Section 3: Service Coordination

Introduction

The overall purpose of Early ACCESS service coordination is to help the child and family meet their unique needs within an integrated system of informal supports and early intervention services with natural communities of support [281—120.15(1)].

Definition

Each child referred to Early ACCESS and all eligible children and their families must have one Service Coordinator who is responsible for:
1. Coordinating all early intervention and other services identified on the IFSP across agencies and
2. Serving as the single point of contact in helping parents obtain the services and assistance that the parents need. [281—15 (3-5)].

Role of Service Coordinator

Service Coordinators serve as a representative of the Early ACCESS system of early intervention services. They have three important roles:
1. Partner with each family in continuously seeking the appropriate services, resources and supports necessary to benefit the development of each child being served for the duration of the child's eligibility.
2. Assist the family in accessing early intervention services and resources from a variety of formal and informal community agencies or providers.
3. Facilitate communication among early intervention service providers across agencies, resulting in a more coordinated and responsive delivery system.

Family centered practices

The relationship between the Service Coordinator and the family demonstrates family-centered practice, and is a partnership that:
- Employs active and reflective listening;
- Helps the family clarify concerns and needs;
- treats the family with respect and dignity;
- communicates openly and honestly;
- allows the family to make decisions and accepts those decisions; and
- offers help that matches the family's view of needs.

Section 3: Service Coordination, Continued

Federal indicator family outcomes

> √ C4 family outcome

Survey data from families in Early ACCESS are collected and analyzed to assess the impact of early intervention services on families. Data are reported annually as a federal indicator in order to show Regional and State performance. All states collect data on a Family Survey and have set targets. Each AEA/Early ACCESS Region is to meet the state target, which is reported in the Part C Annual Performance Report. LINK to document. Iowa collects Indicator C4 data using the Early ACCESS Family Survey. LINK to document.

Qualifications

Service Coordinators must meet the qualifications of the Iowa Administrative Rules for Early ACCESS. They are employed by any of the Signatory Agencies (including AEAs) or agencies that have a contract, memorandum of understanding, or memorandum of agreement with AEAs [281—120.19(8)].

All Service Coordinators must meet the established requirements of the state developed Service Coordination Competency Module Training program. [281−120.15(4)].

Service Coordinator responsibilities

The minimum responsibilities of Service Coordinators are provided in the following table [281−120.15(5)].

#	Service Coordinator Responsibilities
1	Assist parents of eligible children in gaining access to the early intervention services and other services identified in the IFSP.
2	Facilitate the timely delivery of available services.
3	Use family-centered practices in all contacts with families.
4	Explain the system of services and resources called Early ACCESS.
5	Assist families in identifying and accessing available resources and services needed, and actions to meet needs.
6	Coordinate the performance of evaluations and assessments.
7	Inform families of the availability of advocacy services and explaining family rights.
8	Facilitate and participate in the development, review and evaluation of IFSPs.

Section 3: Service Coordination, Continued

Service Coordinator responsibilities
(continued)

#	Service Coordinator Responsibilities
9	Coordinate services with medical and health providers.
10	Coordinate and monitor the delivery of available services.
11	Manage the case file, including the IFSP and all necessary related information and reports.
12	Provide necessary information at formal periodic and annual reviews of the IFSP
13	Facilitate the development of a transition plan prior to child's age of three years. See next block.

Service coordination at transition

The Service Coordinator is responsible for initiating discussion with the family about transition within the timelines established by IDEA Part C (within 9 months prior to and 90 days before the child's third birthday), including development of a transition plan, as appropriate.

Service coordination activities at the time of transition include:
- Preparation of the child and parents for transition;
- Preparation for the transition planning meeting;
- Facilitation of the transition planning meeting; and
- Implementation of the transition plan.

Note. More specific information and procedures for transition responsibilities can be found in the Transition section of this manual. LINK to Document.

Minimum service coordination requirement

Service coordination varies both among families and within any given family over time. Service coordination frequency and intensity is to be responsive to the changing child and family needs over time.

Early ACCESS has established a policy for the minimum amount of service coordination to be provided each eligible child and their family:
- One face-to-face contact with the child and family every three months.
- Telephone contact occurs in the months in which a face-to-face contact does not occur.

Note. See guidance on how to document service coordination on IFSPs. LINK to Document.

Section 3: Service Coordination, Continued

Documentation of service coordination requirements

Ongoing and accurate documentation of service coordination activities for each child/family is maintained by using the Service Coordination Log/Service Notes. <mark>LINK to Document.</mark> The log can be typed or written legibly in ink and includes:
- Child's name and date of birth.
- Date of service.
- Beginning and ending time of activity.
- Location of activity.
- Summary of activity and/or result of activity.
- Signature and title of staff position on **each** log sheet.

The log is kept in the active or working file while the child is served in Early ACCESS. When the child exits Early ACCESS, the logs are kept as part of the child's official IFSP file in the designated AEA office. The logs may also serve as documentation for Medicaid billing.

Workloads and family contact

Each AEA establishes local procedures for assignment of Service Coordinators, within the AEA and across agencies, including consistent practice for monitoring case work loads of Service Coordinators.

It is important for workloads to allow a Service Coordinator to build a relationship with families and understand their concerns, priorities and resources. Service Coordinators and their supervisors work collaboratively to monitor workloads to ensure adequate support is available. Flexibility in workload is necessary to allow a range of support from intensive to minimal services. Service coordination varies both among families and within any given family over time.

Section 3: Service Coordination, Continued

Interagency service coordination

The Early ACCESS system was designed to support and to meet the priority needs of the child and family. The Iowa Department of Public Health (IDPH) and Child Health Specialty Clinics (CHSC), as signatory partners of the Early ACCESS system, have committed to provide service coordination to targeted populations.

IDPH grantee agencies, Title V Maternal Health Agencies, provide service coordination for children who have a venous blood lead level at 20 ug/dl or higher (blood poisoning). If it is determined that a child has significant developmental delays, the child is transferred to the regional AEA for service coordination. If a child has an active IFSP when a high lead level has been newly determined, service coordination remains with the AEA Service Coordinator.

A child with critical health concerns may need primary service coordination from CHSC. CHSC and each AEA collaborate to provide service coordination for children identified as drug exposed, premature or medically fragile. As a child's health needs stabilize, other developmental needs may take priority and service coordination transfers to the AEA.

Section 4: Early Childhood Outcomes (ECO)

Introduction   Early ACCESS routinely collects information about children's age-appropriate functioning at entry, annual reviews and exit in order to measure the effectiveness of Early ACCESS services. This information is commonly called Early Childhood Outcomes (ECO).

Ratings and progress for three ECO areas are collected, based upon the IFSP Team's decisions. Documentation of the team's supporting evidence used to make those decisions is also required.

The following blocks provide needed information for completion of the IFSP ECO form. Specific implementation procedures are provided in other sections when the ratings are required (e.g. Initial IFSP meeting; Annual IFSP Review Meeting; and Exit from Early ACCESS).

ECO Area Ratings   The three ECO areas in the following table represent the critical functional skills and behaviors in which young children need to be successful in everyday activities and routines.

ECO Area	Examples
Positive Social – Emotional Skills (including social relationships)	Relating to adults and children; and following rules related to groups or interacting with others
Acquisition and Use of Knowledge and Skills (including early language and communication)	Examples: Reasoning, remembering, thinking and problem solving; understanding symbols; and understanding the physical and social worlds
Use of Appropriate Behaviors to Meet their Needs	Examples: Taking care of basic needs; getting from place to place; using tools; and contributing to child's own health and safety

Note. These areas are not separated into discrete developmental domains; therefore, they represent the complex and integrated nature of how young children develop.

ECO Decision Requirement   When determining a child's outcome rating and progress on the ECO Summary form, the IFSP team must consider information gathered from multiple methods and sources. LINK to Document. These data provide the evidence for determining the child's level of functioning and progress.

Section 4: Early Childhood Outcomes (ECO), Continued

ECO Ratings   IFSP Teams use a 7-point rating scale to decide to what extent a child functions in ways considered age-appropriate with regard to the ECO areas. An outcome rating is determined based on a child's:

- Current level of functioning demonstrated across settings and situations;
- Functioning using assistive technology or special accommodations, if applicable; and
- Performance of skills and behaviors compared to age appropriate expectations.

The following table provides the seven ratings from which a team would choose one for each of the three ECO areas.

Outcome Rating		Outcome Rating Definitions and Descriptions:
Age Appropriate		
7	Completely	- Functioning expected for his or her age in **all or almost all of everyday situations** that are part of the child's life - Functioning is considered **appropriate** for his or her age - No concerns about functioning
6	Between Completely and Somewhat	- Functioning generally is considered appropriate for his or her age - Some concerns about functioning
Below Age Appropriate		
5	Somewhat	- Functioning expected for his or her age **some of the time and/or in some situations** - Functioning is a **mix** of age appropriate and not age appropriate - Functioning might be described as like that of a **slightly younger child**
4	Between Somewhat and Emerging	Functioning **rarely** shows the use of age appropriate skills and behaviors.

Continued on next page

Section 4: Early Childhood Outcomes (ECO), Continued

ECO Ratings
(continued)

Outcome Rating		Outcome Rating Definitions and Descriptions:
3	Emerging	• Does **not yet** show functioning expected of a child of his or her age in any situation • Skills and behaviors include **immediate foundational skills** upon which to build age appropriate functioning • Functioning might be described as like that of a **younger child**
2	Between Emerging and Not Yet	• Uses **some immediate foundational skills** across settings and situations
1	Not Yet	• Does **not yet** show functioning expected of a child his or her age in any situation • Skills and behaviors **do not yet include any immediate foundational skills** upon which to build age appropriate functioning • Functioning might be described as like that of a **much younger child**

Note. See *Decision Tree for ECO Summary Rating Discussions* LINK to Document. and *Iowa's Early Learning Standards and Guidance for Discussing the ECO Areas* documents for more team decision-making guidance LINK to Document.

Progress Decisions

At Annual IFSP Review Meetings and when the child exits from Early ACCESS, IFSP Teams determine if the child has gained any new skills or behaviors while receiving Early ACCESS early intervention services. At any Initial IFSP Meeting, IFSP Teams will check "*Not Applicable because this is the child's Initial IEP Meeting*" on the ECO Summary.

A child's progress is determined based on any of the following:
• Acquisition of a new skill or behavior;
• More independently demonstrates mastery of a skill or behavior;
• Progresses toward achieving annual goals; or
• Improves the quality when performing a skill or behavior.

Continued on next page

Section 4: Early Childhood Outcomes (ECO), Continued

Supporting Evidence Documentation Requirements

IFSP Teams are required to use the **RIOT** LINK to Document model to document the supporting evidence used to determine a child's level of functioning and progress. LINK to Document.

RIOT **stands for:**
R **- Record reviews of existing medical reports and evaluations;**
I **- Interviews with parents, caregivers, teachers and service providers;**
O **- Observations in various settings and situations; and**
T - **Tests and Assessments, including research-based criterion-referenced, curriculum-based or play-based assessments.**

The purpose of the **RIOT** method is to consider an approach that provides the information needed for decision-making in an accurate and efficient way. Sufficiency of information is the key principle, not the number of approaches used.

Required ECO Rating Schedule

Ratings and data collection for Early Childhood Outcomes is required for the following times. More specific procedures are provided in other sections of the Procedures Manual.

Required Data Collection Times	Example	Procedures Located in Section…
Entry to Early ACCESS services	When child is determined eligible for and begins receiving Early ACCESS services	Initial IFSP Meeting
Annually	As child continues to receive Early ACCESS services, annually after Initial IFSP meeting.	Annual IFSP Review Meeting
Exit from Early ACCESS	When child is transitioning to Part B or other services; moving out of state; or discontinuing services due to inability to contact or locate the family.	Exit from Early ACCESS

Continued on next page

Section 4: Early Childhood Outcomes (ECO), Continued

Procedures for Completing IFSP ECO form

Specific implementation procedures are provided in other sections when the completion of the IFSP ECO forms is required (e.g. Initial IFSP meeting; Annual IFSP Review Meeting; and Exit from Early ACCESS). LINK to Document.

