



## **Individual Family Service Plan**

### **PROCEDURE / APPROACH**

Southern Oregon Head Start (SOHS) works closely with the Early Intervention/Early Childhood Special Education (EI/ECSE) agencies who are responsible for identifying and implementing Individual Family Service Plans (IFSP) for children who need early intervention or special education services. The creation of the IFSP takes the participants (EI/ECSE staff, SOHS Teacher, Early Head Start (EHS) Specialist or Home Visitor, parent and other representatives knowledgeable about the child) through a team process to develop functional outcomes for the child and/or family. The child's IFSP services, goals, adaptations, modifications, placement and family outcomes, are determined and written on the IFSP and are based upon the EI/ECSE evaluations, along with input from the IFSP team.

#### **HEAD START PROGRAM PERFORMANCE STANDARDS:**

1302.41-Collaboration and Communication with Parents  
1302.42(d)(1)(2)-Child Health Status and Care  
1302.53(a)(1)-1302.53(a)(2)(ii)-Community Partnerships and Coordination with other Early Childhood and Education Programs  
1302.60-1302.62-Additional Services for Children with Disabilities

### **PROCEDURES:**

1. The EI/ECSE agency invites the IFSP team to Initial, Mid-Year and Annual IFSP meetings. The EI/ECSE sends IFSP meeting notices and virtual meeting invites to the Disabilities and Mental Health Service Area Assistant (Dis-MH SAA) who then forwards them to the appropriate center staff. SOHS makes every effort to have a staff representative attend IFSP meetings giving priority for the Teacher, EHS Specialist or Home Visitor to attend. Site Managers are responsible for providing a substitute for classroom coverage if the meeting is held during class time. Family Advocates and EHS Specialists support the family in attending the meeting, providing reminders, helping to prepare for the meeting with information on what to expect, and problem solving transportation needs. The Disabilities and Mental Health Manager is also available for consultation if there are questions and is available to attend IFSP team meetings.
2. During an IFSP meeting goals are developed and needed services (speech, occupational or physical therapy, vision, hearing or autism consultation, etc.) and Supplemental Services

in the form of adaptations and accommodations are determined by the IFSP team. For children receiving ECSE services the child's placement is also determined by the team. Please see Most Appropriate Placement policy and procedure for more information. During the IFSP meeting parents have the opportunity to ask for additional support and resources as it relates to the child's overall development. These requests are documented on the Family Outcomes page of the child's IFSP. School district bussing may also be a provided service listed on the child's IFSP. Qualification for bussing is dependent upon certain factors (county and/or school district the child lives in, the type of IFSP services listed on the IFSP and the child's age). The IFSP Service Coordinator will explain qualifications during the IFSP meeting and for those who do qualify the IFSP Service Coordinator will coordinate the transportation services working with the bus barn, parent and Site Manager. The Site Manager is responsible for assigning staff to get the child on and off the bus and establish safety protocols for staff to follow during these transitions.

3. EI/ECSE provides access to children's IFSP records through a release of information (ROI). The Dis-MH SAA obtains applicable records and uploads them to the child's electronic file in the data system. In the data system IFSPs are labeled "D-1", eligibility statements "D-2", evaluation reports "D-3" and ROIs "D-8". The Dis-MH SAA emails center staff when paperwork has been added to the data system so that they know it is now assessable.

4. Teachers, EHS Specialists and Home Visitors plan for and implement Specialized Instruction to support IFSP goals and supplemental services (e.g. adaptations and accommodations) as listed on the child's IFSP. Teachers and EHS Specialists complete a Goal Tracking Sheet in collaboration with the IFSP EI/ECSE Specialist. Each month the Goal Tracking sheets are gathered by the center's Area Assistant who then uploads them to the data system under an Action Plan associated with an IFSP and emails them to the Dis-MH SAA. The Dis-MH SAA sends them to the EI/ECSE agencies for the IFSP Service Coordinators to review. For more information on Goal Tracking sheets please refer to the Goal Tracking Sheets policy and procedure.

5. Classroom teams are provided with consultation, coaching and modeling by the EI/ECSE specialist and SOHS support staff (Education Supervisor, Education Coach and the Early Childhood Behavior Specialist) to ensure a child on an IFSP is participating among their peers in the full range of activities. Children demonstrating a pattern of behavior that impedes their learning and/or the learning of others and/or is unsafe will be supported by an individualized Guidance Plan. The Guidance Plan serves to prevent behaviors, appropriately and effectively support a child when behaviors do occur and to teach the child new skills that will directly support the child's safe and active participation in the full range of activities. Please see the Child Guidance Policy and Procedure for additional information.

6. Teachers, EHS Specialists and Home Visitors review with the parent the child's IFSP goals during the Initial Home Visit and will inform parents of their child's progress on IFSP goals throughout the program year including during the fall, winter and spring conferences. These parent meetings give Teachers, EHS Specialists and Home Visitors the opportunity to provide guidance to the parent on how to support the child's goals at home. Teachers collaborate with their Family Advocate regarding a child's goals, so that the Family Advocate can as well support the parent with goals at home. In addition, Teachers, EHS Specialists, Home Visitors

and Family Advocates review the Family Outcomes page of the IFSP to then provide the additional support and resources the parent requested during the last IFSP meeting.

8. Teachers, EHS Specialist and Home Visitors are to document in the child's electronic file in a "Case Conference Note" in the Disabilities and Mental Health tab, their parent collaboration during the Initial Home visit regarding the child's IFSP.

**Notes** [X] Cancel [✓] Save

Delete New Note [X]

Case Conference [v] mm/dd/yyyy

Select Option

Behavior Intervention Plan Required

Behavior Intervention Plan Resolved

Behavior Intervention Plan Update

**Case Conference**

Communication with LEA

Determined Referral to LEA Not Required

Evaluation Completed by LEA

Existing IEP/IFSP

Family Communication-Concern Resolved

Family Communication-Further Action Required

Family Communication-Scheduling

Functional Behavioral Assessment Started

IFP/IFSP Action Plan Update

2020 [Delete]

2020 [Delete]

/2019 [Delete]

/2019 [Delete]

Case Conference [v] 10/14/2020

During VHV reviewed IFSP goals. Gave ideas of matching and sorting activities done using materials from the home to help foster child's cogn. goals. Mom spoke about concerns with potty training, I will provide resources. Will discuss w/ IFSP coordinator about a potential need to add adaptive goal for potty training.

**PIR Services**

Select Option [v]

Select Option [v]

Select Option [v]

**Associated with**

☐ Concerns - Cognition, 09/20/2019

☐ Concerns - Communication, 09/20/2019

☐ Concerns - Personal/Social, 09/20/2019

☒ IEP/IFSP - 10/18/2019

☐ Behavior Intervention Plan - 11/21/2019

☐ IEP/IFSP Action Plan - 10/18/2019

8. Teachers, EHS Specialists and Home Visitors can contact the Disabilities and Mental Health Manager, the IFSP Service Coordinator or EI/ECSE Specialist with any questions related to the child's IFSP and services. Any IFSP team member can request to the IFSP Service Coordinator an IFSP meeting at any time when additional services are identified as needed, when goals need to be added to or changed, and/or to reassess the child's current placement.