

### Comparison of the IEP and IFSP

<b>Components of the IFSP</b>	<b>Components of the IEP</b>
A statement of the child's present levels of physical, cognitive, communication, social or emotional, and adaptive development, based on objective criteria, family's concerns, priorities and resources.	A statement of the child's present levels of educational performance including how the disability affects the child's participation in appropriate activities.
A statement of the major outcomes expected to be achieved for the child and the family.	A statement of measurable annual goals and benchmarks/objectives related to how the child will be involved and participate in appropriate activities, as well as how the child's educational needs that result from the disability will be met.
A statement of specific early intervention services necessary to meet the unique needs of the child and family, including frequency, intensity, location and method of delivering services.	A statement of the special education and related services including location, frequency, and duration and related services to be provided, as well as any modifications, and supplementary aids and services to be provided to the child or on behalf of the child.
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 settings.	An explanation of the extent, if any, to which the child will not participate with children without disabilities in the general class and classroom activities.
Services are designed to meet the needs of the family related to enhancing the child's development and are determined in collaboration with the parents.	The IEP team, which includes the parents, decides the special education services needed to meet the unique needs of the child.
To the maximum extent appropriate, services are provided in the child's natural environment, including home and community settings where children without disabilities participate.	To the maximum extent appropriate, children with disabilities are educated with children who are nondisabled. Least restrictive environment is determined on an annual basis when determining placement.
Service delivery is tied to individual providers based upon the unique needs of the child and family and developed by the IFSP team.	Methodology and service providers are determined by the school district; but not written into an IEP.
The criteria, procedures, and times used to determine the degree to which progress toward achieving the outcomes is being made, and whether modifications or revisions of the outcomes or services are necessary.	A statement of how the child's progress toward the annual goals will be measured, including how the child's parents will be regularly informed. This is to include the extent to which that progress is sufficient to enable the child to achieve the goals by the end of the year.
Informed written consent must be given by the parent for the services listed in the IFSP.	Parent signature on the IEP indicates that the parent attended the meeting and participated in the development of the

	IEP. Informed written consent must be given by the parent for the initial provision of special education and related services under Part B as outlined in the IEP.
The identification of the service coordinator who will be responsible for the implementation of the plan and coordination with other agencies.	Generally, a case manager is assigned to see that the IEP is being implemented as outlined, and is responsible for communication between IEP team members.
The steps to be taken to support the transition of the child with a disability to preschool or other appropriate services.	