Federal indicator of ECO

√ C3 ECO

Data about early childhood outcomes are collected and reported annually in a federal indicator in order to show Regional and State performance of this requirement. All states collect ECO data and targets will be set in 2009-2010. Each AEA/Early ACCESS Region is to meet the state target, which is reported in the Part C Annual Performance Report. LINK to document. Iowa collects Indicator C3 data on the IFSP ECO pages.

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting

Introduction

The Initial IFSP Meeting is the first meeting where the multidisciplinary team gathers to:

- determine eligibility of the child for Early ACCESS services, based on the multidisciplinary evaluation and assessments completed within 45 days of referral, and
- develop an Individualized Family Service Plan (IFSP) for eligible child/family or
- assists the family in accessing needed resources if child is determined not eligible for Early ACCESS. [281−120.34]

Multidisciplinary definition

Multidisciplinary team means the involvement of two or more qualified disciplines of different professional backgrounds who complete the evaluation activities and development of the IFSP [281−120.4]

Initial IFSP meeting and development process

The following table provides an overview of the seven stages of the process and requirements for the Initial IFSP meeting. Specific implementation procedures follow the overview.

Stage	Process	Description
1	Prepare for Initial IFSP Meeting	The initial IFSP meeting is held within 45 calendar days of the referral to Early ACCESS and after all evaluation and assessments have been completed. The family is notified of the IFSP meeting. [281−120.34]
2	Begin the Meeting	Participants are introduced at the beginning of the meeting. The purpose and intended results are reviewed, and the tone and details of the meeting are set.
3	Determine Eligibility	The multidisciplinary IFSP team reviews strengths and concerns of evaluation results and determines eligibility of child for early intervention services.

Continued on next page

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Initial IFSP meeting and development process (continued)

Stage	Process	Description
4	Develop the Plan	The multidisciplinary IFSP team develops child and/or family outcomes, based upon family priorities, and determines activities and services needed to achieve those outcomes.
5	Document Early Childhood Outcomes	The multidisciplinary IFSP team rates the child's developmental status in three domains based on evaluation results, as required for Early Childhood Outcomes data collection.
6	Consent for Services	Parent signs or declines consent for services.
7	Finalize Paperwork and Communications	Service Coordinator completes all needed paperwork and communicates the results of the meeting with parent identified partners (e.g., physician; referral source).

Procedures and documentation requirements for each stage of the process are described below.

Stage 1: Background prepare for initial IFSP meeting

The parent(s) and other IFSP team members must be notified in writing in advance of initial, periodic, annual, and transition IFSP meetings. The following table outlines Service Coordinator actions to prepare for the initial IFSP meeting.

Step	Action
1	Checks that all evaluations and assessments are or will be completed within 45 days of referral to Early ACCESS.
2	Initiates discussion with parents regarding required participants invited to the IFSP meeting; location; and scheduling of the meeting to meet 45 day timeline. *Note.* The IFSP meeting(s) must be conducted in settings and at times that are convenient to families and in the native language of the family or other mode of communication used by the family (unless it is clearly not feasible to do so).

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 1: Background prepare for initial IFSP meeting (continued)

Step	Action
3	Completes the *IFSP Meeting Notice* form and sends to invited participants. [281−120.37]
4	Prepares for Initial IFPS meeting; gathers paperwork; etc.

Required participants

Required participants in the initial IFSP meeting must include:
- Parent(s) of the child
- The Service Coordinator who has been designated by the agency to be responsible for the implementation of the IFSP (or the designee if the current Service Coordinator is unable to attend)
- A person or persons directly involved in conducting the evaluation(s) and assessment(s).

Other participants in the IFSP meeting may include:
- Other family members, as requested by a parent
- An advocate or person outside the family, if a parent requests that the person participate
- Persons who may be providing services to the child and family as appropriate, and/or
- A primary health care provider or designee [281−120.35].

Note. Consideration of participants should include the primary referral source, and all agencies providing direct and ongoing services and others as the family requests. See also, *Guidance for Arranging IFSP Meetings.* LINK to Document.

Alternative methods of meeting participation

The participation of a professional who has been directly involved in conducting evaluations, assessments, or medical diagnoses and who is unable to attend the IFSP meeting may be achieved through a variety of means including:
- Participate in a conference call;
- Make pertinent records available at the meeting; or
- Designate a qualified professional to attend the meeting and interpret the evaluation and assessment results and their service implications [281−120.36].

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 2: Begin the meeting

The Service Coordinator starts the meeting:
- Introduce IFSP team members
- Review purpose and intended results of the meeting
- Set the tone and details of the meeting.

Note. See helpful resource, Initial IFSP Meeting Agenda checklist. LINK to Document.

Stage 3: Determine eligibility

Early ACCESS eligibility is determined for children from birth to two years nine months. The child's eligibility determination is recommended based on review of evaluation and/or other records documentation. The decision is made based upon the Early ACCESS definition of eligibility (see also Section 3 Comprehensive Identification).

"Eligible children" means infants and toddlers from birth to the age of three years who meet **one** of the following criteria:
1. Have a condition, based on informed clinical opinion, known to have a high probability of resulting in later delays in growth and development if early intervention services are not provided; or [34 CFR 303.16(b); 303.300(c)]
2. Have a developmental delay, which is a 25 percent delay as measured by appropriate diagnostic instruments and procedures and based on informed clinical opinion, in one or more of the following developmental areas:
- cognitive development;
- physical development including vision and hearing;
- communication development;
- social or emotional development; or
- adaptive development [281-120.4].

Continued on next page

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 3: Determine eligibility (continued)

The following seven possible scenarios describe options for the multidisciplinary team eligibility decision. Subsequent actions unique to each scenario are also provided.

If the child is determined	And the family…	And…	Then…
Eligible	agrees to EA services	no further assessments are needed	• SC documents eligibility decision using the team's agreed upon eligibility reason: − Check Yes − Check either Known Condition or 25% delay in Basis for Eligibility. • Multidisciplinary team develops an IFSP; see Stage 4 Developing the Plan.
Eligible	agrees to EA services	further discipline specific assessment is needed	• SC documents eligibility decision using the team's agreed upon eligibility reason: − Check Yes − Check either Known Condition or 25% delay in Basis for Eligibility. • Multidisciplinary team develops an IFSP, including evaluations/assessments needed from specific discipline provider(s). See Stage 4 Developing the Plan.

Stage 3: Determine eligibility (continued)

If the child is determined	And the family…	And…	Then…
Eligible	accepts some services	refuses other services.	• SC documents eligibility decision using the team's agreed upon eligibility reason: – Check Yes – Check either Known Condition or 25% delay in Basis for Eligibility. • Multidisciplinary team develops an IFSP; see Stage 4 Developing the Plan. • SC documents all recommended services on the PWN forms. LINK to Document. • SC indicates all accepted services on EI services page • SC indicates specific services declined by the parent on the *Consent for Early ACCESS Services* form. LINK to Document.
Eligible or Not eligible	Declines to hold an Initial IFSP meeting	-	• SC completes *Steps when evaluation completed and parent declines IFSP meeting* (see block below).
Eligible	Declines all recom-mended services	-	• SC completes *Steps for when parent declines all EA services* (see block below)
Not eligible	Agrees to hold Initial IFSP meeting	-	• SC completes steps for children determined not eligible (see block below)

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Steps for when parent declines all EA services

The parent has the right to decline any of the needed early intervention services recommended by the IFSP team. If the parent declines one or more EI services, the Service Coordinator makes reasonable efforts to ensure the parent:
- is fully aware of the nature of the services that would be available;
- understands that the child will not be able to receive the service(s) unless consent is given [281−120.41 and 120.67(3)].

The following steps outline Service Coordinator responsibilities, including documentation, for when parent(s) decline all EA services.

Step	Action	Documents on...
1	SC and the parent explore and consider other appropriate community options, as appropriate.	SC log and/or meeting details notes section
2	SC documents eligibility decision using the team's agreed upon eligibility reason: • Check Yes and • Check either Known Condition or 25% delay in Basis for Eligibility	*Meeting Details* form. LINK to Document.
3	SC documents all services declined by the parent	Consent for Early ACCESS Services form (LINK)
4	SC completes a *Prior Written Notice* LINK to Document describing parental decision to decline services and gives copy to parent [281-120.67(3)].	Prior Written Notice. LINK to Document
5	SC provides information so the family can contact Early ACCESS in the future, if needed.	Prior Written Notice. LINK to Document.
6	SC completes required forms for data entry and filing.	See table below.

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Steps for when parent declines all EA services (continued)

The Service Coordinator assures that the following forms are completed, filed in the child's record, and turned in for data entry, unless noted otherwise.

IFSP Forms	Required or Optional
Intake/Referral	**Required**
Family Information	**Required**
Family Statements	**Required** (whether family consents or declines)
IFSP Evaluations and Assessments	**Required**
Meeting Details	**Required**
Service Coordination Log	**Required**
Consents, Notices, Authorizations	
Consent for Evaluation	**Required**
Exchange of Information	Required, if used.
Release of Health Information	Required if used.
Prior Written Notice	**Required**
Meeting Notice	**Required**
Consent for Services (declining)	**Required**

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Steps when evaluation completed and parent declines IFSP meeting

Occasionally, a parent will choose to not hold the Initial IFSP meeting. Procedures for this situation are in the table below.

Step	Action	Documents on...
1	Service Coordinator (SC) and the parent explore and consider other appropriate community options, as appropriate.	Service Coordinator log
2	SC completes a *Prior Written Notice* LINK to Document describing the following: • Initial IFSP Meeting was declined by parent • Parent was informed that eligibility would not be determined and EI services would not be provided.	*Prior Written Notice* form. LINK to Document.
3	SC provides information so the family can contact Early ACCESS in the future, if needed.	Prior Written Notice. LINK to Document.
4	SC completes required forms for data entry and filing, including case closure on IFSP Intake/Referral page; check ☐ *Parent withdrew consent for evaluation and/or IFSP completion. No further action in Early ACCESS.*	See table below for required forms.

The Service Coordinator assures that the following forms are completed, filed in the child's record, and turned in for data entry, unless noted otherwise.

IFSP Forms	Required or Optional
Intake/Referral	**Required**
Family Information	**Required**
Family Statements	**Required** (whether family consents or declines)
IFSP Evaluations and Assessments	**Required**
Service Coordination Log	**Required**
Consents, Notices, Authorizations	
Exchange of Information	Required, if used.
Release of Health Information	Required if used.
Prior Written Notice	**Required**

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Steps when child not eligible

The following steps outline Service Coordinator responsibilities, including documentation for children determined not eligible for Early ACCESS.

Step	Action	Documented on form…
1	SC attempts to explore other appropriate community options with the family, if appropriate.	• Prior Written Notice (LINK) • SC Log
2	SC provides information so the family can contact Early ACCESS in the future, if needed.	Prior Written Notice. LINK to Document.
3	SC documents eligibility decision: • Check *No* and • leave *Basis for Eligibility* blank.	IFSP Meeting Detail. LINK to Document.
4	SC completes *Prior Written Notice* form describing decision made to not provide services and gives copy to parent. *Note.* For families who decline holding an Initial IFSP meeting, document that information and reason.	Prior Written Notice. LINK to Document.
5	SC provides and reviews *Parental Rights/Procedural Safeguards* legal parameters of the law for Early ACCESS services. LINK to Document.	IFSP Meeting Details. LINK to Document.

