



Individual Family Service Plans and Goal Tracking Sheets

Procedure/Approach

Southern Oregon Head Start (SOHS) collaborates with the Early Intervention/Early Childhood Special Education (EI/ECSE) agency and parent to develop and implement a child's Individual Family Service Plan (IFSP). The creation of the IFSP takes the participants (EI/ECSE staff, SOHS Teacher or Home Visitor, parent and other representatives knowledgeable about the child) through a team process to develop functional outcomes for the child and family. The child's IFSP services, goals, adaptations, accommodations, 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. The SOHS classroom team or Home Visitor in collaboration with the parent are responsible for providing the child with specialized instruction to ensure progress is made on the child's IFSP goals and to implement adaptations and/or accommodations to support the child's full inclusion across all environments and activities. The Teacher or Home Visitor is responsible for completing the child's Goal Tracking sheets to which provides the necessary data for tracking the child's goal progress.

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

1302.70-1302.71 Transitions

1303.75-Children with Disabilities

Procedures:

IFSP Team Meeting

IFSP Meeting Notice

The EI/ECSE agency invites the IFSP team to Initial, Mid-Year and Annual IFSP meetings. The EI/ECSE agency sends IFSP meeting notices and 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 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 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 if applicable.



The Behavior and Disability Supervisor is also available for consultation if there are questions and is available to attend IFSP team meetings.

IFSP Services and Goals

During an IFSP meeting the child's goals are developed, services are determined (speech, occupational or physical therapy, autism consultation, etc.) and any Supplemental Aids or Services in the form of adaptations and accommodations are identified by the IFSP team. SOHS staff will be prepared to provide relevant information regarding the child from screenings, assessments, and observations. This encompasses, but is not restricted to, the child's strengths and interests, areas where the child requires learning support, any accommodations and/or adaptations currently in place, as well as recommendations for new accommodations and/or adaptations. The SOHS Teacher, Home Visitor, or any other SOHS staff at the IFSP meeting will provide the IFSP team with detailed information regarding the specific SOHS program(s) being considered as a placement option. This includes, but is not limited to, the daily schedule with activities, transitions and service hours, student to child ratios, family style meals, facility details such as indoor/outdoor environments and child restrooms.

IFSP Child's Placement

For children receiving ECSE services, a decision must be made by the IFSP team as to where the child will be educated. This is referred to as the child's placement.

When a child's placement needs special consideration, the Behaviors and Disabilities Supervisor attends the IFSP meeting to provide program information. This information assists in assessing whether modification of the program for the child is necessary or if the child requires a part-day schedule instead of a full-day classroom setting. SOHS staff that are part of a child's IFSP team will follow sound placement decisions with the local agency responsible for implementing IDEA.

Family Outcomes

During the IFSP meeting, parents have the opportunity to ask for additional support and resources. These requests are documented on the Family Outcomes page of the child's IFSP and may include, but are not limited to, mental health services, respite care, parenting classes, parent support groups, and support with potty training.

Transportation Services

School district bussing may be provided as a 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.

