
CONSENT

Bill No: AB 1412
Author: Jeff Gonzalez (R), et al.
Amended: 4/21/25 in Assembly
Vote: 21

SENATE EDUCATION COMMITTEE: 7-0, 6/18/25
AYES: Pérez, Ochoa Bogh, Cabaldon, Choi, Cortese, Laird, Limón

SENATE MILITARY & VETERANS COMMITTEE: 5-0, 7/14/25
AYES: Archuleta, Grove, McNerney, Menjivar, Umberg

SENATE APPROPRIATIONS COMMITTEE: Senate Rule 28.8

ASSEMBLY FLOOR: 70-0, 5/23/25 - See last page for vote

SUBJECT: Special education: pupil transfers: residency requirements: records

SOURCE: U.S. Department of Defense

DIGEST: This bill enhances educational continuity for students with disabilities who transfer into California schools—particularly military-connected students—by establishing procedures for expedited records transfer and requiring timely implementation of individualized education programs (IEPs).

ANALYSIS:

Existing law:

- 1) Defines a pupil as meeting school district residency requirements if their parent is transferred or pending transfer to a military installation within California while on active military duty, under official orders. (Education Code (EC) § 48204.3)
- 2) Requires local educational agencies (LEAs) to provide comparable special education services for up to 30 days to students with existing IEPs who transfer

between California districts, after which the LEA must adopt the existing IEP or develop a new one. (EC § 56325(a)(1))

- 3) Requires LEAs to provide comparable services to students with IEPs who transfer from out of state, in consultation with the parents, until the LEA conducts an assessment and develops a new IEP if needed, but does not establish a specific timeline. (EC § 56325(a)(3))
- 4) Requires receiving schools to take reasonable steps to obtain a transferring student's IEP and related records from the previous school and requires the former school to promptly respond. (EC § 56325(b))
- 5) Requires receiving schools to accept unofficial records from a military-connected student's parent or guardian, pending receipt of official records, consistent with the Interstate Compact on Educational Opportunity for Military Children. (EC § 49701)
- 6) Assigns fiscal responsibility for certain residential nonpublic, nonsectarian school placements to the Special Education Local Plan Area (SELPA) that made the original placement, even if the student transfers to a district in another SELPA. (EC § 56836.165)

This bill:

- 1) Clarifies that students eligible under the Individuals with Disabilities Education Act (IDEA), Section 504, or the Americans with Disabilities Act (ADA) meet school district residency requirements when their parent is transferred or pending transfer to a military installation in California under official orders, consistent with advance enrollment provisions.
- 2) Requires a school district, upon notification that a student may be eligible for services under IDEA, Section 504, or the ADA, to promptly coordinate with the student's parents and prior school to facilitate timely exchange of records and reduce delays in the provision of services.
- 3) Requires a LEA, within 30 days of receiving official or unofficial records for a student transferring into California from another state, to either adopt and implement the student's existing IEP or develop, adopt, and implement a new IEP consistent with federal and state law.
- 4) Requires a receiving school to take reasonable steps to obtain the student's IEP, supporting documents, and other relevant records from the student's prior

school, consistent with the federal Family Educational Rights and Privacy Act and the Interstate Compact on Educational Opportunity for Military Children.

- 5) Requires a receiving school to accept unofficial records provided by a parent or guardian, pending receipt and validation of official records, consistent with the Interstate Compact on Educational Opportunity for Military Children.
- 6) Specifies that when a student residing in a residential nonpublic, nonsectarian school is transferred to another SELPA midyear, the SELPA that made the original placement remains fiscally responsible for the placement and related services through the remainder of the school year, including any extended school year session.

Comments

- 1) *Need for this bill.* According to the author, “As a veteran myself, I have seen first-hand the impacts that the military lifestyle can have on children as they navigate their education. Students are often forced to relocate and get reacquainted with new schools many times as their parents are transferred while on active duty to our nation. Students with special needs face even more challenges as they require special education services that are tailored to their needs and those services are often delayed after they transfer schools. This bill would provide a timeline for school districts to implement and adopt those special services and flexibility for students and their families so that the services can be implemented sooner. Addressing these educational and service delays is essential for taking care of our military connected students, especially those with special needs.

“Existing law requires that a student with an existing individualized education program who transfers to a new school district from within the state to immediately receive comparable services to the previously approved IEP for at most 30 days. After 30 days, the new school district must adopt the previously agreed upon IEP or adopt a new IEP. This 30 day timeline does not exist for a student with special needs transfers from out of state. The highly mobile lifestyle of military connected children can lead to educational disruptions. The existing 30 day timeline for IEP implementation/adoption for in-state transfers is beneficial but students who are transferring from out of state do not enjoy this benefit. Existing law also requires the prompt acquisition of student records but it does not allow the use of unofficial records while the official records are

pending. This is another obstacle that delays the much needed services for students with exceptional needs.”