Continued on next page

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Steps when child not eligible (continued)

The Service Coordinator assures that the following forms are completed, filed in the child's record, and turned in for data entry, unless noted otherwise.

IFSP Forms	Required or Optional
Intake/Referral	**Required**
Family Information	**Required**
Family Statements	**Required** (whether family consents or declines)
IFSP Evaluations and Assessments	**Required**
Meeting Details	**Required**
Service Coordination Log	**Required**
Consents, Notices, Authorizations	
Consent for Evaluation with Prior Written Notice	**Required**
Exchange of Information	Required, if used
Release of Health Information	Required, if used
Meeting Notice	**Required**
Prior Written Notice	**Required**

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Contents of IFSP

There are requirements for the contents of the IFSP [281 − 120.40] LINK to Document. See *IFSP Paperwork Line by Line* LINK to Document guidance document for details on how to complete the paperwork in order to meet this requirement.

Stage 4: Develop the plan

The multidisciplinary IFSP team develops an IFSP for each eligible child, including:

- child and/or family outcomes based upon family priorities and how they will be monitored,
- activities to achieve the outcomes, and
- services needed to achieve those outcomes and enhance the child's health and development and the family's capacity to meet their child's needs.

Completion of IFSP forms is necessary to meet state and federal compliance monitoring requirements.

Steps and forms to be completed are provided in the table below.

Step	Action	Documented on IFSP form...
1	Discuss findings from child assessments and the family's concerns, priorities and resources.	• IFSP Evaluation and Assessment. LINK to Document. • Family Statements. LINK to Document.
2	Determine and document needed child and/or family outcomes	IFSP Outcomes. LINK to Document.
3	Determine and document criteria, timelines, procedures and activities for each outcome.	IFSP Outcomes. LINK to Document.

Continued on next page

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

**Stage 4:
Develop the
plan**
(continued)

Step	Action	Documented on IFSP form...
4	Determine services needed to achieve the outcomes. Sort services into *Early Intervention Services* and *Other Services.* LINK to Document.	EI Services. LINK to Document. Other Services. LINK to Document.
5	Determine where services are to be provided and document the proper setting (IT) code. LINK to Document.	Meeting Details. LINK to Document. √ C2 Services in NE

Continued on next page

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 5: Document early childhood outcomes

The multidisciplinary IFSP team makes decisions about the child's age-appropriate functioning in three areas and documents them. Steps and forms to be completed are provided in the table below.

√ C3
ECO

Step	Action
1	IFSP team reviews data and information collected from the comprehensive, multidisciplinary evaluation and assessment. *Note.* The IFSP team must consider information gathered from multiple methods and sources.
2	IFSP team determines a child's Early Childhood Outcome (ECO) rating. LINK to Document. These data provide the evidence for determining the child's level of functioning and progress.
3	Service Coordinator records team ratings on the *Early Childhood Outcomes* forms in each of the following three areas, regardless of the Early ACCESS services the child receives. *(see table below)*

Rating Category	Documented on IFSP form...	Documented in section…
Positive Social – Emotional Skills (including social relationships)	Early Childhood Outcomes (ECO) 1/3. LINK to Document.	a. Check one box that reflects team rating b. Check ☐ Not Applicable because this is the child's Initial IFSP. c. Complete information
Acquisition and Use of Knowledge and Skills (including early language and communication)	Early Childhood Outcomes (ECO) 2/3. LINK to Document.	a. Check one box that reflects team rating b. Check ☐ Not Applicable because this is the child's Initial IFSP. c. Complete information

Continued on next page

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 5: Document early childhood outcomes (continued)

√ C3
ECO

Step	Action
3	Service Coordinator records team ratings on the *Early Childhood Outcomes* forms in each of the following three areas, regardless of the Early ACCESS services the child receives.

Rating Category	Documented on IFSP form...	Documented in section…
Use of Appropriate Behaviors to Meet their Needs.	Early Childhood Outcomes (ECO) 3/3. LINK to Document.	a. Check one box that reflects team rating b. Check ☐ Not Applicable because this is the child's Initial IFSP. c. Complete information

Stage 6: Consent for services

Parent(s) consent or decline services. The contents of the IFSP must be fully explained to a parent and informed written consent from a parent must be obtained prior to the provision of early intervention services described in the IFSP. [281-120.41 and 120.67(3)]

Parents have the right to agree to all or some of the recommended services. Only the services consented to, by the parents, are provided to the child/family. If a parent does not provide consent for a particular early intervention service or withdraws consent after first receiving it, that service cannot be provided.

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 6: Consent for services (continued)

Complete the *Consent for Early ACCESS Services* form using the following scenarios and instructions. LINK to Document.

If parent…	Then ...
Gives consent to all recommended services	• Check box labeled: *I give consent for this IFSP and services as written.* • Review consent rights on the form with parent and check two boxes that start with "I understand…" • Ask parent(s) to sign and date Consent for Services Page
Give consent to some services, but declines a specific service(s)	• Check box labeled: *I give consent for all services listed on Prior Written Notice except,* and fill in name of declined service(s). • Review consent rights on the form with parent and check two boxes that start with "I understand…" • Ask parent(s) to sign and date Consent for Services Page

See Section 8 Procedural Safeguards for further information about consents.

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 7: Finalize paperwork and communications

The Service Coordinator finalizes understandings with the family, completes all needed paperwork and communicates the results of the meeting with parent identified partners (e.g. physician; referral source). Some of the seven steps can be completed at the meeting location or can be afterwards in another location.

Step	Action
1	Review with the family when each consented early intervention service is scheduled to begin and address any questions they may have.
2	If the child is on Medicaid, ask parent to give consent to release information for Medicaid reimbursement. Complete *Parent/Guardian Authorization Form For Medicaid Reimbursement For IFSP Services* as the following table instructs, based upon the parent's decision. LINK to Document.

If parent(s) ...	Then ...
Consent(s) to release information	• SC completes top part of form • Parent signs and dates at the bottom of the form.
Declines consent to release information	• SC completes top part of form • SC writes an X beside: Parent/Guardian declines to consent to release of information to Medicaid.

Note. The *Parent/Guardian Authorization Form For Medicaid Reimbursement For IFSP Services* gives agencies permission to share IFSP and billing information with Medicaid so the agency can be reimbursed for services provided. The Authorization form's purpose is not to be confused for consent to use Medicaid. See guidance document for information on how to explain the consent to families. LINK to Document.

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 7: Finalize paperwork and communica- tions (Continued)

Step	Action
3	Discuss with the family who will get copies of the IFSP (referral source; IFSP team members; others with appropriate releases). *Note.* An Exchange of Information form may need to be completed at the meeting (or prior to) to allow for information to be exchanged with providers from outside the network of Early ACCESS service providers.
4	Document meeting attendance on *IFSP Meeting Details* form.
5	Complete all required forms for Initial IFSP Meeting (see table below).
6	Communicate outcome of meeting with referral source if signed release is obtained. More information about these procedures can be found in *Communicating with Referral Source* guidance. LINK to Document.
7	Send copies of IFSP forms to IFSP team members and others for whom the family has signed a release of information, as agreed upon with the family in Step 2.

Stage 7, Step 5: Required forms for initial IFSP meeting

The Service Coordinator assures that the following forms are completed, filed in the child's record, and turned in for data entry, unless noted otherwise.

IFSP Forms	Required or Optional
Family Information	**Required**
Family Statements	**Required** (whether family consents or declines)
IFSP Evaluations and Assessments	**Required**
IFSP Outcomes	**Required**
IFSP Early Intervention Services	**Required**
IFSP Other Services	Required if have Other Services
Early Childhood Outcomes (ECO)	**Required**
Meeting Details	**Required**
IFSP Transition Plan	May begin as needed

Section 5: IFSP Development/Initial Individualized Family Service Plan (IFSP) Meeting, Continued

Stage 7, Step 5: Required forms for initial IFSP meeting (continued)

IFSP Forms	Required or Optional
Service Coordination Log	Kept by Service Coordinator
Consents, Notices, Authorizations	
Consent for EA Evaluation with Prior Written Notice	**Required**
Exchange of Information	Required for other agency providers
Release of Health Information	Required for outside health records
Medicaid Release	Required for child with Medicaid
Consent for Services	**Required**
Meeting Notice	**Required**

Federal indicator of children served

√ C5/C6 children served

Data about the number and percentage of children served in Part C early intervention (Early ACCESS) are collected and reported annually in a federal indicator in order to show Regional and State performance. All states collect data on the number of children served (children on an IFSP) and have set targets. Each AEA/Early ACCESS Region is to meet the state target, which is reported in the Part C *Annual Performance Report*. LINK to document. Iowa collects Indicator C5 (birth to one) and C6 (birth to three) information on the IFSP Meeting Details page.

Section 5: IFSP Implementation/Ongoing Assessment

Introduction

At this stage in the IFSP process, early intervention and other services recorded on the IFSP are implemented.

All IFSP members communicate and work collaboratively as they implement the services and monitor the progress made toward achieving the IFSP outcomes.

Ongoing assessment by service providers occurs as early intervention services are provided. Ongoing assessment information is used for decision-making throughout the time the child/family receives Early ACCESS services [281−120.47].

Implementation of EI services

Service providers implement their services, beginning with the Initial IFSP meeting and as outlined in the IFSP (frequency, intensity, duration, natural environments, etc.). If these are substantial changes to services, then service providers are to communicate with the family and Service Coordinator and request a periodic review.

Purpose of ongoing assessment

The purpose of ongoing assessment is to identify:
- Child's unique strengths and needs
- The effectiveness of interventions and activities
- Services appropriate to meet the child's needs
- Family's changing resources, priorities and concerns
- Supports and services necessary to enhance the family's capacity to meet the developmental needs of the child shall be included within ongoing assessment.

Rationale for ongoing assessment

Ongoing assessment information enables the IFSP team to determine the degree to which the child and family are making progress toward achieving the desired outcomes and whether modifications or revisions of the IFSP outcomes or services are necessary.

Section 5: IFSP Implementation/Ongoing Assessment,
Continued

Ongoing assessment requirements

- Ongoing assessment is conducted by providers of IFSP early intervention services and those listed as responsible on the *IFSP Outcomes* form. LINK to Document.
- Ongoing assessment shall, at a minimum, implement the criteria, timelines, procedures and activities outlined for each IFSP outcome.
- Verbal or written feedback shall be provided to parents regarding ongoing assessment of their child.

Coordinating and monitoring delivery of services

Between IFSP meetings, Service Coordinators have the responsibility to:
- Facilitate the timely delivery of EI services
- Coordinate and monitor the delivery of available services
- Coordinate the performance of evaluations and assessments (if written as outcomes on IFSP)
- Coordinate with medical and health providers
- Assist families in identifying and accessing available resources and services needed and actions to meet those needs.
- Use family-centered practices in all contacts with families

When parent withdraws consent for a service being provided

The following steps are to be taken when a parent withdraws consent for the delivery of a service and continues to give consent for the remaining EI and other services written on the IFSP [281−120.67(1)c.].

- Schedule a periodic or annual IFSP meeting to gather the IFSP team for decision making.
- Follow procedures for type of meeting chosen (Periodic or Annual).

Note. SC will need to complete a new EI services and Consent for EA Services form. On the Consent form, check box labeled: *I give consent for all services listed on Prior Written Notice except,* and fill in name of declined service(s). [It is not necessary to complete a new Prior Written Notice form for this. Use the past PWN that listed the recommended service that the parent is now declining.]

Section 5: IFSP Implementation/Ongoing Assessment,
Continued

Changes to services over time

Changes to the EI and Other services may need to occur over the child and family's time in Early ACCESS:
- Change in service provider/coordinator
- Family moved to new location
- Drop a service that had been provided (and was documented on last IFSP).

