

## **SAMPLE of IFSP Transition Meeting Summary Notes:**

Members of the IFSP team were introduced. A \*\*\*\*\* Interpreter attended the IFSP meeting to interpret for the parent(s). Parent Rights and Procedural Safeguards under Early Start/Part C were provided and reviewed with the parent(s).

The purpose of this IFSP meeting is to complete a 6 month review of \*\*\*\*\*'s IFSP dated \*\*/\*\*/\*\* as well as conduct a transition IFSP meeting to plan the steps necessary for \*\*\*\*\*'s transition into Part B services through the \*\*\*\*\* School District.

Family resources and priorities were updated. Current developmental levels were updated. \*\*\*\*\* development was judged to be [*\*age appropriate\**]. \*\*\*\*\* delays were noted in \*\*\*\*\* Receptive and expressive language skills are estimated at the \*\*-\* month level. \*\*\*\*\*'s progress toward mastering the criteria for outcomes in the IFSP dated \*\*/\*\*/\*\* was reviewed. Progress was noted for each outcome, and new outcomes were proposed and developed by the team.

Services will include [*audiological services, service coordination, transportation, parent education/support 1x/month for 90 minutes, home/site visits 1x/week for 60 minutes, and center-based DHH play group 1x/week for 90 minutes/session. Home-based and center-based services are provided through OCDE PIES program*].

Transition to \*\*\*\*\* School District at age three years was discussed. Parent Rights and Procedural Safeguards under Part B, the school district's assessment process, the I.E.P. process, and the continuum of options for placement and services was presented by \*\*\*\*\*, representative from the \*\*\*\*\* School District. The team discussed the steps necessary to help \*\*\*\*\* adjust to, and function in a new setting. Outcomes were added to the IFSP in these areas. A list of community resources was given to the parent(s).

A transition plan was developed by the team. Kay Fielder will be responsible for ensuring that records are exchanged with the school district. The school district will have the family sign an assessment plan and will complete a full developmental evaluation in the following areas: cognition, gross/fine motor, social-emotional, and self-help areas. Other evaluations will include speech and language, adapted physical education, occupational therapy, physical therapy, health/nursing. The assessment is projected to be completed in the month of \*\*, 20\*\*. Exit evaluations will be completed by the following Early Start service providers:

*Sample document provided by Kay Fielder, Program Specialist, Greater Anaheim SELPA*

*Note: This is a multi-district SELPA and some procedure will not directly apply to single-district SELPAs. Use this sample to reflect on your own SELPAs necessary procedures.*

*4.2011*

An IEP meeting to review assessment results from the \*\*\*\* School District, establish eligibility for special education and related services, develop an IEP as appropriate, and determine placement and services will be scheduled prior to \*\*\*\*'s 3rd birthday on \*\*/\*\*/\*\*. \*\*\*\*. Representative from the \*\*\*\* School District will be responsible for convening and conducting the initial IEP meeting. The projected date for this meeting is \*\*/\*\*/\*\*.

Kay Fielder, Service Coordinator will be responsible for convening and conducting the final IFSP review meeting. The projected date for this meeting is \*\*/\*\*/\*\*. At this meeting the team will review the progress that \*\*\*\* has made toward meeting outcomes in the IFSP and identify the date that Early Start services will end.