



ECSE Priority Area 3:

# Individualized Family Service Plan (ECSE IFSP)

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The Individualized Family Service Plan (IFSP) serves as the foundation for delivering Early Childhood Special Education (ECSE) services in Oregon. It is developed collaboratively by a multidisciplinary team, including the child’s parents, and reflects the child’s strengths, needs, and developmental goals. In alignment with 34 CFR § 300.320 and Oregon Administrative Rule 581-015-2815, the IFSP outlines the services, accommodations, and supports necessary to promote access, participation, and progress in age-appropriate environments. The IFSP must be clear, individualized, and actionable for both families and service providers.

# Ensuring Individualized, Collaborative Planning for Young Children with Disabilities

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The purpose of this priority area is to ensure that IFSPs are developed and reviewed in compliance with federal and state requirements. Programs must include all required team members during IFSP meetings, ensure parent participation, and document all services to be provided with sufficient detail. Each IFSP must clearly describe the child’s present levels of development, measurable annual goals, and the services—along with their method, frequency, location, and duration—needed to support those goals. For children preparing to transition to kindergarten, teams must include school district representatives and plan for a smooth transition into the next educational setting.

Effective IFSP development ensures decisions are data-informed, family-centered, and grounded in a shared understanding of each child’s needs and strengths.

By using this protocol, the ECSE ODE team will review IFSPs to determine whether the program meets the procedural and substantive requirements outlined in IDEA and Oregon Administrative Rules. This includes examining parent participation, service descriptions, team membership, and documentation of supports and planning. If noncompliance is identified, it is recommended that the program address these findings as soon as possible. In all cases, noncompliance must be corrected within one year of written notification from the Oregon Department of Education (ODE). When noncompliance could affect a child’s access to services or supports, the program must act within a shortened timeline as required by ODE regulations.

**Record Review Item: ECSE IFSP -1** 34 CFR § 300.322; 34 CFR § 300.504; OAR 581-015-2750; OAR 581-015-2745; OAR 581-015-2315

Record Review Item	Potential Documentation
<p><b>The most recent IFSP Meeting Notice:</b></p> <ul style="list-style-type: none"> <li>• <b>Included the purpose, time, and place of the meeting, and identified who will attend and their roles</b></li> <li>• <b>Informed the parent they may invite individuals with knowledge or special expertise regarding their child</b></li> <li>• <b>Informed the parent that the meeting may proceed without them if the agency is unable to convince them to attend, but must document all attempts to arrange a mutually agreed upon time and place</b></li> <li>• <b>Identified a contact person the parent can reach out to if they are unable to attend</b></li> <li>• <b>For children transitioning to kindergarten, indicated that an LEA representative/general education teacher was invited</b></li> </ul>	<ul style="list-style-type: none"> <li>• Meeting notice forms</li> <li>• Parent invitations</li> <li>• Parent communication logs (email, phone, written correspondence)</li> <li>• Transition planning documentation (if applicable)</li> </ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"> <li>• Notice includes all required elements: purpose, time, place, team members by role, and parent rights</li> <li>• Parent is informed of the right to invite others to the meeting</li> <li>• If the parent did not attend, check for detailed records of attempts to arrange the meeting:             <ul style="list-style-type: none"> <li>○ Phone call logs and results</li> <li>○ Emails or letters sent and received</li> <li>○ Notes from in-person visits, if applicable</li> </ul> </li> <li>• For transition IFSPs, confirm that the LEA representative or general education teacher was invited, and that this is documented on the notice</li> </ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all of the following are true:

- The notice includes all required components and was provided to the parent in advance
- Team members and their roles are clearly identified
- Documentation shows that the parent was informed of their rights and provided a contact person
- For transition to kindergarten, documentation shows that an LEA/general education representative was invited
- If the parent did not attend, the program documented efforts to arrange a mutually agreed-upon time and place

NO

Mark  **NO** if there is evidence that any of the following are true:

- Notice is missing required elements (e.g., missing roles, time, purpose, or parent contact) or was not provided to the parent in advance
- There is no evidence the parent was informed of their right to invite others
- No documentation of attempts to reschedule or contact the parent if they did not attend
- For transition-aged children, no documentation shows that an LEA/general education representative was invited

**Record Review Item: ECSE IFSP -2.** 34 CFR § 300.504; OAR 581-015-2745;  
OAR 581-015-2315

Record Review Item	Potential Documentation
<p><b>Procedural safeguards were made available to the parent:</b></p> <ul style="list-style-type: none"> <li>• Upon initial referral for evaluation</li> <li>• At least once annually</li> <li>• Upon parent request</li> </ul>	<ul style="list-style-type: none"> <li>• Procedural Safeguards Notice</li> <li>• IFSP documentation (e.g., checkbox or section acknowledging receipt)</li> <li>• Parent signature or acknowledgment form</li> <li>• Referral form or referral meeting notes</li> <li>• Parent communication logs</li> </ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"> <li>• There is documentation that the parent received a copy of the Procedural Safeguards Notice:               <ul style="list-style-type: none"> <li>○ At initial referral for evaluation</li> <li>○ At the most recent IFSP or within the past 12 months</li> </ul> </li> <li>• Documentation includes dates of both initial referral and most recent provision of procedural safeguards</li> <li>• It is not sufficient to tell parents where to find the safeguards—they must be physically given or presented</li> <li>• For transfer students:               <ul style="list-style-type: none"> <li>○ If the child transferred with eligibility but no record of procedural safeguards at the time of original referral, check for documentation that safeguards were given since</li> <li>○ If missing, provide the notice and note the action taken</li> </ul> </li> <li>• If the program defines consent for evaluation as the referral point, verify that safeguards were provided at that time</li> </ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all of the following are true:

