



CALECSE

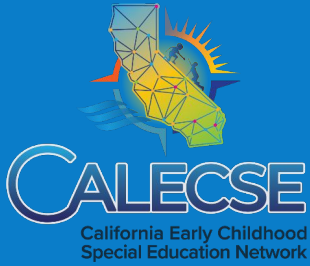
California Early Childhood
Special Education Network



Funded by the California Department of Education (CDE),
Special Education Division

**Guiding the Journey: A Two-Part Series for Parents and Caregivers Navigating
Part C to Part B Transitions (Session 2)**

March 30, 2026



CALECSE



California Early Childhood Special Education Network

Funded by the CDE

Implementation Leadership

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CaIECSE

California Early Childhood Special Education Network
Funded by the CDE



<https://www.calecse.org>

CaIECSE is a technical assistance project funded under the California Department of Education (CDE) that supports Local Educational Agencies (LEAs), Special Education Local Plan Area (SELPA)s, County Offices of Special Education (COEs), and other Agency Partners in the areas of Individuals with Disabilities Education Act (IDEA) Part C to B Transitions, Preschool Assessment Practices, and Preschool Child Find by providing technical assistance, professional learning, and demonstration of tangible practices *that have been proven successful*.

The CaIECSE Network leverages collaboration amongst agencies, disseminates resources, highlights existing exemplar practices, and provides direct technical assistance to improve the capacity, knowledge, collaboration, and implementation of evidence-based practices across agencies throughout California.

The CaIECSE Network is committed to improving outcomes for children and their families by eliminating and addressing barriers to successful transition for California's youngest children with disabilities.

**Interested in joining a local
Community of Practice (CoP) for
practitioners who support children ages zero
to five ?**

Find our full schedule of
regional CoPs at:
[https://www.calecse.org/
news-resources/communiti
es-of-practice](https://www.calecse.org/news-resources/communities-of-practice)



**Communities
of Practice**

California Early Childhood
Special Education Network

Today's Presenter

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Welcome and Workshop Goals



- Understand the transition from Early Start (Part C), Individuals with Disabilities Education Act (IDEA) and School District (Part B) Services
- Assessment and Eligibility
- The Individualized Education Program (IEP) process
 - Suggestions for parents to feel prepared for the IEP meeting
- Parental Rights and Procedural Safeguards
- Resources and supports



What is IDEA?

“The Individuals with Disabilities Education Act (IDEA) is a law that makes available a **free appropriate public education to eligible children with disabilities** throughout the nation and ensures special education and related services to those children.

The IDEA governs how states and public agencies provide early intervention, special education, and related services to more than 8 million (as of school year 2022–23) eligible infants, toddlers, children, and youth with disabilities.

Infants and toddlers, birth through age two, with disabilities and their families receive early intervention services under IDEA Part C. Children and youth ages three through 21 receive special education and related services under IDEA Part B.”

For more detailed information about IDEA please visit the United States Department of Education web page at <https://sites.ed.gov/idea/about-idea/>

Understanding IDEA: Part C vs. Part B

Part C (Birth to under age three): Family-centered services

- Individual Family Service Plan: Family goals, home-based services, family coordinator provides oversight

Find more information about Part C at the United States Department of Education Web Page at <https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33/subchapter3&edition=prelim>

Part B (three to under age 22): Education-focused services

- IEP: Student-centered goals, school-based services, case manager provides oversight

Find more information about Part B at the United States Department of Education Web Page at <https://uscode.house.gov/view.xhtml?path=/prelim@title20/chapter33/subchapter2&edition=prelim>



The Assessment Process

- Starts around age two years and nine months when transitioning from the regional center
- Steps:
 - Referral
 - Assessment Plan
 - Parental Consent
 - Evaluation (60 days)
 - Individual Education Plan Meeting by the child's third birthday

California *Education* Code - EDC § 56320.1



Assessment Timeline

- Local Educational Agencies (LEAs) have 60 calendar days after the receipt of parent consent to assessment plan.
 - California *Education Code* 56043 (c)
 - LEAs do not typically conduct assessment during the weekends or on holidays
- Tolloed for school breaks in excess of five school days. If the referral is received 30 days or fewer before end of the school year, then the assessment is due within the first 30 days of next school year
 - California *Education Code* 56043(f)(1); California *Education Code* 56343(a); and California *Education Code* 56344(a)



What is an IEP?

