

Section 6: Transition from Part C to B Planning Process

Introduction

Transition from Early ACCESS, for the purposes of these procedures, occurs when a toddler is reaching maximum age and will exit Early ACCESS at age 3. This section provides background information and procedures for children who are suspected of having a disability and parents have agreed to consider Part B special education services when the child reaches age three.

Part C to B requirements

The IFSP must contain steps to be taken to support the smooth transition of a 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.
 - Transmission of child's name, date of birth, parent contact information and Service Coordinator's contact information to assist the AEA in their Part B Child Find responsibilities.
 - With written parental consent, the transmission of information about the child and family, 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.
 - The IFSP team, in collaboration with the AEA special education staff, must analyze data and determine if the child is suspected of having a disability and if a Full and Individual Initial Evaluation (FIE) is warranted.
 - The Individualized Education Program (IEP) teams are required to determine Part B eligibility for children exiting Part C [281–120.57 and 120.61].
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When is a disability suspected?

Early ACCESS defines “potentially eligible for Part B” in the same context as the Child Find procedures for Part B established in the AEA Special Education Procedures. A child “potentially eligible for Part B” is suspected of having a disability when the data suggests the following about a child’s development:

- current performance is below typical developmental or behavioral expectations; and
- unique when compared to peers; and
- no other more plausible explanation (e.g., lack of appropriate intervention or access, insufficient learning opportunities, language or cultural differences) is evident.

If the IFSP team, in collaboration with the AEA special education staff, suspects that a child has a disability, then the IFSP Team must ensure that timely transition planning occurs to support children’s transition planning for Part B eligibility.

Note. See *DISABILITY IS SUSPECTED*.

Required timeline

The following outlines the requirements and timelines for the Transition Pathway from Part C to B:

Process	Requirement	Timeline
Transition Planning from Part C to B	Service Coordinators must convene a transition planning meeting.	At least 3 months and up to 9 months prior to a child’s third birthday.

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Continued

**Required
timeline**
(continued)

Process	Requirement	Timeline
Determination of Eligibility for Special Education	Following the requirements in the AEA Special Education Procedures for children suspected of having a disability, IEP Teams conduct the following special education procedures: <ul style="list-style-type: none"> • Determine a Disability is Suspected; • Obtain written parental consent for a Full and Individual Initial Evaluation (FIE); • Conduct an FIE; and • Determine if child is eligible for special education. 	Complete eligibility determination within 60 calendar days of the receipt of the signed <i>Consent for/Notice of Full and Individual Initial Evaluation</i> ; and Prior to the child's third birthday . <i>Note.</i> No reason is acceptable under federal reporting requirements for not determining eligibility prior to the child's third birthday.

Note. Following the requirements in the *AEA Special Education Procedures for Eligibility Determination*, parent(s) must sign *Consent for Initial Special Education and/or Related Services* prior to the provision of special education and/or related services outlined in the child's IEP. Following the development of the IEP, the special education and support/related services are made available to the child in accordance with the child's IEP [*Administrative Rules for Special Education*, 41.323(3)].

**When IEP can
be written
before age 3**

The earliest age an IEP may be implemented for a child in Early ACCESS and determined eligible for special education is 2 years 9 months. When an IEP is developed prior to a child's third birthday, the child and family remain eligible for early intervention services by Early ACCESS until the child turns three. The early intervention services, including Service Coordination, **must** be described in the IEP.

Note. In a 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 or designee to seek prior approval.

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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 may require more advanced planning due to two factors:

- Scheduling meetings and other activities may be more difficult due to limited availability of AEA and LEA professionals during the summer months, and
- Transitioning from the Early ACCESS system in which year-round services are made available to all children to the special education system in which services during school breaks are provided to individual children based on the decisions of their IEP teams.

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.

Extended school year services (ESYS)

The IEP Team is responsible for meeting the requirements regarding ESYS addressed in the AEA Special Education Procedures in the *Extended School Year Services* section. A child eligible for special education must be considered for extended school year services (ESYS) as necessary for the provision of Free Appropriate Public Education (FAPE). ESYS are provided in accordance with the child's IEP; therefore, discussion of ESYS occurs at the Initial IEP meeting. If a decision to provide ESYS is made by the IEP Team, the agreed upon services are documented on the IEP as required by special education procedures [281-41.106].

