

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

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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.