Individual Family Service Plan

GENERAL PLAN/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 as described in the interagency agreements. The creation of the IFSP document takes the participants (teachers/specialist, parent and other agency representatives) through a team process to develop functional outcomes for the child and/or family. The child’s IFSP services, goals, adaptations, modifications, and family outcomes, are determined and written on the IFSP, based upon the EI/ECSE evaluations, along with input from the IFSP team.

HEAD START PROGRAM PERFORMANCE STANDARD:

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 the eligibility and initial IFSP meeting. SOHS makes every effort to have a staff representative attend this meeting, preferably the Teacher or Specialist. Family Advocates and Specialists support the family in attending the meeting. The Disabilities and Mental Health Manager is also available for consultation if there are questions and is available to attend team meetings.

2. The EI/ECSE agency sends the IFSP and additional report paperwork to SOHS. The IFSP data is entered into the data system by the Disabilities Service Area Assistant so that this information can be reviewed and reports can be generated to monitor services. The IFSP along with the assessment/evaluation report and eligibility report is sent to the center and placed in the child’s file where it can be easily accessed and reviewed.

3. Teachers and Specialists plan for and implement IFSP goals in an inclusive classroom setting, including modifications, adaptations, as listed on the child’s IFSP. Teachers and Specialists complete a Goal Tracking Sheet in collaboration with the IFSP Case Manager.

4. Teachers and Specialists will inform parents of their child’s progress on IFSP goals at school and will have the opportunity to meet regularly to plan and discuss their child’s education program.

5. Teachers and Specialists can contact the Disabilities and Mental Health Manager and/or the IFSP Case Manager with any questions.