- 2) *Military-connected students face disproportionate service delays during transitions.* Military-connected students move frequently—on average six to nine times during their K–12 career—which places them at heightened risk for disruption in education services. These risks are compounded for students with disabilities, who rely on timely and consistent implementation of specialized supports. A 2021 national survey found that families of military-connected students with disabilities waited an average of 171 days for services following identification, and nearly 80% of those who experienced a service lapse after a move reported delays longer than 60 days. These gaps are not merely administrative hurdles—they represent a loss of learning time and stability for students who are already facing the challenges of family separation, housing transitions, and school changes. By requiring school districts to adopt or revise an IEP within 30 days of receiving records from out-of-state transfers, this bill takes a meaningful step toward reducing those disruptions and aligning timelines for in-state and out-of-state transfers.
- 3) *Formalizing what is already best practice: prompt coordination and use of unofficial records.* Most districts strive to implement services without delay for incoming students, especially when they are notified that the student may be eligible for special education. This bill codifies those best practices by requiring prompt coordination between the receiving district, the family, and the sending school. Additionally, this bill reinforces the provisions of the Interstate Compact by requiring acceptance of unofficial records during the enrollment process. In practice, unofficial records—such as copies of an IEP brought by a parent—are often the only available documents during the initial weeks after a move. Requiring districts to accept these records and act on them as provisional guidance empowers schools to respond more quickly and responsively, ensuring continuity of services even before the bureaucracy of official records catches up.
- 4) *Applying the IEP deadline broadly may be ambitious but provides clarity and equity.* The 30-day timeline proposed in this bill does not apply only to military-connected students but to all students with disabilities transferring into California from out of state. This decision reflects an intent to create uniformity in timelines regardless of a student’s background. However, it also raises questions about feasibility in cases where records are delayed, incomplete, or difficult to interpret across state lines. Unlike in-state transfers,

where LEAs may already be familiar with a neighboring district's practices, an IEP from another state may reflect different eligibility criteria, service models, or terminology. Even so, this deadline sets a clear expectation and gives families a concrete framework for understanding their rights. It also puts receiving districts on notice that they must proactively engage in service planning, rather than delaying action until a full reassessment is completed.

- 5) *Fiscal implications are likely limited, but the benefits may be significant.* While this bill may result in modest administrative and staffing costs for districts that need to accelerate IEP review timelines, these are not new responsibilities—just clarified ones. LEAs are already required under federal law to provide services to students with disabilities upon enrollment. What this bill does is create a legal timeframe that both protects families from open-ended delays and encourages districts to prioritize students who are at the highest risk of falling through the cracks. Moreover, the clarification of fiscal responsibility for nonpublic school placements when a student transfers SELPAs helps avoid midyear disputes and maintains stability for students in the most restrictive and costly placements, where any interruption can have serious consequences.
- 6) *Aligning state law with the spirit and letter of the Interstate Compact.* California joined all 50 states and the District of Columbia in adopting the Interstate Compact on Educational Opportunity for Military Children to mitigate the academic and social impacts of frequent moves. The Compact enshrines key principles such as timely enrollment, transparent record transfers, and continuity in academic programs. This bill builds on those principles, especially as they apply to special education. It ensures that disability-related services are not treated as an afterthought in the transition process, but as a core component of educational access. By doing so, California reinforces its commitment to supporting military families and acknowledges that the sacrifices borne by service members should not be paid by their children in the form of delayed supports.
- 7) *A small step with importance for a large and underserved population.* According to the U.S. Department of Defense, California is home to over 150,000 active-duty service members and more than 50,000 military-connected K–12 students. These students are disproportionately likely to experience academic stress, social disconnection, and mental health challenges compared to their civilian peers. Students with disabilities are especially vulnerable, and the data suggest that they often struggle to receive the services they are entitled to in a timely manner after a move. This bill does not overhaul California's

special education framework, but it meaningfully strengthens the state's response to this vulnerable population by improving clarity, consistency, and urgency in service provision.

FISCAL EFFECT: Appropriation: No Fiscal Com.: Yes Local: Yes

SUPPORT: (Verified 8/18/25)

U.S. Department of Defense (source)
 American Legion, Department of California
 AMVETS Department of California
 California Association of County Veterans Service Officers
 California School Employees Association
 California State Commanders Veterans Council
 Disability Rights California
 Military Officers Association of America, California Council of Chapters
 Military Services in California
 San Diego Regional Chamber of Commerce
 San Diego Unified School District
 Vietnam Veterans of America, California State Council

OPPOSITION: (Verified 8/18/25)

None received

ASSEMBLY FLOOR: 70-0, 5/23/25

AYES: Addis, Aguiar-Curry, Ahrens, Alanis, Alvarez, Arambula, Ávila Farías, Bains, Bauer-Kahan, Bennett, Berman, Boerner, Bonta, Calderon, Caloza, Carrillo, Castillo, Connolly, Davies, DeMaio, Elhawary, Ellis, Flora, Fong, Gabriel, Gallagher, Garcia, Gipson, Jeff Gonzalez, Mark González, Hadwick, Haney, Harabedian, Hart, Hoover, Irwin, Jackson, Kalra, Krell, Lackey, Lowenthal, Macedo, McKinnor, Muratsuchi, Ortega, Pacheco, Papan, Patel, Patterson, Pellerin, Petrie-Norris, Quirk-Silva, Ramos, Ransom, Celeste Rodriguez, Michelle Rodriguez, Rogers, Blanca Rubio, Schiavo, Schultz, Solache, Soria, Stefani, Ta, Tangipa, Valencia, Ward, Wilson, Zbur, Rivas
NO VOTE RECORDED: Bryan, Chen, Dixon, Lee, Nguyen, Sanchez, Sharp-Collins, Wallis, Wicks

Prepared by: Ian Johnson / ED. / (916) 651-4105
 8/21/25 16:45:47

**** END ****