	Action and timeline
Referral for Assessment – A parent, teacher, or another person may request a referral in writing. (<i>ED</i> § 56029)	A written referral is received.
Assessment Plan – Within 15 calendar days of the referral (excluding school vacations of more than five days), an assessment plan is developed and a copy given to the parents along with notification of parents’ rights and responsibilities. (<i>EC</i> § 56321 [a])	Within 15 days an assessment plan is developed.
Parental Consent – Written parent permission must be obtained to begin the assessment. Parents have a least 15 calendar days to make a decision. (<i>EC</i> § 56321 [c])	Parents have 15 days to decide to consent to the assessment.
<p>IEP Team – Within 50 calendar days of receipt of a signed assessment plan (excluding school vacations of more than five days), an IEP team meeting is held and an IEP is developed for a student eligible for special education. (<i>EC</i> § 56344)</p> <p>Parents must be invited to any meeting regarding the child’s eligibility for an IEP and must be given reasonable notice in advance to ensure their attendance. (<i>ED</i> § 56341.5)</p>	<p>Within 50 days an IEP meeting is held.</p> <p>Parents must receive a notice of their child’s eligibility for special education and advance notice of IEP meetings.</p>
Parental Consent – Written permission must be obtained from the parents for placement of the child in special education and the implementation of the IEP. Those parts of the IEP to which the parent has consented may be implemented. (<i>EC</i> § 56346 [a])	Recommendations of the IEP approved by the parents are implemented.
Placement – The recommended placement and services should begin as soon as possible after the date of the parent’s written approval of the IEP. (<i>5 CCR</i> § 3040 [a])	
Annual Review – A student in special education must have his/her IEP reviewed at least every 12 months. (<i>EC</i> § 56380)	The IEP is reviewed annually.

It is important to remember that special education is not a place, but a system of services and supports for children with disabilities.