The role of the IFSP Team is to support the family in exploring a range of programs and services available during the summer months upon exiting Early ACCESS. The IFSP Team may provide the family with information about services available in the community through community activities, programs or events. However, for a child eligible for special education, the IEP Team is responsible for and must determine if the child qualifies for ESYS.

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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.

Transition planning meeting process

There are five stages in the transition planning process for Transition from Part C to B.

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, determine if a disability is suspected, 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	Conduct Initial IEP/Exit Part C Meeting	Upon completion of the FIE, determine if a child is eligible for Special Education and if eligible, develop and implement an IEP 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.

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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	<ul style="list-style-type: none"> • 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 Part B AEA special education personnel in transition planning. • Review the <i>Transition Toolbox: A Guide for Families, Step One</i>
2	Provide information to the family about the transition process and their rights	<ul style="list-style-type: none"> • Review the <i>Transition Toolbox: A Guide for Families, Step Two</i> • Share the <i>Early ACCESS Procedural Safeguards Manual for Parents</i>, as needed (page 11 specifically addresses transition).
3	Discuss program options and enrollment criteria	The discussion of options includes whether the IFSP Team suspects a disability and if the family is interested in considering an FIE to determine eligibility for Part B special education services. If so, the Service Coordinator arranges for Part B AEA special education staff to attend the transition planning meeting.
4	Discuss scheduling of meeting <div style="border: 2px solid orange; padding: 5px; display: inline-block;">√ C8c Transition</div>	<ul style="list-style-type: none"> • 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.

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

Step	Action	Notes
5	Determine with the family who should attend	<ul style="list-style-type: none"> • See Required Participants - next block • AEA representative must be invited for Part B consideration.
6	Consider Authorization for Exchange of Information, as appropriate	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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 <i>Transition Toolbox: A Guide for Families</i> with family.
3	Contact AEA representative <div style="border: 2px solid orange; padding: 5px; display: inline-block;">√ C8b Transition</div>	<p>Request assistance from the AEA to provide the following special education information at the transition planning meeting:</p> <ul style="list-style-type: none"> • Special education eligibility criteria; • Timelines for FIE, eligibility determination and IEP meeting; • Parental consent for FIE; and • Special education services and supports.
4	Send Meeting Notice	Send <i>Meeting Notice</i> to all invited participants.

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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 consider and analyze available information about the child to consider if a disability is suspected and may need special education services;
- 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; and,
- 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).

Stage 2: Transition planning meeting

The following table provides actions to be taken by the IFSP Team and the AEA Special Education staff during a Transition Planning Meeting.

Step	Action	Notes
1	Share information	The team, including the parents, share progress on the IFSP outcomes, family's vision for their child, the transition process and any concerns.
2	Discuss Suspected Disability for Part B Consideration	The IFSP team, including the AEA special education staff, analyzes data to determine if the child is suspected of having a disability and if a Full and Individual Initial Evaluation (FIE) is warranted following the AEA Special Education Procedures for Child Find.

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Stage 2: Transition planning meeting (continued)

Step	Action	Notes	
		If ...	Then ...
2	Discuss Suspected Disability for Part B Consideration (continued)	Disability is suspected	<ul style="list-style-type: none"> • Determine a Disability is Suspected. • Give <i>Procedural Safeguards Manual for Parents</i> to parent, following Special Education Procedures: Parent Procedural Safeguards section. • Indicate on <i>IFSP Transition Plan</i> that child will be referred for Part B eligibility determination, • Continue to follow the Steps 3 – 11.
		Disability is not suspected	<ul style="list-style-type: none"> • Determine a Disability is Not Suspected. • Give <i>Procedural Safeguards Manual for Parents</i> to parent, following <i>Special Education Procedures: Parent Procedural Safeguards</i> section. • Indicate on <i>IFSP Transition Plan</i> that Part B is not applicable (Data indicates child is not potentially Part B eligible). • IFSP Team follows procedures for the Transition Pathway for Transition <u>to Other Community Services</u> Planning Process, go to Stage 2: Transition Planning Meeting, Step 2.