Procedural Safeguards

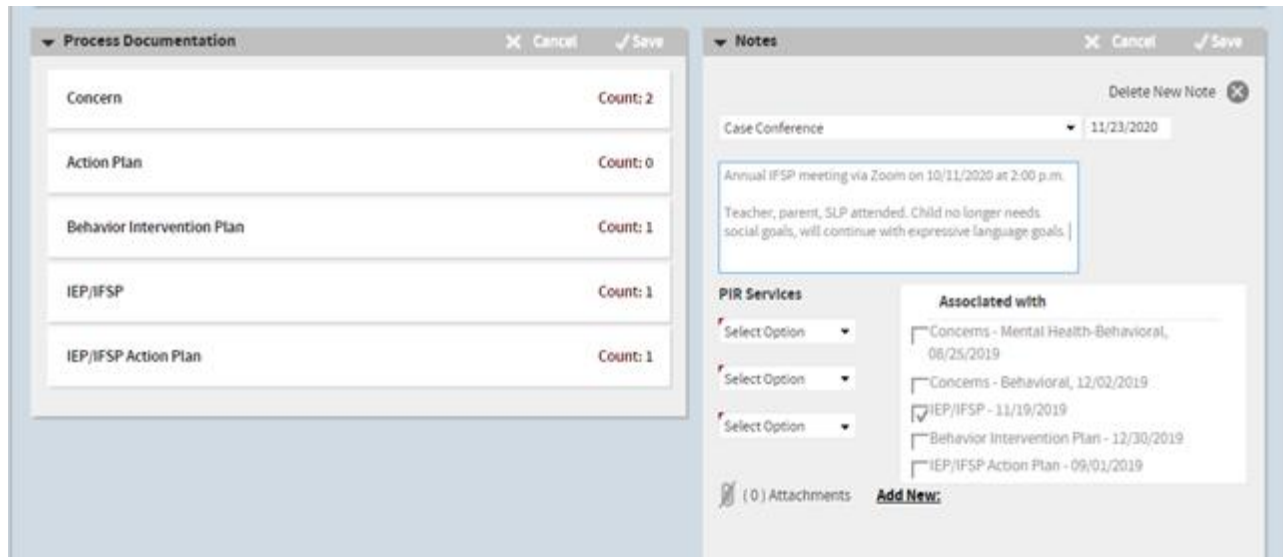
- A. A preschool child with a disability eligible for special education and related services, and his or her parents are entitled to all the rights and protections guaranteed under Part B of the Individuals with Disabilities Education Act (IDEA). The federal regulations for IDEA include a section (Subpart E) called Procedural Safeguards. These safeguards are designed to protect the rights of parents and their child with a disability and, at the same time, give families and school systems several mechanisms by which to resolve their disputes. Each parent is given by the EI/ECSE agency the most current copy of the Procedural Safeguards at every IFSP meeting. The Procedural Safeguards explain in depth IFSP parental rights.
- B. Parents of children on an Individualized Family Service Plan (IFSP) have the right to file a grievance against the agency of where their child receives Early Intervention/Early Childhood Special Education (EI/ECSE) services. Concerns by parent regarding the child's IFSP services at Southern Oregon Head Start (SOHS) should be directed to the Behaviors and Disabilities Supervisor. If SOHS receives a written or verbal complaint concerning Early Intervention or Early Childhood Special Education programs and/or services, the Behaviors and Disabilities Supervisor will refer parents to the Procedural Safeguards booklet, providing a copy to the parent if needed. SOHS will also assist the parent to contact the IFSP Service Coordinator and the EI or ECSE Program Administrator (whichever applicable dependent on the child's age) with their concerns. SOHS will forward the original complaint to the applicable Program Administrator.

Transitions for Children on an IFSP

SOHS will provide additional transition services for children with an IFSP in partnership with the local agency responsible for implementing IDEA. Please see "[Transition Policy 0-5](#)" for additional information.

IFSP Meeting Documentation

After an IFSP meeting has taken place, the Teacher or Home Visitor is responsible for providing documentation in the child's electronic file in the data system. The process is to go into the existing "Case Conference" note that provides the IFSP team meeting notice and add a summary about the meeting.



The screenshot displays two side-by-side windows from the SHINE system. The left window, titled 'Process Documentation', contains a table with the following data:

Item	Count
Concern	2
Action Plan	0
Behavior Intervention Plan	1
IEP/IFSP	1
IEP/IFSP Action Plan	1

The right window, titled 'Notes', shows a dropdown menu set to 'Case Conference' and a date of '11/23/2020'. Below this, a text box contains the following text:

Annual IFSP meeting via Zoom on 10/11/2020 at 2:00 p.m.
Teacher, parent, SLP attended. Child no longer needs social goals, will continue with expressive language goals.

Below the text box, there are three 'Select Option' dropdown menus. To the right of these is an 'Associated with' section with a list of items:

- ☐ Concerns - Mental Health-Behavioral, 08/25/2019
- ☐ Concerns - Behavioral, 12/02/2019
- ☒ IEP/IFSP - 11/19/2019
- ☐ Behavior Intervention Plan - 12/30/2019
- ☐ IEP/IFSP Action Plan - 09/01/2019

At the bottom of the 'Notes' window, there is a section for '(0) Attachments' with an 'Add New' button.

IFSP Records

EI/ECSE provides access to children's IFSP records through a release of information (ROI) form signed by the parent. The Dis-MH SAA obtains applicable records and uploads them to the child's electronic file in the data system. In SHINE 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 SHINE so that they know it is now assessable.