The following table provides change codes to be used on the *IFSP EI Services* template to indicate those changes to IFSP team members and data entry personnel. Use these change codes when the child remains in Early ACCESS.

Note. Iowa IFSP refers to an Iowa funded IFSP; it does not necessarily mean that IFSP was written by Iowa providers.

Code	Type of Change	Description
MGS	Met outcome or outcome not appropriate, still receiving services	Met outcome or outcome not appropriate, still receiving services, continuing IFSP.
PDS	Parent declined services	One or more services discontinued at parent request, continuing IFSP
MAK *	Moved residence to another region, known to continue	Moved residence to another Regional Grantee (AEA boundaries), known to continue Iowa IFSP.
CAD *	Change in attending district	Change in attending district within Regional Grantee (AEA boundaries), outside Regional Grantee or outside state, continuing Iowa IFSP, no change in residence.
CRD *	Change in resident district	Change in resident district within same Regional Grantee (AEA boundaries), continuing Iowa IFSP.
CRI *	Change in roster information	Change in roster information, continuing Iowa IFSP in same district.

*** Note.** Changes with asterisk do not necessarily require an IFSP meeting in order to be made (though they may be made during IFSP meetings). The change codes can be indicated on a copy of the child/family's IFSP Early Intervention Services template and turned in for IMS data entry.

Section 5: IFSP Implementation /Periodic IFSP Review

Introduction At least every six months, or more frequently if conditions warrant or if the family requests such a review, a periodic review of the IFSP must be held [281−120.48].

Periodic review requirements A periodic review of the IFSP must be held at least every six months for the following purposes:
- determine the degree to which progress toward achieving the outcomes is being made; and
- whether modification or revision of the outcomes or services is necessary.

When periodic review is needed Periodic reviews may also be conducted more frequently than 6 months if conditions warrant or if the family requests. The table below indicates various conditions and whether a periodic review is needed or not.

If ...	Then a Periodic Review is….
Parent requests the IFSP team to reconvene	**Required.**
Service(s) need changes in: • Frequency, • Duration, or • Location.	**Required.**
Team is considering a service be added or dropped	**Required.**
Major changes have occurred in family priorities, concerns or resources	**Required.**
An outcome is needed to be changed, dropped or added *AND* if the new outcome does not require a change in the IFSP's services	**Not Required.** Make changes to *IFSP Outcome* form, as needed.

Options for periodic review Periodic reviews may be carried out by a meeting or other means if acceptable to parent and other participants. Other means may include a conference call, web-cam, etc.

Section 5: IFSP Development/Periodic IFSP Review, Continued

Periodic IFSP review process

The following table provides an overview of the six stages of the process and requirements for the Periodic IFSP Review. Specific implementation procedures follow the overview.

Stage	Process	Description
1	Prepare for Periodic IFSP Review	The Periodic IFSP Review must be held within 6 months of the Initial and/or Annual IFSP Meeting (or more frequently as needed) and uses ongoing assessment data to assist the team in reviewing the plan. The family and other IFSP members are notified of the periodic IFSP review. *Note.* A periodic or an annual review must be held every six months.
2	Begin the Review	Participants are introduced at the beginning of the meeting. The purpose and intended results are reviewed, and the tone and details of the meeting are set.
3	Review and Revise the Plan	The multidisciplinary IFSP team reviews child and/or family outcomes, progress, the services provided and determines needed changes.
4	Consent for Services	Parent signs or declines consent for services. Move to paperwork.
5	Finalize Paperwork and Communications	Service Coordinator completes all needed paperwork, including Consent for Services and if needed Prior Written Notice. Service Coordinator communicates the results of the meeting with parent identified partners (e.g. physician; IFSP team members).

Section 5: IFSP Development/Periodic IFSP Review, Continued

Stage 1: prepare for periodic IFSP review

There are three steps to prepare for the periodic IFSP meeting that involve Service Coordinators, Families and IFSP team members.

Step	Action
1	Service Coordinator (SC) schedules Periodic IFSP Review with family and team members. The review can be face to face or by other means acceptable to the family (e.g. conference call).
2	SC completes *IFSP Meeting Notice (LINK)* form and sends to all team members including the family, no matter how meeting is held. *Note 1.* The Meeting Notice must include the purpose of the Early ACCESS meeting, date, time, and location of the meeting and a list of those who are invited and/or planning to attend. *Note 2.* There is no required number-of-days a notice must be provided in advance. Family centered and collaborative practices indicate notice is timely enough to assure team members' participation.
3	SC updates *Family Information* LINK to Document and *Family Statement* forms LINK to Document., as needed.

Required participants

Required participants in the Periodic Review must include:
- Parent(s) of the child.
- The Service Coordinator who has been designated by the agency to be responsible for the implementation of the IFSP (or the designee if the current Service Coordinator is unable to attend).
- If conditions warrant, the periodic review team shall include the participation of:
  − Other family members, an advocate or person outside of the family, if requested by a parent.
  − Person(s) directly involved in conducting the evaluations and assessments;
  − As appropriate, persons who will be providing services to the child or family; or
  − A primary health care provider or designee [281−120.49].

Note. Consideration of participants should include all agencies providing direct and ongoing services and others as the family requests. See also, *Guidance for Arranging IFSP Meetings.* LINK to Document.

Alternative methods of meeting participation

The participation of a professional who has been directly involved in conducting evaluations, assessments, or medical diagnoses and who is unable to attend the Periodic Review may be achieved through a variety of means including:

- Participate in a conference call;
- Make pertinent records available at the meeting; or
- Designate a qualified professional to attend the meeting and interpret the evaluation and assessment results and their service implications [281−120.52].

Stage 2: Begin the review

The Service Coordinator starts the meeting:

- Introduce IFSP team members
- Review purpose and intended results of the meeting
- Set the tone and details of the meeting.

Stage 3: Review and Revise the Plan

The IFSP team:

- Reviews child and/or family outcomes and their progress, based upon ongoing assessment information.
- Determines the effectiveness of activities and services to achieve the outcomes, and
- Determines needed changes to the plan in order to enhance the child's health and development and the family's capacity to meet their child's needs.

Completion of IFSP forms is necessary to meet state and federal requirements. Steps and forms to be completed are provided in the table below.

Step	Action	Documented on IFSP form…
1	Discuss findings from ongoing assessments and the family's current concerns, priorities and resources.	• Progress Notes section on previous IFSP Outcome page (s) • Family Statements, if family has changes. LINK to Document.
2	Revise or update child and/or family outcomes, as needed	IFSP Outcomes. LINK to Document.

Continued on next page

Section 5: IFSP Development/Periodic IFSP Review, Continued

Stage 3: Review and Revise the Plan (continued)

Step	Action	Documented on IFSP form…
3	Determine and document criteria, timelines, procedures and activities for each outcome.	IFSP Outcomes. LINK to Document.
4	Determine services needed to achieve the outcomes. Sort services into *Early Intervention Services* and *Other Services*. LINK to Document.	EI Services. LINK to Document. Other Services. LINK to Document. √ C2 Services in NE
5	Determine where services are to be provided and document the proper setting (IT) code.	Meeting Details LINK to Document

Stage 4: Consent for services

Whether the parent(s) consents or decline services, the consent for Early ACCESS Services form must be signed and completed. The contents of the IFSP must be fully explained to a parent and informed written consent from a parent must be obtained prior to the provision of early intervention services described in the IFSP. LINK to Document.

Continued on next page

Stage 4:
Consent for
services
(Continued)

Parents have the right to agree to all or some of the recommended services. Only the services consented to, by the parents, are provided to the child/family. If a parent does not provide consent for a particular early intervention service or withdraws consent after first receiving it, that service cannot be provided [281−120.41 and 120.67(3)].

Complete the *Consent for Early ACCESS Services* form using the following scenarios and instructions. LINK to Document.

If parent…	Then ...
Gives consent to all recommended services	• Check box labeled: *I give consent for this IFSP and services as written.* • Review consent rights with parent and check two boxes that start with "I understand…" • Ask parent(s) to sign and date Consent for Services Page
Give consent to some services, but declines a specific service(s)	• Check box labeled: *I give consent for all services listed on Prior Written Notice except,* and fill in name of declined service(s). • Review consent rights with parent and check two boxes that start with "I understand…" • Ask parent(s) to sign and date Consent for Services Page

Continued on next page

Stage 5: Finalize paperwork and communications

The Service Coordinator finalizes understandings with the family, completes all needed paperwork and communicates the results of the meeting with parent identified partners (e.g. physician; referral source). Some of the six steps can be completed at the meeting location or can be done afterwards in another location.

Step	Action
1	Review with the family when each consented early intervention service is scheduled to begin and address any questions they may have.
2	If the child is on Medicaid, ask parent to give consent to release information for Medicaid reimbursement. Complete *Parent/Guardian Authorization Form For Medicaid Reimbursement For IFSP Services*, based upon the parent's decision and instructions below. LINK to Document. <table><tr><th>If parent(s) ...</th><th>Then ...</th></tr><tr><td>Consents to release information</td><td>• SC completes top part of form • Parent signs and dates at the bottom of the form.</td></tr><tr><td>Declines consent to release information</td><td>• SC completes top part of form • SC writes an X beside: Parent/Guardian declines to consent to release of information to Medicaid.</td></tr></table>
3	Discuss with the family who will get copies of the IFSP (referral source; IFSP team members; others with appropriate releases). *Note.* An Exchange of Information form may need to be completed at the meeting (or prior to) to allow for information to be exchanged with providers from outside the network of Early ACCESS service providers.

Continued on next page

Stage 5: Finalize paperwork and communications (Continued)

Step	Action
4	Document meeting attendance on *IFSP Meeting Details* form. *Note.* This form is needed whether the review was conducted face to face or by other means.
5	Complete all required forms for Periodic Review (see table below).
6	Send electronic or hard copies of IFSP forms to IFSP team members and others for whom the family has signed a release of information, as agreed upon with the family in Step 2.

Required Forms for Periodic Review

The Service Coordinator assures that the following forms are completed, filed in the child's record, and turned in for data entry, unless noted otherwise.

IFSP Forms	Required or Optional
Family Information	Optional if any changes
Family Statements	Optional if any changes for family
IFSP Evaluations and Assessments	Required for any new evaluations
IFSP Outcomes	**Required**
IFSP Early Intervention Services	**Required**
IFSP Other Services	Required if have Other Services
Early Childhood Outcomes (ECO)	Required if exiting
Meeting Details	**Required**
IFSP Transition Plan	May be needed depending on age
Service Coordination Log/Service Notes	Kept by Service Coordinator/Service Provider
Consents, Notices, Authorizations	
Meeting Notice	**Required**
Exchange of Information	May be needed. Check expiration date.
Release of Health Information	May be needed. Check expiration date.
Medicaid Release	Required if changes in services are made or if Medicaid consent expired
Prior Written Notice	Required for any change
Consent for Services	**Required**

Section 5: IFSP Development/Annual IFSP Review Meeting

Introduction   A meeting must be conducted at least annually to evaluate the IFSP and revise its provisions, as appropriate. The results of any current evaluations and other information available from ongoing assessments of the child and family shall be used to determine any changes in the provisions of the IFSP [281−120.41 and 120.50].

Annual IFSP meeting process   The following table provides an overview of the seven stages of the process and requirements for the Annual IFSP Review meeting. Specific implementation procedures follow the overview.