- Individualized Education Plan or Program
 - Legal Document
- Outlines a personalized educational plan for students with disabilities to ensure they receive a Free Appropriate Public Education (FAPE)
 - The plan may include specialized instruction or related services
 - Purpose is to access the school setting and grade level curriculum
 - Make progress given light of their circumstances

IEP Team Members



According to IDEA (34 CFR §300.321)

- Parent or guardian
- General Education Teacher
- Special Education Teacher/Provider
- District Representative (for example, the school principal)
- Related Service Providers (as appropriate/applicable)
- Student (dependent on team decision regarding appropriateness of student participation)

The parent may invite or include anyone that they wish to participate in the Individual Education Program Meeting

What Happens During the IEP Meeting?

- **Assessment Review**
 - Initials and Eligibility Review Meetings
- **Eligibility**
- **If the student is eligible,**
 - Present Levels of Performance
 - Goals
 - Services
 - Accommodations, Modifications, and Supports
 - Transition Planning
 - Placement



Strengths and Areas of Need



“At home, we notice that ____ helps them be successful.”

“One thing that really motivates my child is ____.”

“They struggle the most when ____.”

“We’ve found that ____ works well when they’re overwhelmed.”

“A goal we have for this year is for them to be more independent with ____.”

“Their biggest strength is ____, and we’d love to see that used more at school.”

Eligibility for Part B Services



To qualify for special education services, a child must:

- Be between the ages of three through 21 years old
- Have a qualifying disability:
 - Intellectual Disability
 - Speech or Language Impairment
 - Visual Impairment
 - Serious Emotional Disability
 - Orthopedic Impairment
 - Autism
 - Traumatic Brain Injury
 - Other Health Impairment
 - Specific Learning Disability
 - Deaf
 - Deaf-Blindness
 - Hearing Impairment
 - Multiple Disabilities

Meaningful Parent Participation in the IEP Process



The goal is for parents to be active, informed, and meaningful participants in both the IEP meeting and in developing the IEP.

What does “Meaningful Participation” mean and how does the District encourage it?

- Give timely and clear notice of IEP meetings, including details like purpose, time, location, and who will be there.
- Offer flexible scheduling to help parents attend (e.g., alternative dates/times if needed).
- Provide language support, including interpreters and translated documents, so parents can fully understand and engage.
- Allow opportunities for parents to share their input before, during, and after the meeting about concerns, priorities, and goals.
- Offer clear explanations of evaluation results, eligibility, services, and placement options.
- Make sure to consider parent concerns as a key part of IEP development.

Roadblocks to meaningful participation:

- Predetermination - deciding on services or placement without parent input
- Rushing meetings or discouraging questions
- Proceeding without making genuine efforts to include parents

Parent Right to Request Evaluations in Advance of the IEP Meeting



Parents have the right to request access to draft evaluation reports and assessment results prior to the IEP meeting to support meaningful participation in IEP development.

Providing draft evaluations ahead of time allows parents to:

- Review and understand assessment results
- Prepare questions and input
- Consult with trusted supports (e.g. outside service providers)
- Participate as informed and equal members of the IEP team

District Obligations

- Provide parents access to educational records, including evaluations, upon request
- Share information in a timely manner that supports meaningful participation
- Ensure language access, including translation or interpretation of evaluation content when needed
- Avoid practices that limit a parent's ability to understand or respond to evaluation data

You can find more information regarding Parental Rights and Procedural Safeguards at the California Department of Education web page at <https://www.cde.ca.gov/sp/se/qa/pssummary.asp> and <https://www.cde.ca.gov/sp/se/fp/>

Parental Rights and Procedural Safeguards



- Access to Educational Records within five business days after a request is made
- Audio record IEP meetings if notification is given within 24 hours
- Independent Educational Evaluation if you disagree with assessment results
- If a proposal or refusal to change is made, the LEA will provide a Prior Written Notice (PWN)
- Parental consent before assessing or providing services
- Revoke consent in writing
- Note: These are rights parents have; however, it is encouraged that parents reach out to the IEP team and/or the LEA first to attempt to resolve any concerns



You can find more information about the parental rights and procedural safeguards on the United States Department of Education web page at <https://sites.ed.gov/idea/statute-chapter-33/subchapter-ii/1415> and at the California Department of Education at <https://www.cde.ca.gov/sp/se/fp/> and <https://www.cde.ca.gov/sp/se/ga/pssummary.asp>

Parental Rights and Procedural Safeguards



- Raise complaints about the educational program
- Submit a compliance complaint (district and state level)
- Seek mediation
- Request for Due Process
- Appeal Due Process results
- Discipline rights
- Note: These are rights parents have; however, it is encouraged that parents reach out to the IEP team and/or the LEA first to attempt to resolve any concerns

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Questions Parents May Ask During the IEP



- What are you seeing as some of my child's biggest strengths right now?
- What are the top areas of need you're seeing at school?
- Are these goals realistic and meaningful for my child's day to day school life?
- How will progress be measured, and how often will I get updates?
- How can we work on this goal at home to support my child?
- Who should I contact if I have concerns or questions during the year?

