Understanding the Differences Between

Individualized Family Service Plan (IFSP) and Individualized Education Program (IEP) in District 90

	Individualized Family Services Plan (IFSP) Birth through Age 2	Individualized Education Program (IEP)Ages 3 to 22*
Referral	Referral may be initiated directly by a parent or other interested persons. Within 2 days of receipt of any referral, the Child and Family Connections (CFC) office will contact you.	Referral may be initiated directly by a parent, school, or other interested persons to the local educational agency (LEA)**. If the child is currently receiving services through EI, the EI coordinator refers the child, with parental consent. The student may only be referred after the resources of the regular education program have been considered and where appropriate, utilized.
Timeline for Initial Assessment	Within 45 days of parental consent for an evaluation the CFC shall: ● Schedule and complete evaluations and assessments of the child's development. ● If an infant or toddler is eligible for early intervention services, an IFSP will be developed	Within 14 school days of receiving the referral, the school will develop an evaluation plan for the parent to consider. Within 60 school days of the school receiving parental consent, the IEP team will complete assessments for all areas of suspected disability and convene to discuss the results of the assessment. If the child is eligible, an IEP will be developed.
Parental Consent	Families must be involved in the IFSP process. An IFSP meeting may not be held without the parent or guardian's participation. Written parental consent is necessary for a child's evaluation and delivery of services. An assessment of the family's resources, priorities, and concerns are a voluntary part of the evaluation/assessment process. Parents may refuse any service offered and maintain their right to any services they choose.	Families must be involved in the IEP process. The LEA must take steps to ensure that the parents are afforded the opportunity to participate. Written parental consent is necessary for a child's evaluation and delivery of services.
Eligibility	A child with a disability, under Part C of IDEA, means a child is identified as having a:	A child with a disability, under Part B of IDEA, means a child is identified as having: ● Intellectual disability ● Deafness ● Hard of Hearing

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	1. A 30% developmental delay, as measured by appropriate diagnostic instruments and procedures, in one or more of the following areas: ● Cognitive development; ● Physical development, including vision and hearing; ● Communication development; ● Social or emotional development; ● Adaptive development; or 2. diagnosed physical or mental condition that has a high probability of resulting in developmental delay 3. At high risk for a substantial developmental delay	● Speech or language impairment ● Visual impairment (including blindness) ● Emotional disturbance ● Orthopedic impairment ● Autism ● Traumatic brain injury ● Other health impairment ● Specific learning disability ● Deaf-blindness ● Multiple disabilities ● Developmental Delay (Illinois specific eligibility) For a child to be eligible for an IEP, the child must (1) have a disability (i.e., meet eligibility requirements) and (2) be in need of special education services. A team of qualified professionals and the parent of the child shall make the determination of eligibility and determine the educational needs of the child.
Plan	An IFSP is a document for children from birth through age 2 (until their third birthday). An IFSP includes information about the child's current abilities in their development. With the family's approval, it may also include information regarding the family's resources, priorities, and concerns related to the development of their child. After the team determines a list of priorities and concerns, the family determines which outcomes will be included on the IFSP.	An IEP is an education document for children ages 3 to 22. An IEP includes information about the child's present levels of educational performance and participation in developmentally appropriate activities. Includes information about the family's concerns for enhancing the child's education. The IEP team, including the parents or guardians and related service providers who work with the child, determines the goals.
Services	Includes the early intervention services and supports necessary to meet the unique needs of the child and family in order to achieve the identified outcomes. Services will begin no later than 30 days after a child is found eligible for an IFSP.	Includes the special education, related services, supplemental aids and services, modifications and supports to be provided to help the child make progress and participate in the educational environment. Services will begin no later than 10 days after parental consent to initiate services.

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Service Location	Includes the natural environments where services will be provided. Natural environments mean settings that are natural or typical for a same-aged infant/toddler without a disability (e.g., family's home, childcare, private program).	Services are provided in the least restrictive environment (LRE) for your child and the IEP includes an explanation of the extent, if any, that the child will not participate within the general education environment.
Annual Timelines	IFSPs are reviewed every 6 months and the IFSP is updated at least annually.	IEPs are reviewed annually. Progress reports are provided to the parent at least as frequently as the school reports progress (typically around report card times).
Transition	As the IFSP ends on the child's third birthday, the IFSP team considers the child's needs afterwards. This discussion of transitioning from an IFSP may begin for the child as early as 2 years, 3 months, but must begin no later than 2 years, 9 months. To prepare for the transition at the third birthday, the EI coordinator will acquire parental consent to initiate transition and will collaborate with District LEA to plan a transition meeting. Children with birthdays between May 1st and August 31st are eligible for extended EI services. All transition deadlines remain the same, but students found eligible for an IEP at the time of their birthday will continue to have services provided by the CFC until the start of the school year.	District 90 supports transition to OPRF at the conclusion of a student's 8th grade year. As an IEP ends upon the student receiving a high school diploma, or aging out at age 22. This discussion of transitioning to adulthood from an IEP begins by age 14.5.
Team Members	Required IFSP Team membership includes: ● A parent or parents of the child ● Service Coordinator ● A person or persons involved in conducting evaluations and assessments, as applicable	Required IEP Team membership includes: ● Parent(s) of the child ● General education teacher ● Special education teacher/provider ● Representative of the school district who can commit resources ● A person who can interpret results of the evaluations and assessments, as applicable
Contact	Service Coordinator is typically a main point of contact.	Case Manager is typically a main point of contact.
Parental Rights	Early Intervention Parental Rights	Combined Procedural Safeguards, PUNS, ABLE and Facilitated IEP

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Funding	There is no cost for evaluation, assessment and service coordination. Public or private insurance is accessed for medically necessary therapy services including speech, physical and occupational therapies.	The local educational agency is required to provide the special education evaluation and services free of charge to the families. This is referred to as a free, appropriate, public education (FAPE).

Sources:

Illinois Early Intervention Clearinghouse: Getting Started in Early Intervention https://eiclearinghouse.org/category/getting-started/

Illinois State Board of Education: Special Education https://www.isbe.net/Pages/Special-Education-Programs.aspx