- The parent received procedural safeguards at initial referral, and again at the most recent IFSP or within the past year
- Dates of receipt are clearly documented
- For transfer students, procedural safeguards were given after program entry if not previously documented
- Safeguards were physically provided to the parent and not simply referenced or offered

NO

Mark  **NO** if there is evidence that any of the following are true:

- There is no documentation that procedural safeguards were provided at initial referral or in the past 12 months
- Documentation refers to the location of safeguards but does not confirm they were provided
- For transfer students, there is no evidence safeguards were shared after entry into the program
- The program failed to ensure the parent actually received the notice

**Record Review Item: ECSE IFSP –3.** 34 CFR § 300.321; § 300.322; OAR 581-015-2755

Record Review Item	Potential Documentation
<p><b>The ECSE IFSP Team:</b></p> <ul style="list-style-type: none"> <li>• <b>Included the parent(s) at the most recent IFSP meeting</b></li> <li>• <b>Afforded the parent(s) the opportunity to participate, including:</b> <ul style="list-style-type: none"> <li>○ <b>Providing IFSP team meeting notice early enough to allow for participation</b></li> <li>○ <b>Scheduling the meeting at a mutually agreed upon time and place</b></li> </ul> </li> <li>• <b>If neither parent could attend, the program used alternate methods (e.g., phone or video conference) to ensure participation</b></li> </ul>	<ul style="list-style-type: none"> <li>• IFSP Meeting Attendance/Signature page</li> <li>• Parent meeting invitations and notices</li> <li>• Contact logs or service logs (e.g., ecWeb entries)</li> <li>• Meeting notes indicating participation method</li> <li>• Emails or phone records related to scheduling</li> </ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"> <li>• Parent(s) are listed and signed in attendance at the most recent IFSP meeting</li> <li>• If parent(s) did not attend in person, documentation shows that the program:           <ul style="list-style-type: none"> <li>○ Provided early notice</li> <li>○ Attempted to schedule at a mutually agreeable time and location</li> <li>○ Used alternative means (e.g., phone, video call) to facilitate participation</li> </ul> </li> <li>• All efforts made to support participation are documented (calls, emails, messages, etc.)</li> </ul>