Stage	Process	Description
1	Prepare for Annual IFSP Meeting	The Annual IFSP Review Meeting is held within one year of the Initial IFSP Meeting. The family is notified of the meeting. Ongoing assessment information of child and family is gathered. Decisions are made about additional evaluations needed.
2	Begin the Meeting	Participants are introduced at the beginning of the meeting. The purpose and intended results are reviewed, and the tone and details of the meeting are set.
3	Evaluate IFSP and Revise the Plan	The multidisciplinary IFSP team evaluates the effectiveness of the plan and determines needed changes.
4	Document Early Childhood Outcomes	The multidisciplinary IFSP team rates the child's developmental status in three domains based on evaluation results, as required for Early Childhood Outcomes data collection.
5	Review Parental Rights	Parental rights are reviewed and a copy provided to the family at the meeting.
6	Consent for Services	Parent signs or declines consent for services.
7	Finalize Paperwork and Communications	Service Coordinator (SC) completes all needed paperwork, including Consent for Services and Prior Written Notice. SC communicates the results of the meeting with parent identified partners (e.g. physician; referral source).

 Procedures and documentation requirements for each stage of the process are described below.

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

**Stages 1:
Prepare for
annual IFSP
review meeting**

There are five steps to prepare for the Annual IFSP meeting that involve
Service Coordinators, Families and IFSP team members.

Step	Action
1	• Service Coordinator (SC) has discussions with family and other team members about preparing for the upcoming annual review of the IFSP and completing evaluation requirements. • If an additional evaluation by a provider not already on the team is needed for decision-making at the Annual IFSP Review Meeting, SC completes a Prior Written Notice and facilitates the process of obtaining the evaluation. LINK to Document.
2	SC schedules Annual IFSP Team Meeting with family, team members and new evaluator (if needed) to be within one year of the Initial IFSP Meeting.
3	SC completes *IFSP Meeting Notice (LINK)* form and sends to all team members including the family. *Note 1.* The Meeting Notice must include the purpose of the Early ACCESS meeting, date, time, and location of the meeting and a list of those who are invited and/or planning to attend. *Note 2.* There is no required number-of-days a notice must be provided in advance. Family centered and collaborative practices indicate notice is timely enough to assure team members' participation.
4	SC assures that IFSP team members' ongoing assessment and any new evaluation information are documented on *IFSP Evaluation and Assessment* form. LINK to Document. See Annual Child Assessment information in next block.
5	SC reviews and updates *Family Information* form LINK to Document. and *Family Statement* form LINK to Document, as needed.

Continued on next page

Stage 1, Step 4: Annual child assessment	At a minimum, infants and toddlers in the Early ACCESS system shall receive an annual assessment (RIOT: Test) in preparation for the IFSP annual review meeting. The following developmental areas must be addressed and documented on the *IFSP Evaluations and Assessment* form: • Physical: Gross Motor • Physical: Fine Motor • Cognitive • Communication • Social/Emotional • Adaptive • Current Health Status of vision, hearing and nutrition (***Note***. Further guidance on annual assessment of vision, hearing and nutrition will be developed in the future). Evaluation in the areas of concern needs to be completed for the annual review (RIOT: Test). The other areas of development may be reviewed through a combination of RIOT's: R = record review, I = interview or O = observation. Review of progress notes on the *IFSP Outcomes* page will provide important information for the child's annual assessment. LINK to Document
Stage 2: Begin the meeting	The Service Coordinator starts the meeting: • Introduce IFSP team members • Review purpose and intended results of the meeting • Set the tone and details of the meeting.
Required participants of annual review	Required participants in the Annual IFSP Review Meeting must include: • Parent(s) of the child. • The Service Coordinator who has been designated by the agency to be responsible for the implementation of the IFSP (or the designee if the current Service Coordinator is unable to attend). • A person or persons directly involved in conducting the evaluation(s) and assessment(s).

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

Required participants of annual review (Continued)

Other participants in the IFSP meeting may include:
- Other family members, as requested by a parent;
- An advocate or person outside the family, if a parent requests that the person participate;
- Persons who may be providing services to the child and family as appropriate; and/or
- A primary health care provider or designee [281−120.51].

Note. Consideration of participants should include the primary referral source, and all agencies providing direct and ongoing services and others as the family requests. See also, *Guidance for Arranging IFSP Meetings* LINK to Document.

Alternative methods of meeting participation

The participation of a professional who has been directly involved in conducting evaluations, assessments, or medical diagnoses and who is unable to attend the IFSP meeting may be achieved through a variety of means including:
- Participate in a conference call;
- Make pertinent records available at the meeting; or
- Designate a qualified professional to attend the meeting and interpret the evaluation and assessment results and their service implications [281−120.52].

Stage 3: Evaluate IFSP and revise the plan

The IFSP team evaluates the effectiveness of the plan using ongoing assessment and any new evaluation information and determines needed changes.

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

Stage 3: Evaluate IFSP and revise the plan (Continued)

Completion of IFSP forms is necessary to meet state and federal requirements. Steps and forms to be completed are provided in the table below.

Step	Action	Documented on IFSP form…
1	Discuss findings from annual child assessment and the family's concerns, priorities and resources.	• IFSP Evaluation and Assessment (LINK) • Family Statements, if family has changes (LINK)
2	Determine and document needed child and/or family outcomes	IFSP Outcomes (LINK)
3	Determine and document criteria, timelines, procedures and activities for each outcome.	IFSP Outcomes (LINK)
4	Determine services needed to achieve the outcomes. Sort services into *Early Intervention Services* and *Other Services* (Link to Module 4 section on this).	EI Services (LINK) Other Services (LINK)
5	Determine where services are to be provided and document the proper setting (IT) code. Link to EI Services in Natural Environment section and Guidance for Calculating Setting (IT) Code.	Meeting Details (LINK) √ C2 Services in NE

Stage 4: Document early childhood outcomes

The IFSP team makes decisions about the child's age-appropriate functioning in three areas and documents them. The annual assessment results shall inform the team of the extent to which the child is showing age-appropriate functioning in the three Early Childhood Outcomes areas. LINK to Document.

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

Stage 4: Document early childhood outcomes

√ C3
ECO

Steps and forms to be completed are provided in the table below.

Step	Action
1	IFSP team reviews data and information collected from the annual assessment. *Note.* The IFSP team must consider information gathered from multiple methods and sources.
2	IFSP team determines a child's outcome rating (LINK to decision tree for ratings). These data provide the evidence for determining the child's level of functioning and progress.
3	Service Coordinator records team ratings on the *Early Childhood Outcomes* forms in each of the following three areas, regardless of the Early ACCESS services the child receives. (see table below)

Rating Category	**Documented on IFSP form...**	**Documented in section…**
Positive Social – Emotional Skills (including social relationships)	Early Childhood Outcomes (ECO) 1/3 (LINK)	a. Check one box that reflects team rating b. Check either ☐ Yes or No box, reflecting team decision. c. Complete information
Acquisition and Use of Knowledge and Skills (including early language and communication)	Early Childhood Outcomes (ECO) 2/3 (LINK)	a. Check one box that reflects team rating b. Check either ☐ Yes or No box, reflecting team decision. c. Complete information
Use of Appropriate Behaviors to Meet their Needs.	Early Childhood Outcomes (ECO) 3/3 (LINK)	a. Check one box that reflects team rating b. Check either ☐ Yes or No box, reflecting team decision. c. Complete information

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

Stage 5: Review parental rights	The Service Coordinator reviews and provides the *Early ACCESS Procedural Safeguards Manual for Parents* (Parental Rights in Early Intervention) LINK to Document with the family. See Section 7 for more guidance on procedural safeguards.

Stage 6: Consent for services	Whether the parent(s) consents or decline services, the consent for Early ACCESS Services form must be signed and completed. The contents of the IFSP must be fully explained to a parent and informed written consent from a parent must be obtained prior to the provision of early intervention services described in the IFSP. LINK to Document.

Parents have the right to agree to all or some of the recommended services. Only the services consented to, by the parents, are provided to the child/family. If a parent does not provide consent for a particular early intervention service or withdraws consent after first receiving it, that service cannot be provided. [281−120.41 and 120.67(3)]

Complete the *Consent for Early ACCESS Services* form using the following scenarios and instructions. LINK to Document.

If parent…	Then ...
Gives consent to all recommended services	• Check box labeled: *I give consent for this IFSP and services as written.* • Review consent rights with parent and check two boxes that start with "I understand…" • Ask parent(s) to sign and date Consent for Services Page
Give consent to some services, but declines a specific service(s)	• Check box labeled: *I give consent for all services listed on Prior Written Notice except,* and fill in name of declined service(s). • Review consent rights with parent and check two boxes that start with "I understand…" • Ask parent(s) to sign and date Consent for Services Page

See Section 8 Procedural Safeguards for further information about consent(s).

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

Stage 7: Finalize paperwork and communications

The Service Coordinator finalizes understandings with the family, completes all needed paperwork and communicates the results of the meeting with parent identified partners. Some of the six steps can be completed at the meeting location or can be done afterwards in another location.

Step	Action
1	Review with the family when each consented early intervention service is scheduled to begin and address any questions they may have.
2	If the child is on Medicaid, ask parent to give consent to release information for Medicaid reimbursement. Complete *Parent/Guardian Authorization Form For Medicaid Reimbursement For IFSP Services* as the following table instructs, based upon the parent's decision. <mark>LINK to Document.</mark> *(see table below)* ***Note.*** The *Parent/Guardian Authorization Form For Medicaid Reimbursement For IFSP Services* gives agencies permission to share IFSP and billing information with Medicaid so the agency can be reimbursed for services provided. The Authorization form's purpose is not to be confused for consent to use Medicaid. See guidance document for information on how to explain the consent to families. <mark>LINK to Document</mark>

If parent(s) ...	Then ...
Consents to release information	• SC completes top part of form • Parent signs and dates at the bottom of the form.
Declines consent to release information	• SC completes top part of form • SC writes an X beside: Parent/Guardian declines to consent to release of information to Medicaid.

**Stage 7:
Finalize
paperwork and
communica-
tions**
(Continued)

Step	Action
3	Discuss with the family who will get copies of the IFSP (physician; IFSP team members; others with appropriate releases). *Note 1.* Assure that releases for information exchanges are current and have not expired. *Note 2.* An Exchange of Information form may need to be completed at the meeting (or prior to) to allow for information to be exchanged with new providers from outside the network of Early ACCESS service providers.
4	Document meeting attendance on *IFSP Meeting Notice* form.
5	Complete all required forms for Annual IFSP Meeting (see table below). *Note.* Includes PWN.
6	Send copies of IFSP forms to IFSP team members and others for whom the family has signed a release of information, as agreed upon with the family in Step 3.

Section 5: IFSP Development/Annual IFSP Review Meeting,
Continued

Stage 7, Step 5: Required forms for annual IFSP meeting

The Service Coordinator assures that the following forms are completed, filed in the child's record, and turned in for data entry, unless noted otherwise.

IFSP Forms	Required or Optional
Family Information	Needed if any changes
Family Statements	Needed if any changes
IFSP Evaluations and Assessments	**Required**
IFSP Outcomes	**Required**
IFSP Early Intervention Services	**Required**
IFSP Other Services	Needed if have Other Services
Early Childhood Outcomes (ECO)	**Required**
Meeting Details	**Required**
IFSP Transition Plan	May be needed depending on age
Service Coordination Log	Kept by Service Coordinator
Consents, Notices, Authorizations	
Exchange of Information	Needed for other agency providers
Release of Health Information	Needed for outside health records
Medicaid Release	Needed for child with Medicaid
Prior Written Notice	**Required**
Consent for Services	**Required**
Meeting Notice	**Required**

Section 6: Transition from Early ACCESS/Transition Planning

Introduction

Early ACCESS services are provided until a child's third birthday or until the child has met all IFSP outcomes and there is no longer a need for early intervention services. It is essential to anticipate the time when the child will no longer receive early intervention services. Planning for the child's transition is important in order to achieve our mission of enhanced child growth and development and family capacity to meet child needs.

With the approval of the family, all children exiting Early ACCESS by their third birthday should be provided an opportunity for transition planning to promote effective transition to other services [281−120.60-61].