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Stage 2: Transition planning meeting (continued)

3	Discuss eligibility determination process for Part B services and obtain informed parental consent	<p>AEA special education staff share information about special education including, but not limited to, the following:</p> <ul style="list-style-type: none"> • Special education eligibility criteria; • Timelines for FIE, eligibility determination and IEP meeting; • Parental consent for FIE; and • Special education services and supports. <p><i>Note.</i> If AEA special education staff is not present, Early ACCESS staff must provide the family with the above information.</p> <p>Following the AEA Special Education Procedures, when a child is suspected of having a disability, informed parent consent must be obtained prior to conducting an FIE.</p> <p>Parental consent is documented with a signature on the <i>Consent for/Notice of Full and Individual Initial Evaluation</i>. Parents have the right to either grant consent or not grant consent to pursue the FIE in order to determine eligibility for Part B Special Education services.</p> <p><i>Note.</i> If parent does not provide consent for a full and individual initial evaluation, complete the following procedures:</p> <ul style="list-style-type: none"> • Indicate on <i>IFSP Transition Plan</i> that the parent declines consideration for Part B eligibility determination. • The IFSP Team follows procedures for the Transition Pathway for Transition to Other Community Services Planning Process. The IEP Team follows Special Education Procedures for Special Circumstances Regarding Parental Consent.
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Stage 2: Transition planning meeting (continued)

Step	Action	Notes
4	Consider necessary evaluation(s)	The team reviews current IFSP information in order to plan for any needed evaluation(s).
5	Discuss potential services	<p>The team discusses potential services for when the child turns three:</p> <ul style="list-style-type: none"> • Part B special education instructional and support/related services in the least restrictive environment; and • Other community resources and services <p><i>Note.</i> Discussion must include services needed from the child's third birthday through the remainder of the school year.</p>
6	Discuss parent consent for transfer of records	<ul style="list-style-type: none"> • 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.
7	Discuss who to invite to Initial IEP/Exit Part C Meeting	<ul style="list-style-type: none"> • Discuss required participants – see required participant block below. • 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.

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Stage 2: Transition planning meeting (continued)

Step	Action	Notes
8	Develop a written transition plan √ C8a Transition	<ul style="list-style-type: none"> • A transition plan must be written, including <i>steps and services</i> to prepare the child for any new expectations and /or skills as well as any supports and training needed for the parent(s). • <i>Completes all sections of the IFSP Transition Plan.</i>
9	Complete Authorization for Exchange of Information, as needed	<ul style="list-style-type: none"> • 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
10	Discuss important timelines for obtaining parental consent for the FIE and holding the Initial IEP meeting	<p>Discuss potential timeline for obtaining parental consent for the Full and Individual Initial Evaluation (FIE) and holding an IEP meeting before child's third birthday.</p> <p>Note. The meeting to determine eligibility and develop/implement the IEP must be held on or before the 60th calendar day following receipt of the signed <i>Consent for/Notice of Full and Individual Initial Evaluation</i>. The 60-calendar day timeline begins when the signed consent is received by the public agency (e.g. LEA or AEA).</p> <p>Note. 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.</p>
11	Finalize paperwork	<p>Turn in paperwork for initial, periodic or annual meeting at this time. Refer to paperwork stage of each type of meeting:</p> <ul style="list-style-type: none"> • Initial IFSP meeting, Stage 7 • Periodic Review, Stage 5 • Annual Review, Stage 7

√ B11
60 Day
Timeline

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Stage 3: Implement transition plan

The Service Coordinator and the designated AEA special education staff monitor 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	<ul style="list-style-type: none"> • 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 Special Education Staff	<ul style="list-style-type: none"> • Review Step Four of <i>Transition Toolbox: A Guide for Families</i> with family prior to evaluation activities. • Follow <i>AEA Special Education Procedures for Child Find</i>. • Follow <i>AEA Special Education Procedures in sections for Initial IEP Meetings, IEP Teams and Meeting Attendance and Development of an IEP</i> and the <i>Special Education Documentation Guide</i>. • Communicates with local school districts. • Other duties as outlined in transition plan. • Reviews Step Five of <i>Transition Toolbox: A Guide for Families</i> with family prior to Initial IEP Meeting.
IEP team members	<ul style="list-style-type: none"> • Follow <i>AEA Special Education Procedures for Child Find</i> and utilize available IFSP information and assessment data. • Follow <i>AEA Special Education Procedures in sections for Initial IEP Meetings, IEP Teams and Meeting Attendance and Development of an IEP</i> and the <i>Special Education Documentation Guide</i>.
IFSP team members	<ul style="list-style-type: none"> • Provides ongoing assessment information, as needed and allowed by consent.

