



# SAN LUIS OBISPO COUNTY SPECIAL EDUCATION LOCAL PLAN AREA

8005 Morro Road  
Atascadero, CA 93422  
Phone: (805) 782-7304 / FAX: (805) 466-1473

## **SELPA GUIDE**

Changes Related to Transition Caused by IDEA - 04

July 26, 2005

With the passage of Individuals with Disabilities Education Act (IDEA) - 04 has come the need to adjust several practices related to the transition of students with disabilities at various points in their educational program. This guide is designed to provide information and forewarning of what is anticipated to be required once the California Department of Education has promulgated regulations based on California Law alignment with IDEA - 04.

### Three Year Old Transition

In the past it was considered optional to invite an Early Start (Part C) representative to the Initial Individualized Education Program (IEP) (age three or older) and the Individual Family Service Plan (IFSP) was not a required part of data to be considered in developing the IEP. Under IDEA - 04 the Part C coordinator/case manager, at the request of the parent, is to be invited and the IEP team is required to consider the IFSP.

This provision affords greater protection to students than California law and therefore went into effect on July 1, 2005. The section was included with the idea of streamlining the student's transition into Part B. By no means, if a Part C representative cannot attend, should that fact prevent the completion of an IEP. Further practitioners for the LEA should be sure to note in writing that the IFSP was considered when developing the initial IEP for a young child.

### Fourteen Year Old and Older Transition Planning

Previously IDEA and the California Education Code required that, beginning at age 14, the IEP contain a statement of transition service needs. IDEA - 04 requires appropriate and measurable postsecondary goals (and objectives/benchmarks for students taking alternate assessment) be written. Further, that these goals be based on age appropriate transition assessments and relate to training, education, employment and, where appropriate, independent living. These goals are to be written no later than the first IEP to be in effect when the student turns 16.

This section can be interpreted to provide less protection than California Education Code and therefore will not be in effect until the legislature passes an alignment bill. This requirement, when it goes into effect, seems to indicate that best practice would dictate writing transition goals for any student that is exiting junior high/middle school and for any student who will turn 16 during his or her next IEP. At this point, students taking the CAPA will need both transition goals and objective/benchmarks.

Exiting Local Education Agency (LEA) Services

IDEA - 04 requires, for students who graduate with a regular diploma or whose eligibility is terminated due to age, that the local agency provide the student with a summary of the academic achievement and functional performance, which shall include recommendations on how to assist the young adult in meeting postsecondary goals. The LEA is not required to conduct an evaluation for eligibility; however, individual academic and functional assessments may be necessary to complete the summary requirement noted above.

Because this requirement exceeds the current California requirements in protection afforded to students, it went into effect on July 1, 2005. It will apply to students with disabilities who graduate or age out of district or county office programs after that date. The requirement seems to indicate that besides the postsecondary goals noted as part of the transition requirement, recommendations on how to assist the student in meeting his or her goals, and a report/summary of academic and functional achievement would be provided to all students with disabilities at exit.

**If you have questions on any of the above issues contact your special education director or the SELPA.**