Purpose and intent

Effective transition promotes linkages with the community system, including informal and formal supports, which will assist with the continued growth and development of the child. Families are involved throughout the transition process for their child. There shall be continuity of services for children during the transition process as children and families move from the Early ACCESS system to the school system or other community services [281−120.56].

Discussions with families

Transition from Early ACCESS is to be discussed with families from the beginning of the child's eligibility to plan for a smooth change.

The Transition Toolbox: A Guide for Families LINK to Document. is a helpful resource for informing families about the transition process and enhancing their abilities to advocate for their child and family before, during and after the transition planning process. Step One could be shared at this stage of the process.

Steps and services

√ C8a Transition

Steps and services needed to prepare the child and family for the transition should be incorporated into the Individualized Family Service Plan (IFSP) over time, using the *IFSP Transition Plan* template. LINK to Document. This planning form can be used as early as the Initial IFSP meeting and added to until the child exits [281−120.57].

Section 6: Transition from Early ACCESS/Transition Planning, Continued

Transition planning options

Federal regulations outline two transition planning pathways for children and their families, depending on whether they are exploring Part B (special education) services after age three or are choosing other community services.

IFSP teams are to analyze and discuss ongoing child and family assessment data to determine which pathway a family will follow. Discussions should answer the question: Based on the data, is the child "potentially" eligible for Part B?

The following table indicates which pathway to follow based upon the team's analysis of the data.

If data suggest child is...	Then IFSP Team follows procedures for…
potentially eligible for Part B	Transition <u>from Part C to B</u> Planning Process
not potentially eligible for Part B	Transition <u>to Other Community</u> Services Planning Process

Note. All families must be offered the opportunity for a Part B evaluation to determine their child's eligibility for special education. Parents may accept or decline the Part B evaluation. If data are not sufficient to draw conclusions about "potentially eligible," it is important for the family to be offered the opportunity for a Part B evaluation.

Section 6: Transition from Early ACCESS/Transition Planning, Continued

Required meeting timelines

The following outlines the requirements and timelines for holding a transition planning meeting, depending on the pathway chosen by the IFSP team. [281−120.60-61]

Pathway	Requirement	Timeline
Transition from Part C to B	Service Coordinators **must** convene a transition planning meeting with approval of the family	**At least 3 months** and up to 9 months prior to the child's third birthday.
Transition from Part C to B	If the child is eligible for Part B services an IEP **must** be developed and implemented with approval of the family	**Before** the child's third birthday.
Transition to Other Community Services	Service Coordinators should make **reasonable efforts** to convene a transition planning meeting.	**At least 3 months** and up to 9 months prior to the child's third birthday.

Note. Lessons learned from IFSP teams indicate the transition planning meeting needs to occur earlier than 3 months prior to the child's third birthday in order to complete all required activities by the child's third birth date.

Pathway procedures

Procedures for each of the two pathways are provided in the following sections:
● Transition from Part C to B Planning Process
● Transition to Other Community Services Planning Process.

Section 6: Transition from Part C to B Planning Process

Introduction   Transition from Early ACCESS, for the purposes of these procedures, occurs when an infant and toddler is reaching maximum age and will exit Early ACCESS at age 3. This section provides background information and procedures for children who are exploring the option of Part B special education services after the age of three [281−120.61].

Part C to B requirements   The IFSP must contain steps to be taken to support the smooth transition of the child from Early ACCESS. These steps include, but are not limited to:
- Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition.
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting
- With written parental consent, the transmission of information about the child, when needed, to other relevant agencies to ensure continuity of services including evaluation and assessment, and information and copies of IFSPs that have been implemented.
- A transition plan shall be developed that includes the child's program options for the period from the child's third birthday through the remainder of the school year and the services that may be provided following the child's third birthday.
- AEA staff knowledgeable about Part B are required to collaborate with IFSP teams in planning transition. Part B Individualized Education Program (IEP) teams are required to determine Part B eligibility for children exiting Part C [281−120.57 & 120.61].

Required timeline   Service Coordinators must initiate a transition planning meeting at least 90 days and up to 9 months prior to the child's third birthday with approval of the family. If the child is eligible for Part B services, an IEP must be developed and implemented by the child's third birthday.

Definition. "Implement" for the purposes of IEP implementation means the day of the IEP meeting. It does not mean day of web-based IEP "implement" day). "An IEP written is an IEP implemented" [281−120.61].

Continued on next page

Section 6: Transition from Part C to B Planning Process,
Continued

Dual meeting procedures	IFSP teams are to follow procedures for Transition Planning Meeting and incorporate procedures for the appropriate type of meeting - either Periodic LINK to Document or Annual Meeting LINK to Document. The Transition Planning Meeting is technically not a "type" of IFSP meeting.
	Note. For children referred to Early ACCESS shortly before they are 2 years and 9 months old, the Initial IFSP and Transition Planning meetings may need to be scheduled together in order to meet timelines.
Summer birthdays – special considerations	Children turning three years of age during the summer months who are eligible for Part B services must have an IEP developed and implemented by their third birthday. Transition planning for children who turn three in the summer requires more advance scheduling of transition activities because school districts and AEA staff may be unavailable. In order to involve AEA staff in the Transition Planning Meeting and the local school district personnel in the IEP meeting, those meetings may need to occur during the school year before the child turns three. LINK to Document.
Extended school year services (ESY)	A child on an IEP must be considered for extended school year services (ESY) as a component of a free and appropriate public education (FAPE). Therefore, discussion of ESY services occurs at the Initial IEP meeting. If the child is eligible for ESY services, it is the responsibility of the LEA to provide instructional services and/or the AEA to provide support or related services.
	Note. ESY services are not provider or location specific but are related to the goals developed on the IEP. ESY services may be provided in the community through routine based community interventions and do not have to be delivered in a school district location.
When IEP can be written before age 3	The earliest age an IEP may be developed for a child who is being served in Early ACCESS is **2 years 9 months**. However, if in the rare and unusual circumstance that an IEP was being considered for a child younger than 2 years 9 months, the IFSP team would need to contact the AEA Director of Special Education to seek prior approval. See guidance for more explanation. LINK to Document.

Section 6: Transition from Part C to B Planning Process,
Continued

Transition planning meeting process

There are five stages in the transition planning meeting process.

Stage	Process	Description
1	Prepare for Transition Planning Meeting	The Service Coordinator initiates family discussions about current services the child and family receive, potential services and other community options. Arrangements for the meeting also occur (meeting location; notice sent; gathering information, etc.).
2	Transition Planning Meeting	Participants review ongoing assessment data, discuss options for future services and determine plans for smooth transition.
3	Implement Transition Plan	The steps and services outlined in the IFSP Transition Plan are implemented.
4	Initial IEP/Exit Part C Meeting	Eligibility for Part B is determined. If eligible, an IEP is developed and implemented by the child's third birthday. Steps to exit a child from Early ACCESS (Part C) services are initiated.
5	Exit from Early ACCESS (Part C)	Final paperwork and communications are completed to end a child and family's involvement with Early ACCESS and to facilitate the transition.

Procedures and documentation requirements for each stage of the process are described below.

Transition resource for families

The *Transition Toolbox: A Guide for Families* is a resource organized into six, easy to read steps. Triggers to share the information at key times are included throughout this document. The toolbox can be found at: http://www.aea267.k12.ia.us/familyed/index.php?page=trans_toolbox.

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 1: Prepare for the transition planning meeting

The following tables provide steps for preparing for the transition planning meeting, first with the family and then after the discussions.

Prepare with the Family

Step	Action	Notes
1	Discuss changes and vision.	• The Service Coordinator initiates discussions about current services the child and family are receiving, potential services or other community based options. What will be different? Vision for the future? • Service Coordinator discusses invitation and involvement of AEA personnel in transition planning. • Review the *Transition Toolbox: A Guide for Families,* Step One
2	Provide information to the family about the transition process and their rights	• Review the *Transition Toolbox: A Guide for Families,* Step Two • Share the *Early ACCESS Procedural Safeguards Manual for Parents*, as needed (page 11 specifically addresses transition).
3	Discuss program options and enrollment criteria	The discussion of options includes whether the family is interested in pursuing evaluation for Part B special education services. If so, the Service Coordinator arranges for Part B AEA staff to attend the transition planning meeting.
4	Discuss scheduling of meeting √ C8c Transition	• Meeting **must** be at least 3 months and up to 9 months prior to the child's third birthday. • Recommended to schedule more than 3 months prior to third birthday. Schedule during the spring of the school year for children with summer birthdays. • Consider timing with Periodic or Annual Review IFSP meeting. • See Guidance for Arranging IFSP Meetings. LINK to Document.

Continued on next page

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 1: Prepare for the transition planning meeting (continued)

Step	Action	Notes
5	Determine with the family who should attend	• See Required Participants - next block • AEA representative must be invited for Part B consideration. • See Guidance for Arranging IFSP Meetings. LINK to Document.
6	Consider Authorization for Exchange of Information, as appropriate.	• Releases are **not** needed to send records to AEAs and school districts who are involved in the transition planning. Families are to be informed before records are sent. • A current release of information is needed to share IFSP records with other programs or agencies that are under consideration.

Prepare After Discussions with Family

Step	Action	Notes
1	Gather information	The Service Coordinator makes reasonable efforts to gather information from current and potential service providers and/or programs.
2	Provide training and information to parents about the transition process	• With family permission, contact local Parent Education Coordinator, ask them to offer support during transition and provide them with family contact information OR • Service Coordinator reviews Step Three of *Transition Toolbox: A Guide for Families* with family. LINK to Document.
3	Contact AEA representative	Request assistance from the AEA to provide Part B information at the transition planning meeting.
4	Send Meeting Notice	Send *Meeting Notice* to all invited participants. LINK to Document.

Continued on next page

Section 6: Transition from Part C to B Planning Process,
Continued

Required participants for transition planning meeting

Participants to invite to the Transition Planning Meeting must include
- Parent(s) of the child
- Service Coordinator
- Person(s) directly involved in conducting evaluations and assessments *
- AEA staff qualified to explain and initiate Part B eligibility determination
- As appropriate, persons who may provide services to the child or family in the future
- Other family members, as requested by the parent, if feasible to do so
- An advocate or person outside of the family, if the family requests.

* Note. If necessary, follow Alternative methods of meeting participation procedures (in Periodic or Annual Review IFSP Meeting section).

Parent declines meeting

The following table provides Service Coordinator actions to be taken when a parent declines to hold a transition planning meeting.

Step	Action
1	Informs parent that they have the right to decline a transition planning meeting.
2	Informs parent that if in the future they have concerns about their child's development, they can contact the AEA to ask for a special education evaluation (provide contact information).
3	Documents in the Transition Planning Meeting box of the *Transition Plan* form: LINK to Document. − Service Coordinator's attempts to engage family in a meeting and − Parent decision to decline a meeting.
4	Follows procedures: Transition to Other Community Services Planning Process **except** does not convene a formal Transition Planning Meeting.

Note. In this circumstance, when the child exits Early ACCESS, do not use BND (Part B not determined). Use either EOP or ENR.

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 2: Transition planning meeting

The following table provides actions to be taken during a Transition Planning Meeting.

Step	Action	Notes
1	Share information	The team, including the parents, share progress on the IFSP outcomes, parents vision for their child, the transition process and any concerns.
2	Discuss eligibility process for Part B services.	AEA staff share information about eligibility requirements for special education (Part B) and least restrictive environments (LRE) and any other needed information about these services.
3	Consider necessary evaluation(s)	The team reviews current IFSP information in order to plan for any needed evaluation(s).
4	Discuss potential services	The team discusses potential services for when the child turns three: • Part B special education instructional and support/related services in the least restrictive environment • Other community resources and services *Note.* Discussion must include services needed from the child's third birthday through the remainder of the school year.
5	Discuss parent consent for transfer of records	• Information may be transmitted including evaluation and assessment information, copies of the IFSP and other records, to the AEA and school district without parent consent. Parental Consent for transmission of records to the AEA/school district is **not** required. • Consent is needed for other programs and agencies (not AEA and school district). • Service Coordinators will inform families about any record sharing whether written consent is needed or not.