IFSP Parent Collaboration

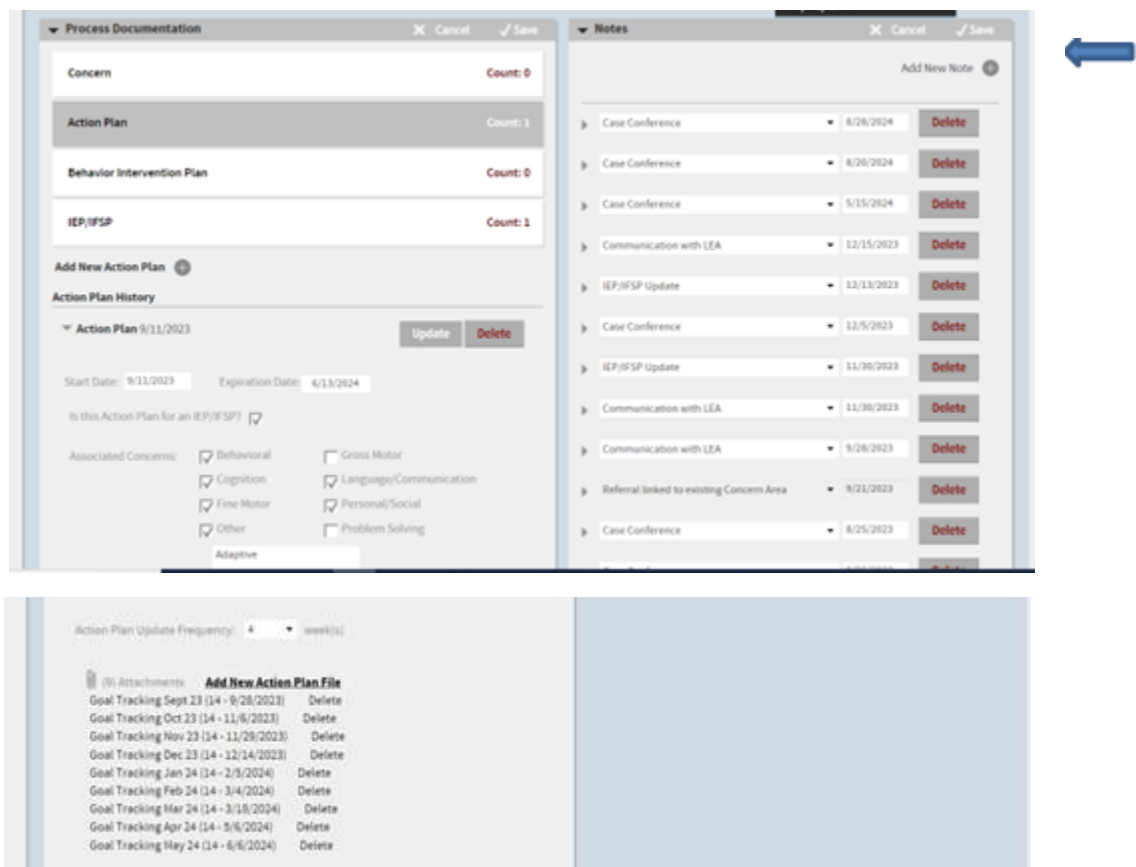
Teachers and Home Visitors are to review with the parent the child's IFSP goals during the Initial Home Visit and will inform parents of their child's progress on IFSP goals throughout the program year during conferences. Teachers are to collaborate with their Family Advocate so that the Family Advocate can also support the parent with goals at home. In addition, Teachers, Home Visitors and Family Advocates are to review the Family Outcomes page of the IFSP to then provide the additional support and resources the parent requested during the IFSP meeting. Teachers and Home Visitors may invite the IFSP coordinator to participate in the Initial Home Visit and Family Conferences. When documenting home visits and parent-teacher conferences in the Education tab in SHINE Teachers and Home Visitors will include documentation regarding the IFSP parent collaboration.

Additional Supports & Services

Teachers and Home Visitors can contact the Behavior and Disabilities Supervisor, 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.

