

## Comparison of the Individualized Family Service Plan (IFSP) and the Individualized Education Plan (IEP) Content

The Local Education Agency (LEA) has the option of using an IFSP in place of an IEP for children ages 3 through 5. If the option is used, parents of children with disabilities must be provided with a detailed description of the differences between and IFSP and IEP. The parents must provide written consent to use an IFSP. Regardless of which plan is used for children age 3 through five, procedural safeguards for Part B of IDEA and the written individual plan and process must meet the requirements of a Free and Appropriate Public Education (FAPE).

IFSP	IEP
Services are designed to meet the needs of the family related to enhancing their child's development.	Services are designed to meet the educational needs of the child.
<p>Participation in the initial and annual IFSP meeting must include:</p> <ul style="list-style-type: none"> <li>• The child's parent or parents</li> <li>• Others family members as requested by the parent</li> <li>• Family/child advocate as requested by the parent</li> <li>• Service Coordinator</li> <li>• Person(s) involved in conducting the evaluation</li> <li>• As appropriate person(s) involved in providing services to the child and family</li> </ul>	<p>Participation in the initial and annual IEP meeting must include:</p> <ul style="list-style-type: none"> <li>• The child's parents (Note: A school may conduct an IEP meeting without the parent(s) in attendance if the school, despite repeated attempts, has been unable to contact the parents to arrange for a mutually agreed upon time or to convince the parents that they should participate.)</li> <li>• Not less than one regular education teacher appropriate to the age of the child or qualified to teach children without disabilities of the same age</li> <li>• Not less than one special education teacher</li> <li>• An individual who can interpret the instructional implications of evaluation results</li> <li>• Persons involved in providing services to the child</li> <li>• A representative of the LEA who is qualified to supervise specially designed instruction and can commit district funds for special education and related services</li> </ul> <p>At the discretion of the parent or agency others who have knowledge or expertise regarding the child (Note: For a child who was previously served under Part C of the federal law, a school, at the request of the parent, shall send an invitation to attend the IEP meeting to the local Part C services coordinator or other representative of the Part C system.)</p>
A statement of the child's present levels of physical development (including vision,	A statement of the child's present levels of academic achievement and functional

<p>hearing, and health status), cognitive development, communication development, social or emotional development, and adaptive development.</p>	<p>performance, including, how the disability affects the child’s participation in appropriate activities.</p>
<p>With the concurrence of the family, the IFSP must include a statement of the family’s resources, priorities and concerns related to enhancing the development of the child with a disability as identified through the assessment of the family.</p>	<p>In developing the IEP, the IEP Team must consider the concerns of the parents for enhancing the education of their child. This information can be documented in the present levels of academic achievement and functional performance or may be written in the “special considerations” section of the IEP. Services for parents such as parent counseling and training can be provided if the IEP determines it is necessary for the child to receive FAPE.</p>
<p>A statement of the measurable results or measurable outcomes expected to be achieved for the child (including pre-literacy and language skills, as developmentally appropriate for the child) and family, and the criteria, procedures, and timeliness used to determine—the degree to which progress toward achieving the results or outcomes is being made; and whether modifications or revisions of the results, outcomes or services are necessary.</p>	<p>A statement of measurable annual goals, including academic and functional goals designed to, a) meet the child’s needs that result from the child’s disability to enable the child to be involved in and make progress in the general education curriculum (participation in appropriate activities), and b) meet each of the child’s other educational needs that result from the child’s disability. The IEP must also include a description of how the child’s progress toward meeting the annual goals will be measured; and identify when/how child progress on these goals will be reported (such as through the use of quarterly or other periodic reports, concurrent with the issuance of report cards)</p>
<p>A statement of the specific early intervention services, based on peer-reviewed research (to the extent practicable), that are necessary to meet the unique needs of the child and the family to achieve the results or outcomes including-the location, duration, frequency, intensity, and method of delivering the services.</p>	<p>A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable, to be provided to the child, or on behalf of the child, and a statement of the program modifications or supports for school personnel that will be provided to enable the child - to advance appropriately toward attaining the annual goals, to be involved in and make progress in the general education curriculum (appropriate activities) and to participate in extracurricular and other nonacademic activities.</p>
<p>The identification of the service coordinator from the profession most immediately relevant to the child’s or family’s needs (or who otherwise is qualified to carry out all applicable responsibilities) who will be responsible for the implementation of the plan and coordinate with</p>	<p>No comparable requirement. However, best practice indicators suggest that Part B programs take an active role in coordinating services for families who have children with disabilities. Specific coordination activities may be written in the “special considerations”</p>