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Required participants for initial IEP / exit Part C meeting

Eligibility decisions for Special Education are made by a team of individuals comprised of the Individualized Education Program (IEP) team and other qualified professionals, as appropriate. Following the *AEA Special Education Procedures section Eligibility Determination Team Membership*, required participants must be identified and invited to the eligibility determination meeting.

The general requirements for team membership for a child transitioning from Early ACCESS to Part B are:

- parents of the individual being evaluated;
- service coordinator and/or other IFSP team members at parent request;
- general education teacher;
- at least one special education teacher or, if appropriate, at least one special education provider for the eligible individual;
- a representative of the LEA or AEA who is qualified to provide or supervise the provision of specially designed instruction and who is knowledgeable about general education curriculum and the availability of the resources of the LEA;
- an individual(s) who can interpret the instructional implications of the evaluation results;
- At the discretion of the parent or the agency, other individuals who have knowledge or special expertise regarding the child, as appropriate; and
- Other family members, as requested by the parent, if feasible to do so.

Additional participants may be invited. This group of individuals is hereafter referred to as the Individualized Education Program (IEP) team.

Note. An individual, when qualified may hold two or more positions on the evaluation team. An AEA representative is a required participant with knowledge or expertise to interpret the instructional implications of the evaluation results and intervention outcomes.

Stage 4: Initial IEP / exit Part C meeting

Following AEA Special Education Procedures , the IEP Team will conduct the following by the child's third birthday:

- determine eligibility for Part B Special Education services; and
- develop an IEP, if eligible.

The IFSP Team will complete steps for exiting a child from Early ACCESS (Part C) services.

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

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

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Transition,
C to B

Step	Action
1	Review IFSP outcomes and determine progress, based upon ongoing assessments.
2	Following AEA Special Education Procedures, IEP team determines eligibility for special education based on the Full and Individual Initial Evaluation.
3	Following AEA Special Education Procedures and the Special Education Documentation Guide, 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. <i>Note.</i> See block for guidance on children who turn three during the summer and extended school year services in the Early ACCESS Procedures and AEA Special Education Procedures.
4	Provide Part B Prior Written Notice to family regarding discontinuation of early intervention services and the proposal or refusal of decisions as defined by the <i>AEA Special Education Procedures, Prior Written Notice of a Proposed or Refused Action section</i> , and the <i>Special Education Documentation Guide</i> .
5	Following <i>AEA Special Education Procedures</i> and the <i>Special Education Documentation Guide</i> , develop the IEP, completing all requirements.
6	Document Early Childhood Outcomes team decision on: <ul style="list-style-type: none"> • IFSP Exit ECO forms • IEP ECO forms <p>See Early Childhood Outcome block below, for more instructions.</p>
7	AEA reviews Step Six of <i>Transition Toolbox: A Guide for Families</i> with family.

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Stage 4, Step 6:
Early
Childhood
Outcomes

√ C3
ECO

The IFSP Team and IEP Team make a decision about the child's age-appropriate functioning in three areas and document 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.

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.

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.
2	Using the Decision Tree for Ratings, IFSP and IEP team members determine a child's outcome rating. These data provide the evidence for determining the child's level of functioning and progress.
3	Service Coordinator records team ratings on the IFSP <i>Early Childhood Outcomes</i> forms 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.

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

√ C3
ECO

Rating Category	Documented on IFSP ...	Documented in section...
Positive Social – Emotional Skills (including social relationships)	Early Childhood Outcomes (ECO)	a. Indicate team rating b. Indicate team’s decision c. Complete information
Acquisition and Use of Knowledge and Skills (including early language and communication)	Early Childhood Outcomes (ECO)	a. Indicate team rating b. Indicate team’s decision c. Complete information
Use of Appropriate Behaviors to Meet their Needs.	Early Childhood Outcomes (ECO)	a. Indicate team rating b. Indicate team’s 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).

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**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 special education 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 <i>Exit From Part C</i> 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 <i>Note.</i> This would be a copy of Part B's PWN that describes both exiting Part C and eligibility for Part B.