Goal Tracking Sheets

1. Teachers and Home Visitors will complete a child's monthly Goal Tracking Sheet (GTS) under guidance from the IFSP EI/ECSE Specialist. Teachers and Home Visitors will enter **2 data set points for each goal on the monthly** Goal Tracking Sheet. At the end of the month, Teachers and Home Visitors are responsible for giving the completed Goal Tracking Sheets to their Area Assistant for processing. A copy of the GTS must remain in the classroom IFSP binder for the IFSP coordinator to access and take copies, as needed.
2. Once the Area Assistant has received Goal Tracking Sheets from the Teacher or Home Visitor the Area Assistant will upload them into the child's file in SHINE in the Disabilities and Mental Health tab in the Process Documentation section in the child's "Action Plan" to which is indicated as for an IEP/IFSP, blue arrow below. Scroll down to the bottom where you can "Add New Action Plan File", upload the Goal Tracking sheet and label it as a Goal Tracking Sheet, giving the month and day. See example in screenshot below.



Process Documentation

Concern Count: 0

Action Plan Count: 1

Behavior Intervention Plan Count: 0

IEP/IFSP Count: 1

Add New Action Plan

Action Plan History

Action Plan 9/11/2023 Update Delete

Start Date: 9/11/2023 Expiration Date: 4/13/2024

Is this Action Plan for an IEP/IFSP? ☒

Associated Concerns: ☒ Behavioral ☐ Gross Motor ☒ Language/Communication ☒ Personal/Social ☒ Fine Motor ☐ Problem Solving ☐ Other ☐ Adaptive

Notes

Add New Note

- Case Conference 8/28/2024 Delete
- Case Conference 8/28/2024 Delete
- Case Conference 5/15/2024 Delete
- Communication with LEA 12/15/2023 Delete
- IEP/IFSP Update 12/13/2023 Delete
- Case Conference 12/5/2023 Delete
- IEP/IFSP Update 11/30/2023 Delete
- Communication with LEA 11/30/2023 Delete
- Communication with LEA 9/28/2023 Delete
- Referral linked to existing Concern Area 9/21/2023 Delete
- Case Conference 8/25/2023 Delete

Action Plan Update Frequency: 4 week(s)

(0) Attachments Add New Action Plan File

- Goal Tracking Sept 23 (14 - 9/28/2023) Delete
- Goal Tracking Oct 23 (14 - 11/6/2023) Delete
- Goal Tracking Nov 23 (14 - 11/29/2023) Delete
- Goal Tracking Dec 23 (14 - 12/14/2023) Delete
- Goal Tracking Jan 24 (14 - 2/3/2024) Delete
- Goal Tracking Feb 24 (14 - 3/4/2024) Delete
- Goal Tracking Mar 24 (14 - 3/18/2024) Delete
- Goal Tracking Apr 24 (14 - 5/6/2024) Delete
- Goal Tracking May 24 (14 - 6/6/2024) Delete

3. If a child on an IFSP has Goal Tracking Sheets but they do not yet have an Action Plan created, the Area Assistant will create one.



Add New Action Plan checking the “Is this Action Plan for an IEP/IFSP?” box. Open up the IEP/IFSP to find the Start Date and Expiration Date to enter into the Action Plan Start Date and Expiration Date. Also in the IEP/IFSP you will find the Associated Concerns to mark in the Action Plan. You do not need to fill in any other information for this Action Plan other than uploading the monthly Goal Tracking sheets. See provided screenshot below.

The screenshot shows two side-by-side windows from a software application. The left window, titled 'Process Documentation', has a sidebar with a list of items: 'Concern' (Count: 0), 'Action Plan' (Count: 0), 'Behavior Intervention Plan' (Count: 0), and 'IEP/IFSP' (Count: 1). The 'Action Plan' item is selected. Below the sidebar, there is a section for 'Add New Action Plan' with fields for 'Start Date' and 'Expiration Date', both set to 'mm/dd/yyyy'. There is a checkbox labeled 'Is this Action Plan for an IEP/IFSP?' which is currently unchecked. Below this, there is a section for 'Associated Concerns' with a grid of checkboxes: 'Behavioral', 'Cognition', 'Fine Motor', 'Other', 'Gross Motor', 'Language/Communication', 'Personal/Social', and 'Problem Solving'. The right window, titled 'Notes', has a header 'Add New Note' and a dropdown menu showing 'Communications with LSA' with a date '8/15/2024' and a 'Delete' button. The main area of the 'Notes' window is empty.