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1a. Group of Qualified Professionals Meeting Policy and Procedure

- Created 08/01
- Reviewed 04/2020

Policy

Evaluation information is shared to determine initial eligibility for special education. Decision must include assessment information, evaluation findings and recommendations, observations and parent reports.

Procedure

This procedure may be combined with the Initial IEP/IFSP Meeting.

1. An invitation to the IEP meeting will be sent to the Parent. The Disabilities Specialist will notify Head Start/EHS/ECEAP staff of the upcoming meeting.
2. Multi-disciplinary Team should include Parents(s), Teacher/EHS staff, Teacher/Family Advocate, LEA Specialist/Part C Specialist from the various disciplines based on referral concerns for each child, Supervisor, and others as appropriate.
3. Evaluations data must be from more than one procedure. It is important that tools used are not racially or culturally biased. Test and/or materials should be in the child's native language whenever feasible.
4. GQPM meeting includes:
 - Review of pertinent records related to child's current health status and medical history. # Sharing preliminary results of evaluation.
 - Determination of eligibility, fill out appropriate eligibility form, whether or not child is found eligible.
 - Eligibility Categories and guidelines: Eligibility of Child with Developmental Delays
5. DST/EHS staff will document Eligibility Meeting and outcome on the Case management Form.

Policy complies with Head Start Performance Standard 45 CFR Section 1304.21, 1308.19

1m. Initial Individual Educational Plan/ Individual Family Service Plan Meeting Policy and Procedure

- Created 08/02
- Reviewed 04/2020

Policy

A meeting to develop an Individual Educational Plan/Individual Family Service Plan will be held for each child found to have a disability and in need of special education services within 30 calendar days of determination of eligibility.

Procedure

1. A Group of Qualified Professionals Evaluation Team determines whether a child meets eligibility criteria using evaluation findings, recommendations, assessments, parent input, and observations.
2. A Group of Qualified Professionals Team Evaluation will use above information to ensure comprehensive approach to develop IEP/IFSP.
3. An invitation to the IEP/IFSP meeting will be sent to the Disabilities Specialist and Parent. Invitation may include: Parents, LEA/Part C representative, DST/EHS Staff, Disabilities Specialist and School District/Part C representative and other pertinent individuals as appropriate.
 - Parents are notified in advance of meeting to explain purpose, attendees, time and location of meeting.
 - DST/EHS Staff and/or LEA/Part C will make every effort to assure that parents understand the purpose and proceeding and encourage them to provide information about their child and their desires for the child's program.
 - Head Start/EHS/ECEAP/LEA/Part C will work together to provide interpreters if needed and offer parents a copy of the IEP/IFSP in their native language.
4. Local Educational Agency/Part C Representative will facilitate the meeting.
5. The IEP/IFSP will include:
 1. A statement of the child's present level of functioning in the socialemotional, motor, communication, self-help, and cognitive areas of development, and the identification of needs in those areas requiring specific programming.
 2. A statement of annual goals, including short- term objectives for meeting these goals.
 3. A statement of services to be provided by each Head Start/EHS/ECEAP component that are in addition to those services provided