Continued on next page

Section 6: Transition from Part C to B Planning Process,

Continued

Stage 2:
Transition
planning
meeting
(continued)

Step	Action	Notes
6	Discuss who to invite to Initial IEP/Exit Part C Meeting	• Discuss required participants – see required participant block below. LINK to Document. • Discuss the inclusion of IFSP team members in the IEP meeting with the family. The Service Coordinator or IFSP team members may attend the IEP meeting at the request of the parent.
7	Develop a written transition plan. √ C8a Transition	• A transition plan must be written, including *steps and services* to prepare the child for any new expectations and /or skills as well as any supports and training needed for the parent(s). • *Complete all sections of the IFSP Transition Plan* template. LINK to Document.
8	Complete Authorization for Exchange of Information, as needed.	• A current release of information is needed to share IFSP records with other agencies and programs that are under consideration (e.g. Head Start). • Obtain parent signature

Stage 2:
Transition
planning
meeting
(continued)

Step	Action	Notes
9	Discuss important timelines for when parent consent will be signed for initial Part B evaluation and holding the IEP meeting	Discuss potential timeline for obtaining parental consent for full and individual evaluation and holding an IEP meeting before child's third birthday. The meeting to determine eligibility and develop/implement the web-based IEP must be held on or before the 60th calendar day following receipt of the signed *Consent for/Notice of Full and Individual Initial Evaluation*. The 60-calendar day timeline begins when the signed consent is received by the public agency (e.g. LEA or AEA). It can be helpful to plan ahead for unforeseen events, such as weather and illness, to ensure IEP is implemented by the child's third birthday. ***Definition***. "Implement" for the purposes of IEP implementation means the day of the IEP meeting. It does not mean day of web-based IEP "implement" day). "An IEP written is an IEP implemented."
10	Finalize paperwork	At top of IFSP Transition Plan form, check ☐ Yes for Transition Planning Meeting. Turn in paperwork for initial, periodic or annual meeting at this time. Refer to paperwork stage of each type of meeting: • Initial IFSP meeting, Stage 7 • Periodic Review, Stage 5 • Annual Review, Stage 7

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 3: Implement transition plan

The Service Coordinator and the designated AEA staff monitors implementation of the activities as identified in the child's transition plan. The following table outlines actions for different team members needed for effective transition from C to B.

Team Member	Action
Family	Participates in steps and services related to child and family as outlined in transition plan.
Service Coordinator	• Monitors all Part C and non-special education transition activities and IFSP services • Provide information about program(s) and/or available community opportunities • Other duties as outlined in transition plan. • Prepares for child's exit from Part C.
AEA	• Reviews Step Four of *Transition Toolbox: A Guide for Families* with family prior to evaluation activities. • Complete and obtain parent signature on the *Consent for Full and Individual Initial Evaluation* (LINK to Document) and shares *Special Education Parent Rights* LINK to Document. • Arranges for and monitors special education evaluation activities, as needed. • Communicates with local school districts and other early childhood setting options to assist in the determination of least restrictive environment. • Other duties as outlined in transition plan. • Schedules IEP meeting and provides meeting notice. AEA and LEA staff are responsible for meeting federal requirements for attendance and development of the IEP – see Required Participants above block. • Reviews Step Five of *Transition Toolbox: A Guide for Families* with family prior to Initial IEP Meeting.
IEP team members	• Uses available IFSP assessment data. • Conduct any necessary evaluation for Part B or other services, as outlined in consent for evaluation.
IFSP team members	• Provides ongoing assessment information, as needed and allowed by consent.

Continued on next page

Section 6: Transition from Part C to B Planning Process,
Continued

Required participants for initial IEP / exit Part C meeting

Each IEP meeting must provide for the participation of the following:
- Parent(s) of the child
- At least one general education teacher of the eligible individual if the eligible individual is or may be participating in the general education environment.**
- At least one special education teacher or if appropriate at least one special education provider of the eligible individual. *Note.* A special education teacher may also serve as the general education teacher if he or she can speak to the curriculum appropriate to the child.
- School district representative qualified to provide or supervise specially designed instruction to meet the unique needs of children with disabilities; is knowledgeable about the Iowa Core Curriculum; and is knowledgeable about the availability of resources of the public agency.**
- An individual who can interpret the instructional implications of Part B evaluation and results.**
- Service Coordinator and/or other IFSP team members at parent request.
- Other family members, as requested by the parent, if feasible to do so; and
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, including related services personnel as appropriate.

** *Note.* Provisions must be made for the participation of appropriate service providers and persons conducting evaluations and assessments.

Stage 4: Initial IEP / exit Part C meeting

The purpose of the meeting is to achieve the following by the child's third birthday:
- determine eligibility for Part B
- develop an IEP, if eligible
- complete steps for exiting a child from Early ACCESS (Part C) services

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 4: Initial IEP / exit Part C meeting
(continued)

The following table describes seven steps for the Initial IEP / Exit Part C Meeting.

Step	Action
1	Review IFSP outcomes and determine progress, based upon ongoing assessments.
2	IEP team determines Part B eligibility based on the Educational Evaluation Report. Full and Individual Evaluation.
3	IEP team considers the child's program options for the period from the child's third birthday through the remainder of the school year, including determination of the need for extended school year services during the summer. *Note.* See block below for guidance on children who turn three during the summer.
4	Provide Part B Prior Written Notice to family regarding discontinuation of early intervention services and eligibility for Part B services. LINK to Document.
5	• Develop the IEP, completing all required forms. LINK to Document. • Refer to Part B IEP procedures.
6	Document Early Childhood Outcomes team decision on: • IFSP Exit ECO forms • IEP ECO forms See Early Childhood Outcome block below, for more instructions.
7	AEA reviews Step Six of *Transition Toolbox: A Guide for Families* with family.

Section 6: Transition from Part C to B Planning Process, Continued

Stage 4, Step 3: Continuity of services for children with summer birthdays

Transitions for children who turn 3 years of age during the summer when school district and AEA personnel may not be available require more careful planning to assure continuity of services during their transition. See guidance document for detailed procedures on how to plan for and document continuation of IFSP services until the child's third birthday and the initiation of IEP services LINK to Document. [281−120.56].

Stage 4, Step 6: Early Childhood Outcomes

√ C3
ECO

The IFSP team and IEP Team members make a decision about the child's age-appropriate functioning in three areas and documents them on the IFSP and IEP Early Childhood Outcomes (ECO) forms. The following information is needed to complete the ECO form during the Initial IEP/Exit IFSP Meeting (see Section 4).

The exit assessment results shall inform the team of the extent to which the child is showing age-appropriate functioning in the three Early Childhood Outcomes areas. The rating the team chooses is to be recorded on both the IFSP and IEP ECO forms. LINK to Document.

Note. While the IFSP and IEP ECO forms are similar, the data are used to address 2 different federal reporting requirements. The IFSP ECO data will be used in reporting of Early ACCESS/Part C data. The data on the IEP ECO form will be used in the gathering, analyzing and reporting for special education/Part B.

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 4, Step 6:
Early
Childhood
Outcomes
(continued)

Steps and forms to be completed are provided in the table below.

Step	Action
1	IFSP team reviews data and information collected from the EA exit/ongoing assessment and Educational Evaluation Report (EER) data. LINK to Document.
2	IFSP and IEP team members determine a child's outcome rating (LINK to decision tree for ratings). These data provide the evidence for determining the child's level of functioning and progress.
3	Service Coordinator records team ratings on the IFSP *Early Childhood Outcomes* forms LINK to Document in each of the following three areas, regardless of the Early ACCESS services the child receives. *Note.* The IEP Team is to record the same rating on the IEP ECO form. LINK to Document

Rating Category	Documented on IFSP form...	Documented in section…
Positive Social – Emotional Skills (including social relationships)	Early Childhood Outcomes (ECO) 1/3 (LINK)	a. Check one box that reflects team rating b. Check either ☐ Yes or No box, reflecting team decision. c. Complete information

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 4, Step 6: Early Childhood Outcomes (continued)

Rating Category	Documented on IFSP form...	Documented in section…
Acquisition and Use of Knowledge and Skills (including early language and communication)	Early Childhood Outcomes (ECO) 2/3 (LINK)	a. Check one box that reflects team rating b. Check either ☐ Yes or No box, reflecting team decision. c. Complete information
Use of Appropriate Behaviors to Meet their Needs.	Early Childhood Outcomes (ECO) 3/3 (LINK)	a. Check one box that reflects team rating b. Check either ☐ Yes or No box, reflecting team decision. c. Complete information

Stage 5: Exit from Part C

The Service Coordinator finalizes understandings with the family, completes all needed paperwork and communicates the results of the meeting with parent identified partners.

The following table outlines steps Service Coordinators are to complete in order to exit a child from Early ACCESS (Part C).

Step	Action
1	Review with the family understandings from Initial IEP/Exit from Part C meeting.
2	Complete all required forms for exiting Part C (see below - Stage 5, Step 2: Required Forms for Exiting Part C).

Section 6: Transition from Part C to B Planning Process,
Continued

Stage 5, Step 2: Required Forms for Exiting Part C

The Service Coordinator assures that the following required forms are completed, filed in the child's record, and turned in for data entry.

Note. This list does not include required Part B paperwork.
Note. Exit code and date has to be entered into IMS before web IEP is implemented.

IFSP Forms	Notes
Early Childhood Outcomes (ECO)	Check *Exit From Part C* box and provide meeting date in addition to all required information.
IFSP Transition Plan	Indicate completed activity dates and final exit date and reason code (EFB).
Service Coordination Log	All prior Service Coordinator log sheets are turned into file.
Consents, Notices, Authorizations	
Prior Written Notice	Document end of services *Note.* This would be a copy of Part B's PWN that describes both exiting Part C and eligibility for Part B.

Section 6: Transition to Other Community Services Planning Process

---

Introduction   Transition from Early ACCESS, for the purposes of these procedures, occurs when an infant and toddler is reaching maximum age and will exit Early ACCESS at age 3. IFSP teams are required to discuss transition issues and make plans that assist the child and family in making smooth transitions regarding appropriate future services by the child's third birthday.

Transition planning requirements   The following are transition planning requirements for children moving from Part C to other community services (non-Part B services).
- Families will be included in the transition plans;
- With the approval of the family, make reasonable efforts to convene a conference among the lead agency, the family, and providers of other appropriate services to discuss the appropriate services that the child may receive;
- Establish a transition plan, including, as appropriate, steps to exit from the Part C program [281−120.60].

Transition plan requirements   The IFSP must contain steps to be taken to support the transition of the child from Early ACCESS. These steps include, but are not limited to:
- Discussions with, and training of, parents, as appropriate, regarding future placements and other matters related to the child's transition.
- Procedures to prepare the child for changes in service delivery, including steps to help the child adjust to and function in a new setting; and
- With written parental consent, the transmission of information about the child to relevant agency(s) to ensure continuity of services including evaluation and assessment, and information and copies of IFSPs that have been developed and implemented.
- A transition plan shall be developed that includes the child's program options for the period from the child's third birthday through the remainder of the school year and the services that may be provided following the child's third birthday [281−120.57].

Required timeline   Service Coordinators are to make reasonable efforts to convene a Transition Planning Meeting at least 3 months and up to 9 months prior to the child's third birthday.

Note. Families may decline convening of meeting.

Section 6: Transition to Other Community Services Planning Process, Continued

Parent decisions

Parents have a number of options and decisions to make regarding transition planning and next steps. The following table provides three common scenarios and the procedures to follow based on the family's decision.

