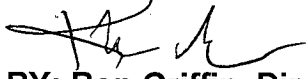




**COUNTY OF SAN BERNARDINO
PRESCHOOL SERVICES DEPARTMENT
POLICY**

NO. 01 ISSUE 1
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EFFECTIVE: 07-01-10
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SUBJECT:
INDIVIDUAL EDUCATION PROGRAM (IEP)

APPROVED: 10-21-10

BY: Ron Griffin, Director

PURPOSE

An IEP is a written plan developed by a multidisciplinary team. The goal is to create a prescriptive plan designed to help an individual child reach his or her maximum potential.

POLICY

Every child referred to the School District/Early Intervention Agency that is evaluated and determined to have a disability must have a meeting to develop a written IEP/IFSP. The IEP/IFSP includes recommended placement and individual services to be provided to the child. The IEP/IFSP is based on the findings made by the team members at the meeting. The information on the IEP/IFSP is used to individualize activities during the Head Start Program.

REFERENCE

Head Start Performance Standards 1308.19(b) – 1304.21(a)(I)(II)

PROCEDURE

The School Districts/Early Intervention Agency will develop the IEP/IFSP and invite Head Start staff to attend and participate in the following way:

1. The teacher, Coordinator(s), Site Supervisors and other staff, as requested, will participate in the decision making process on any child attending the Head Start Program.
2. Head Start Staff attending the IEP/IFSP Meeting will assist the parents in communicating with the evaluating team personnel. They will assist the parent in understanding the recommendations, and encouraging parents to express their ideas about their child.
3. Teachers individualize for the child with a disability by reviewing the IEP/IFSP and choosing goals and objective from the IEP/IFSP that are appropriated for the classroom. These goals should be included on the back of the lesson plan and coded in the measures appropriately in front of the lesson plan. To maintain confidentiality do not list children's names on the lesson plan form, only the child's initials and corresponding activity should be noted.

4. As goals are mastered set new goals.
5. Involve parents so that they can reinforce the goal at home.

An IEP Includes:

1. A statement of the child's present level of functioning in developmental areas and the identification of needs in areas requiring specific services.
2. A statement of annual goals and short term objectives for meeting those goals.
3. Services to be provided, the starting date, days of services, times, and duration.
4. Identification of personnel responsible for implementing and supervision of services.
5. Next review date to determine whether objectives have been achieved or need to be revised.
6. The parent signature for consent for services.
7. The signatures of all participants of the IEP.

An IFSP includes:

1. A statement of the infant's or toddler's present levels of functioning, such as a physical cognitive, communication, social or emotional, and adaptive development, including the child's unique strengths and needs.
2. A statement of the family's resources, priorities, and concerns.
3. A statement of the major criteria, outcomes, and timelines expected to determine progress toward achieving those outcomes.
4. A statement of specific early intervention services necessary to meet the unique needs of the infant or toddler and the family, including the frequency, intensity, and method of delivering services.
5. A statement about the natural environments in which the early intervention services will be provided or a justification for why services will not be provided in those natural environments.
6. Projected dates for initiating services.
7. The identification of a service coordinator who will be responsible for the implementation of the plan.
8. Steps to be taken to support the transition of a toddler with a disability to preschool or other appropriate services.