Preparing for a Smooth Transition



- Ask for a tour of the preschool program
- Reach out to Coordinators if you have questions
- Gather records in one place
 - Create a binder or space to hold all important documents
- Bring a support person to meetings
- Talk to your child about starting school and what to expect
- Consider logistics like meals, medications, and toileting needs
- [Parent Outreach Resource - Transition from Part C to Part B](#)
 - Resource created by CalECSE

Family Empowerment Centers



For more information about Family Empowerment Centers (FECs) please visit their web page at

<https://www.seedsofpartnership.org/familyEmpowerment.html>

Family Empowerment Centers are under the direction and funded by the California Department of Education, Special Education Division.

They offer:

- Peer to peer support
- Specialized training
- Information and referral services

Question and Answer and Closing

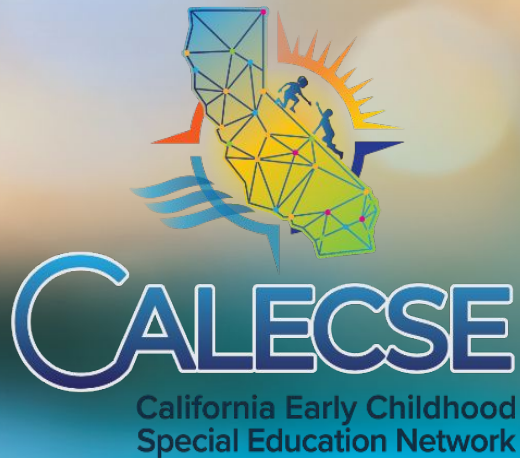


Thank you for being here!

You know your child best.

Together, we build a foundation
for lifelong learning.

Share Your Feedback for a Chance to Win CaIECSE 2026 Symposium Registration



Please help us improve our practice and complete the zoom survey following this session.



After doing so, you will be entered into a raffle to win a free registration to **CaIECSE's 4th Annual Symposium** to be held in Northern California October 20–21, 2026. Valued at over \$500.

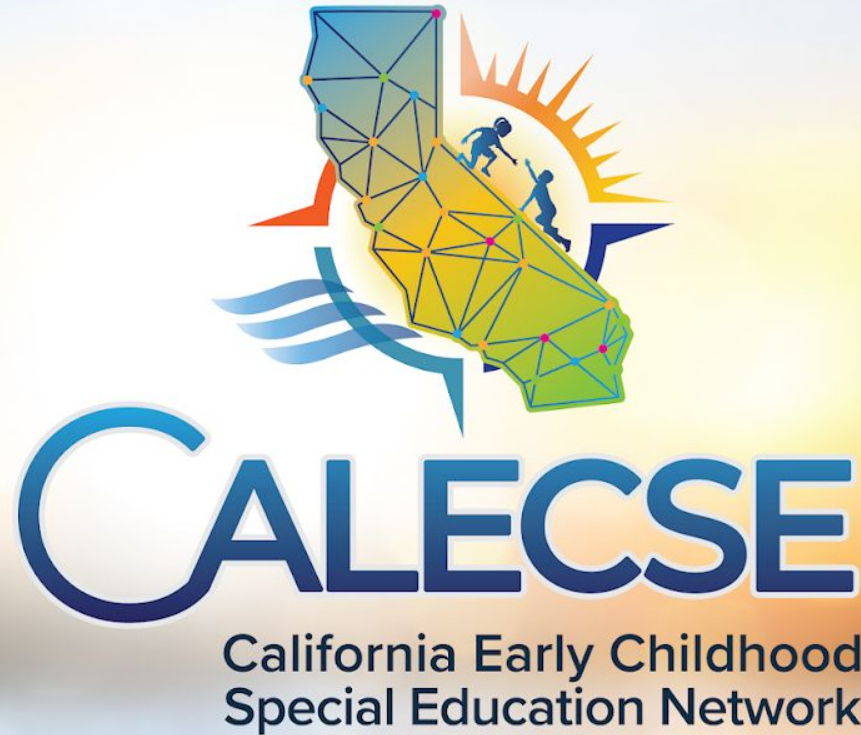
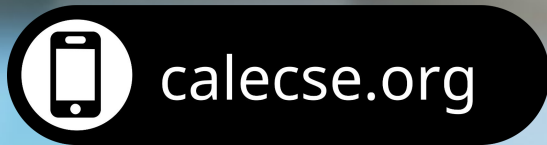
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Follow us for updates on training opportunities:



Find our full line-up of no-cost trainings at:
<https://www.calecse.org/news-resources/calecse-training-calendar>