

NEIGHBORIMPACT HEAD START & EARLY HEAD START

Policy & Procedure

Section: Service for Children with Disabilities	PC Approval Date: 1/18/18
Title: Individualized Family Services Plans	Revised: 6/30/2017 Updated: 11/7/17
Policy #: HS-52	NI Board Approval: 9/12/19
Forms Required: IFSP, Child Plus Child File, TSG, SRG	
Performance Standards: 1302.33(4), 1302.61, 1302.62, 1302.63	Page 1 of 2

Policy: Head Start Teacher Advocates are responsible for attending IFSP meetings, aligning IFSP goals with individual, classroom, and program goals, and maintaining ongoing communication with ECSE Service Coordinators, the Head Start Inclusion Services Manager, and any other involved parties as per the child's IFSP.

Purpose: High Desert ESD Early Childhood Special Education (ECSE) is the Local Educational Agency (LEA) that is responsible for the identification, evaluation, and provision of a free appropriate public education for a child found to be in need of special education and related services which are mandated in the State according to Part C, Individuals with Disabilities Education Act (IDEA). However, while in Head Start, staff is equally responsible for contributing vital information about a child's development and family's needs.

Procedure:

Inclusion Services Manager:

1. Uploads in ChildPlus:
 - a. Current copy of the child's IFSP, ECSE Eligibility form, IFSP Goal/Data Sheet, Evaluation Report (when available), and meeting notices.
2. Initial Individualization Meeting:
 - a. Will take place prior to child attending class between the Inclusion Services Manager, ECSE Case Manager, and other necessary staff.
 - b. The team will Review IFSP document content (strengths, needs, goals, and family needs), and any accommodations/modifications the team will implement to individualize activities to meet child's needs.
3. Notifies Teacher Advocate of evaluation meetings and documents date of scheduled evaluation under Disability Concern Tab in Child Plus.

Teacher Advocate:

1. Reviews the IFSP documents in Child File under Education tab
2. Creates, reviews, and updates the School Readiness Goal (SRG) at least once a month or as necessary.
 - a. Include IFSP goals in child's individual SRG and lesson plans and accommodate/modify as documented.
 - b. At least two times per week, observations and data of child's progress on IFSP goals are documented in TSG.
 - c. Focus on 1-3 IFSP Goals per month, shown by documentation in TSG.
3. Attends all IFSP Annual Review meetings, 6-Month Review, Transition Meetings into Kindergarten, and other planned meetings.
 - a. Teacher Advocate is responsible for communicating with the ECSE service provider about upcoming IFSP meetings.
 - b. Teacher Advocate is responsible for working with their supervisor to find coverage for their classroom if it is during their class time.
 - c. If the Teacher Advocate is unable to attend for some reason, it is the Teacher Advocates

- responsibility to inform their supervisor and Inclusion Services Manager of this ahead of time.
- d. Teacher Advocate is responsible for documenting attendance of meeting in Child Plus under the Disability Tab.