other agencies and persons.	section of the IEP with a person identified as a case manager.
A list of the persons responsible for implementation of individual services as well as the party (person or agency) responsible for payment of the service.	A listing of the individuals responsible for implementing the services identified on the IEP.
A statement of natural environments in which early intervention services will be provided, including a justification of the extent, if any, to which services will not be provided in the natural setting (place where the child would be if he/she didn't have a disability).	To the maximum extent appropriate, children with disabilities are educated with children without disabilities. An explanation of the extent, if any, to which the child will not participate in the general class and classroom activities with children without disabilities (e.g. why they will not be served in early childhood settings) is to be included.
The projected date for when services begin and the anticipated length of the services. It must also include how often the service will occur, the amount of time, location, payment for services, and the method of delivering the early intervention services (i.e., direct service, consultation), and identify medical and other services that the child or family needs or is receiving through other sources, but that are neither required nor funded under Part C. If those services are not currently being provided then the IFSP must include a description of the steps the service coordinator or family may take to assist the child and family in securing those other services.	The projected date for the beginning and ending date of service, any modification needed, and frequency (how often), location, and duration (length) of services.
The contents of the IFSP must be fully explained to the parents and informed consent must be obtained prior to the provision of early intervention services described in the IFSP. The IFSP therefore requires signature from at least one parent to be in effect.	Parent signature on the IEP indicates that the parent participated in the development of the IEP as a team member. Before the initial provision of special education and related services can be provided to the child, Prior Written Notice and Informed Written Consent must be obtained from at least one parent.
A review of the IFSP must be conducted every six months, or more frequently if conditions warrant, or if the family requests such a review. The purpose of the periodic review is to determine: the degree to which progress toward achieving the outcomes is being made; and whether modification or revision of the outcomes or services is necessary. In addition to the 6-month periodic review, a meeting including the family must be conducted on at least an annual basis to evaluate and revise the IFSP as appropriate.	A review of the IEP must be conducted annually. The IEP must include a description of how the child's progress toward the annual goals will be measured, including how the child's parent(s) will be regularly informed about the child's progress (e.g. quarterly reports or other periodic reports concurrent with the issuance of LEA report cards and may be in writing or through a meeting with the parent(s)). This will include information about whether or not the child is progressing enough to reach his/her goals for the year. Review periodically, but not less than annually, to determine whether the annual goals are being

	met.
Parents may accept or decline any early intervention service, and may decline that service after accepting, without jeopardizing other services identified on the IFSP	Parents may deny consent for the initial provision of services on the IEP and the LEA will not be considered in violation of FAPE for failure to provide special education and related services. Once services are initiated, parental right to revoke consent to a particular service or placement is conditional upon written certification by the IEP team that discontinuation of that service or placement will not deny a free and appropriate public education for the child.
Services are to be provided on a year round basis and are not interrupted or modified for any reason unrelated to the child's needs (e.g. service provider availability)	Early childhood special education services are provided in accordance with the LEA calendar. Extended school year services are determined on an individual basis by the child's IEP team and based on the need of the child.
The IFSP must include the steps and services to be taken to support the smooth transition of the child from Part C services to Part B services. This includes discussion with and training of parents regarding future placements and matters of transition, procedures to prepare the child for changes in service delivery, confirmation that child find information about the child has been sent to the LEA, and identification of transition services and other activities determined necessary to support the transition of the child.	For children transitioning into Part B from Part C, the IEP Team must consider using an IFSP that contains the IFSP content (including the natural environments statement and an educational component that promotes school readiness and incorporates pre-literacy, language, and numeracy skills), and that is developed in accordance with the IEP procedures.  The IFSP may serve as the IEP of the child if it is consistent with State policy; and is agreed to by both the agency and the child's parents. If an IFSP is used the school district must provide the parents a detailed explanation of the differences between an IFSP and an IEP; and if the parents choose an IFSP, obtain written informed consent.

Adapted from: Davis, M.D., Kilgo, J.L., & Gamel-McCormick, M. (1998). *Young children with special needs: A developmentally appropriate approach*, p.111. Boston: Allyn and Bacon.

Developed by: Stroup-Rentier, V.L., Walters, S.E. & Lindeman, D.P. (2000). Comparison of Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content. Kansas Inservice Training System (KITS), Kansas University Affiliated Program at Parsons, Parsons, KS.

Revised by Goosen, M. (2007) Comparison of Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content. Kansas Inservice Training System (KITS), Kansas University Affiliated Program at Parsons, Parsons, KS.

Revised by Lindeman, D.P., Rinkel, P., & Miksch, P. (2012) Comparison of the Individualized Family Service Plan (IFSP) and the Individualized Education Program (IEP) Content. Kansas Inservice Training System (KITS), University of Kansas Life Span Institute at Parsons, Parsons, KS.

Consent for Using an IFSP Instead of an IEP

\_\_\_\_\_  
Child's Name

\_\_\_\_\_  
Date of Birth

I (We) grant consent to use an Individualized Family Service Plan (IFSP) instead of an Individualized Education Program (IEP) for my (our) child who qualifies for early childhood special education services.

I (We) have had the differences between the IFSP and the IEP explained to me (us). I (We) understand that I (we) may revoke this consent at any time.

\_\_\_\_\_  
Parent/Legal Educational Decision Maker

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Legal Educational Decision Maker

\_\_\_\_\_  
Date

\_\_\_\_\_  
LEA Administrative Representative

\_\_\_\_\_  
Date