If parent…	Then Service Coordinator …
and other IFSP team members determine child is not potentially eligible for Part B…	• Checks the box in the *Part B Consideration* section of the *Transition Plan*: ☐ Not Applicable. Data indicate child not potentially eligible for Part B form. • Follows procedures: Transition to Other Community Services Planning Process
Declines Part B evaluation	• Checks the box in the *Part B Consideration* section of the *Transition Plan*: ☐ Parent declines Part B eligibility determination. • Follows procedures: Transition to Other Community Services Planning Process

Declines holding a Transition Planning Meeting	• Documents in the Transition Planning Meeting section of the *Transition Plan* form LINK to Document:
	  − Service Coordinator's attempts to engage family in a meeting and
	  − Parent decision to decline a meeting.
	• Follows procedures: Transition to Other Community Services Planning Process **except** does not convene a formal Transition Planning Meeting.

Transition resource for families

The *Transition Toolbox: A Guide for Families* is a resource organized into six, easy to read steps. Triggers to share the information at key times are included throughout this document. The toolbox can be found at: http://www.aea267.k12.ia.us/familyed/index.php?page=trans_toolbox.

Section 6: Transition to Other Community Services Planning Process, Continued

Transition planning process

There are four stages in the transition planning process for children leaving Early ACCESS and moving to other community services.

Stage	Process	Description
1	Prepare for Transition Planning Meeting	The Service Coordinator initiates discussions about current services the child and family receives, potential services and other community options. Preparations for the meeting also occur.
2	Transition Planning Meeting	With parent approval, participants gather to review ongoing assessment data, discuss options for future services and determine plans for smooth transition.
3	Implement Transition Plan	The steps and services outlined in the IFSP Transition Plan are implemented.
4	Exit from Early ACCESS (Part C)	Final paperwork and communications are completed to facilitate the transition and end a child and family's involvement with Early ACCESS.

Procedures and documentation requirements for each stage of the process are described below.

Section 6: Transition to Other Community Services Planning Process, Continued

Stage 1: Prepare for transition planning meeting

The following tables provide steps for preparing for the transition planning meeting, first with the family and then afterward the discussions.

Note. If parent declined convening of Transition Planning Meeting, Service Coordinator still **must** complete the steps with the family without a formal meeting and document steps on Transition Planning Page.

Prepare with the Family

Step	Action	Notes
1	Discuss changes and vision.	• The Service Coordinator initiates discussions about current services the child and family are receiving, potential services or other community based options. What will be different? Vision for the future? • Review the *Transition Toolbox: A Guide for Families,* Step One
2	Provide information to the family about the transition process and their rights	• Review the *Transition Toolbox: A Guide for Families,* Step Two • Share the *Early ACCESS Procedural Safeguards Manual for Parents*, as needed.
3	Discuss program options and enrollment criteria.	The discussion of options includes eligibility requirements for community services (e.g. Head Start; CHSC Clinical Program; etc.).

Section 6: Transition to Other Community Services Planning Process, Continued

**Stage 1:
Prepare for
transition
planning
meeting**
(continued)

Step	Action	Notes
4	Discuss scheduling of meeting	• Meeting, with parental approval, **must** be at least 3 months and up to 9 months prior to the child's third birthday. • Recommended to schedule more than 3 months prior to third birthday. • Consider timing with Periodic or Annual Review IFSP meeting. • See Guidance for Arranging IFSP Meetings LINK to Document.
5	Determine with the family who should attend	Participants must include: • Parent(s) of the child • The Service Coordinator who has been designated by the agency to be responsible for the implementation of the IFSP (or the designee if the current Service Coordinator is unable to attend). Other participants may include: • IFSP service provider(s) • Other family members, as requested by the parent, if feasible to do so • An advocate or person outside of the family, if the family requests • As appropriate, persons who will be providing services to the child or family

Continued on next page

Section 6: Transition to Other Community Services Planning Process, Continued

Prepare for transition planning meeting (continued)

Step	Action	Notes
6	Consider Authorization for Exchange of Information, as appropriate.	A current release of information is needed to share IFSP records with future agencies that are under consideration.

Preparations After Discussions with Family

Step	Action	Notes
1	Gather information	The Service Coordinator makes reasonable efforts to gather information from current and potential service providers and/or programs.
2	Send Meeting Notice *Note.* Omit Step 2 if parent declined meeting.	• Check Yes ☐ box at top of template. • Send *Meeting Notice* LINK to Document to all invited participants.
3	Share information about transition process	Service Coordinator reviews Step Three of *Transition Toolbox: A Guide for Families* LINK to Document with family.

Section 6: Transition to Other Community Services Planning Process, Continued

Stage 2: Transition planning meeting

The following table provides seven steps for IFSP team to follow during Transition Planning Meeting.

Note. If parent declined convening of Transition Planning Meeting, Service Coordinator still **must** complete the steps with the family without a formal meeting and document on Transition Planning Page.

Step	Action	Notes
1	Share information	The team, including the parents, share progress on the IFSP outcomes, parent's vision for their child, the transition process and any concerns.
2	Discuss potential services	The team discusses potential services for when the child turns three. *Note.* Discussion must include services needed from the child's third birthday through the remainder of the school year.
3	Discuss parent consent for transfer of records	• Consent is required to transmit Part C records to community partners, if determined necessary (e.g. Head Start). • If needed, complete *Authorization for Exchange of Information* form and obtain parent signature LINK to Document.
4	Develop a written transition plan.	• A transition plan must be written, including *steps and services* to prepare the child for any new expectations and /or skills as well as any supports and training needed for the parent(s). • *Complete all sections of the IFSP Transition Plan* LINK to Document template.
5	Determine how IFSP team will complete ECO forms	IFSP Teams must complete the ECO forms upon the child's exit from Early ACCESS. Determine how and when team decisions will be made.
6	Turn in required paperwork	See either Periodic or Annual Review IFSP Meeting procedures.

Section 6: Transition to Other Community Services Planning Process, Continued

Stage 3: Implement transition plan

The Service Coordinator monitors implementation of the activities as identified in the child's transition plan. The following table outlines actions for different team members for effective transition plan implementation.

Name	Actions
Family	Participates in steps and services related to child and family as outlined in transition plan
Service Coordinator	• Monitors all transition plan activities and IFSP services • Provides information about program(s) and/or available community opportunities • Assists with steps and services as outlined in transition plan • Prepares for child's exit from Part C
Other IFSP team members	• Provide ongoing assessment information to future service providers, as needed and allowed by consent • Assist with steps and services as outlined in Transition Plan • Complete exit ECO form with family and Service Coordinator

Section 6: Transition to Other Community Services Planning Process, Continued

Stage 4: Exit from Early ACCESS (Part C)

An exit from Early ACCESS must occur prior to the child's third birthday. The Service Coordinator finalizes understandings with the family, completes all needed paperwork and communicates the results of the meeting with parent identified partners.

The following table outlines steps Service Coordinators are to complete in order to exit a child from Early ACCESS (Part C).

Step	Action
1	Review Transition Plan with family and document completion of activities.
2	The IFSP team rates the child's developmental status in three domains based on evaluation results, as required for Early Childhood Outcomes data collection (see Section 5 Early Childhood Outcomes or Section 6 IFSP Annual Review Meeting procedures). √ C3 ECO
3	Document final exit date and reason on Transition Plan form. See next block, Final Exit Codes.
4	Inform family of options and contact information if they have concerns for child's development in the future.
5	Complete Prior Written Notice LINK to Document. PWN indicates early intervention services will discontinue at age 3
6	Turn in required forms for filing and data entry (see Required Forms for Exiting Part C below).

Section 6: Transition to Other Community Services Planning Process, Continued

Stage 4, Step 6: Required forms for exiting Part C

The Service Coordinator assures that the following required forms are completed, filed in the child's record, and turned in for data entry.

IFSP Forms	Notes
Early Childhood Outcomes (ECO)	• Check *Exit From Part C* box. • Provide meeting date, if one held.
IFSP Transition Plan	Indicate completed activity dates and final exit date and reason code. See Final Exit Codes below.
Service Coordination Log	All prior Service Coordinator log sheets are turned into file.
Consents, Notices, Authorizations	
Prior Written Notice	Document end of services

Final exit codes

Final Exit Reason codes are used when a child who has been receiving Early Intervention services and on an IFSP is leaving the Early ACCESS. The codes are located on the *IFSP Transition Plan* template.

Final Exit Reason codes are different than change codes. When a child moves to another area within a region or in the state and remains in Early ACCESS, change codes are to be used. Change codes are found on the *IFSP Early Intervention Services* template.

Section 6: Transition to Other Community Services Planning Process, Continued

Final exit codes (continued)

The following table provides Final Exit Reason codes.

Note. Iowa IFSP refers to an Iowa funded IFSP; it does not necessarily mean the IFSP was written by Iowa providers.

Code	Reason	Description
PMA	Completion of IFSP prior to reaching maximum age for Part C	Children who have not reach maximum age for Part C, have completed their IFSP, and no longer require services under IDEA, Part C.
EFB	Eligible for B	Children served in Part C who exited Part C and were determined to be eligible for Part B. Part B eligibility refers to children who have been determined according to State and Federal criteria to have a disability that requires special education and related services.
EOP	Not eligible for Part B, exited with referrals to other programs	Children who reached maximum age for Part C (third birthday), were determined not eligible for Part B, and were referred to other programs. EOP (exit to other programs) may include preschool learning centers and child care centers, and/or were referred for other services, which may include health and nutrition services, such as WIC. Referral means: • a referral to a non-Part B agency/program OR • if child is already receiving service from a non-Part B agency (e.g. WIC, Head Start) continuing that service after exiting from Part C. *Note.* If a child was already receiving a service (e.g. WIC) and was going to continue, you would consider that as "referred to other programs" – EOP.

Continued on next page

Section 6: Transition to Other Community Services Planning Process, Continued

Final exit codes
(continued)

Code	Reason	Description
ENR	Not Eligible for Part B, Exited with no referrals	Children *who reached maximum age* for Part C (third birthday) and were determined not eligible for Part B services, but were not referred to other programs. ENR, e*xit with no referrals,* is intended to reflect the rare times when families were not connected to other community services after the child turned three (e.g. home schooled) and/or when providers were not able to facilitate those connections by the child's third birthday.
BND	Part B eligibility not determined	Children for whom Part B eligibility has not been made by the child's third birthday. This category includes children who were referred/considered for Part B evaluation, but for whom the eligibility determination has not yet been made or reported by the child's third birthday and children for whom parents did not consent to transition planning. Include in this category any child *who reached maximum age* for Part C, and who has not been counted in EFB, ENR or EOP.
CMK	Moved out of State, known to be continuing IFSP services	Children who moved out of State and are know to be continuing Part C services. Do not report a child who moved within State (i.e., from one region to another) if services are known to be continuing.

Section 6: Transition to Other Community Services Planning Process, Continued

Final exit codes
(continued)

Code	Reason	Description
CMN	Moved out of State, not known to be continuing IFSP services	Children who moved out of State and for whom it is not known whether they are continuing Part C services. Include situation where it is known that the child will not be continuing Part C services.
SDP	Services declined by parent	All services discontinued due to parent request.
DEC	Deceased	Children who died, even if their death occurred at the age of exit.
UNK	Unknown/Attempts to contact unsuccessful	Children who have not reached the maximum age of service under Part C (third birthday), who had an active IFSP, and for whom Part C personnel have been unable to contact or locate the family or child after repeated, *documented* attempts. Include in this category any child who did not complete their IFSP, exited Part C before reaching maximum age, and who has not been counted as BND, DEC, CMK, CMN, PMA or SDP. *Note*. Use this code if resident city and state are unknown.