- for all Head Start/EHS/ECEAP children, including transition services.
- 4. A statement of the specific special education services to be provided to the child and those related services necessary for the child to participate in a Head Start/EHS/ECEAP program. This includes services provided by other agencies and non-Head Start/EHS/ECEAP professionals.
- 5. The identification of the personnel responsible for the planning and supervision of services and for the delivery of services.
- 6. The projected dates for initiation of services and the anticipated duration of services.
- 7. A statement of objective criteria and evaluation procedures for determining at least annually whether the short-term objectives are being achieved or need to be revised.
- 8. Family goals and objectives related to the child's disabilities when they are essential to the child's progress.
- 6. Identify frequency, intensity, location and methods (strategies of service delivery).
- 7. Discuss how the team will work together, how information will be shared, who will be included in the meetings, etc.
- 8. Transition planning should be included in the discussion. A plan should be written any time that the team is aware of a significant upcoming transition.
- 9. Plan annual review of IEP/IFSP.
- 10. Services must begin as soon as possible after the IEP/IFSP is developed.
- 11. (*Head Start/ECEAP only*) Head Start/ECEAP staff is then responsible to track services monthly for each child on an IEP. The Special Education Service Log Tracking forms are to be kept in the consultant notebook located in an accessible place in the classroom. (See [Implementation and Documentation of Individual Education Plan Services Policy and Procedure \(lowercolumbia.edu/publications/head-start-handbooks/DISA/1-group-of-qualified-professional-iep-meetings/n-implementation-documentation-iep-ifsp-services\)](https://www.lowercolumbia.edu/publications/head-start-handbooks/DISA/1-group-of-qualified-professional-iep-meetings/n-implementation-documentation-iep-ifsp-services))
- 12. (*Head Start/ECEAP only*) Special Education Service Logs are to be copied by the Teacher and a copy included with the end of month report submitted to Area Manager. All originals are to be placed in the Special Needs Section of Site File.
- 13. (*EHS only*) Disability Specialist/EHS staff will work in conjunction with Part C agency to best meet the child's individual needs.

Policy complies with Head Start Performance Standard.

1n. Implementation and Documentation of IEP/IEFSP Services Policy & Procedure

- Created 08/01
- Reviewed 04/2020

Policy

The Individual Education Plan (IEP)/Individual Family Service Plan (IFSP) will be implemented as soon as possible after the IEP/IFSP meeting by modifying the child's program in accordance with the IEP/IFSP and arranging for the provision of related services.

Approved by Policy Council September 28, 2001

Procedure

1. After parent has filled out an application for Head Start/EHS/ECEAP, a staff member will review the application with the parent to make sure all information is included. Staff will pay particular attention to questions regarding parents' concerns about their child's physical/social/emotional development, and if their child has attended a special education/early intervention program. Staff will give examples of these programs to make sure the parent understands the question.
2. During intake, if it is found that the child has been served on an IEP or IFSP, the staff completing intake will have the parent sign a Parent Release Form, and inform the Disabilities Specialist of the need to request information from the previous special education/early intervention program. The parent will be advised to contact the LEA district/Part C they live in to ensure service will continue.
3. If a child enters the Head Start/ECEAP program with an IEP/IFSP completed within two months prior to entry, services must begin within the first two weeks of the program attendance. If we do not have a current IEP/IFSP, the Disabilities Specialist will send a letter requesting records. (See Letter of Request)
4. All IEP/IFSP meetings and staffings with LEA/Part C will be noted in Case Management. LEA services will be noted in the Special Education Service Log.
5. The Local Education Agency (LEA)/Part C will provide copies of all required paperwork to the Head Start Disabilities Specialist. If the teacher/EHS staff receives the Eligibility Summary and/or IEP/IFSP from the LEA/Part C, the teacher/EHS staff is to send it to the Disabilities Specialist.
6. The Disabilities Specialist will enter the information onto ChildPlus.
7. The Disabilities Specialist will ensure the necessary papers are in place and will send to the Direct Service/EHS staff to place in the child's site file.
8. The Disabilities Specialist will give a monthly report to the Director to track the referral process and meeting dates.
9. (*Head Start/ECEAP only*) The Disabilities Specialist will provide consultant notebooks and calendars to each site with tabs for each child receiving special education services. The DST is responsible for updating and keeping the

consultant notebook in a consistent location allowing for accessibility to the consultant/specialist.

10. *(Head Start/ECEAP only)* A Monthly Special Education Service Log will be completed by the Teacher, Teacher/Family Advocate after each date of service (See monthly Special Education Service Log Procedure).
11. Additional LEA/Part C specialist notes may be placed in the child's site file at the end of each month.
12. The Teacher, Teacher/Family Advocate is responsible for individualizing weekly for the child utilizing the IEP/IFSP goals/objectives as a guideline. This will be reflected weekly on the Lesson Plans/Home Visits/Socializations.

Policy complies with Head Start Performance Standards 1308.4(h), 1308.19, 1304.40