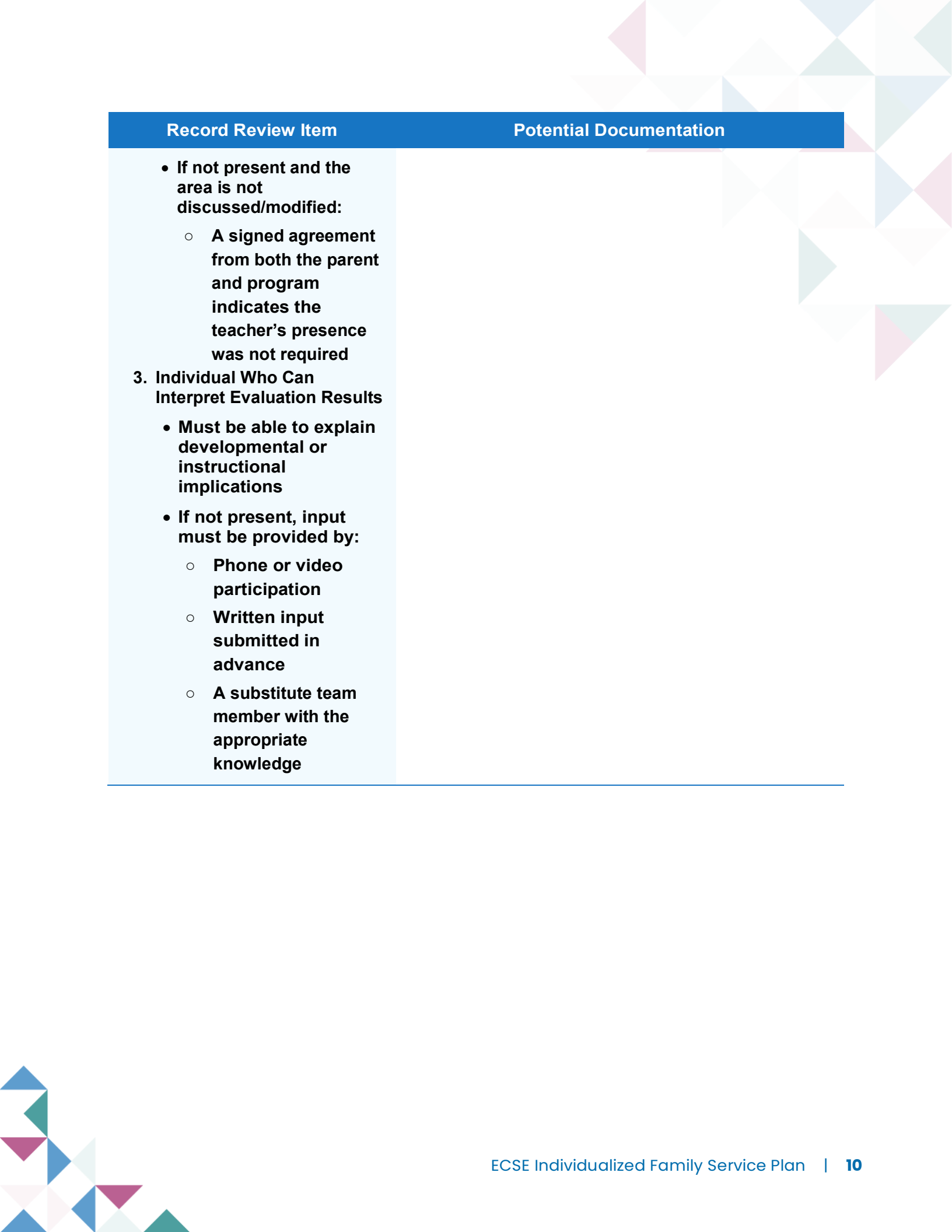
## Evidence of Compliance

<input type="checkbox"/> YES	<input type="checkbox"/> NO
<p>Mark <input type="checkbox"/> <b>YES</b> if there is evidence that <u>all applicable statements</u> are true:</p> <ul style="list-style-type: none"><li>• Parent(s) participated in the most recent IFSP meeting</li><li>• Parent(s) were given timely notice and the opportunity to attend</li><li>• Alternate methods were used to involve parent(s) when they could not attend in person</li><li>• Documentation shows good-faith efforts to schedule at a mutually agreed time and place</li></ul>	<p>Mark <input type="checkbox"/> <b>NO</b> if there is evidence that <u>any</u> of the following are true:</p> <ul style="list-style-type: none"><li>• Parent(s) did not attend, and there is no documentation of outreach or alternative efforts</li><li>• Meeting was scheduled without confirming the parent's availability</li><li>• No record of communication or notice provided before the meeting</li><li>• Parent input was not solicited or reflected in the meeting process</li></ul>

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**Record Review Item: ECSE IFSP –4. 34 CFR § 300.321; OAR 581-015-2825**

Record Review Item	Potential Documentation
<p><b>The ECSE IFSP team included all required members during initial and annual meetings to ensure a comprehensive and collaborative decision-making process.</b></p> <p><b>Required team members include:</b></p> <p><b>1. Agency Representative</b></p> <ul style="list-style-type: none"><li>• <b>Qualified to provide or supervise ECSE services</b></li><li>• <b>Knowledgeable about typical child development and early childhood programs</b></li><li>• <b>Aware of available program resources</b></li><li>• <b>Authorized to commit resources and ensure services are delivered as written</b></li><li>• <b>If serving in multiple roles, must sign the IFSP in each capacity</b></li></ul> <p><b>2. Regular Preschool Teacher (or a qualified individual), when the child is or may be participating in a regular preschool program</b></p> <ul style="list-style-type: none"><li>• <b>If not present, and their area of service is discussed/modified:</b><ul style="list-style-type: none"><li>○ <b>A written parent and program agreement to excuse the member is required</b></li><li>○ <b>Written input must be shared with the team before the meeting</b></li></ul></li></ul>	<ul style="list-style-type: none"><li>• IFSP meeting invitations and attendance/sign-in sheets</li><li>• Team Member Signature Page (clearly identifying each role)</li><li>• Parent consent for excusal (if applicable)</li><li>• Written input and documentation from excused team members</li><li>• Written agreement explaining why specific attendance was not required</li><li>• Meeting notes and Prior Written Notices</li></ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"><li>• All required roles are documented and accounted for in the meeting</li><li>• If any required member was absent, there is:<ul style="list-style-type: none"><li>○ A parent-signed excusal form</li><li>○ Written input provided in advance</li></ul></li><li>• Each role is clearly identified, especially when one person is serving in multiple capacities</li><li>• Team composition is consistent with the child’s program participation and service needs</li><li>• Documentation shows that decisions were made collaboratively and in compliance with IDEA team composition rules</li></ul>



Record Review Item	Potential Documentation
<ul style="list-style-type: none"><li>• <b>If not present and the area is not discussed/modified:</b><ul style="list-style-type: none"><li>○ <b>A signed agreement from both the parent and program indicates the teacher's presence was not required</b></li></ul></li><li><b>3. Individual Who Can Interpret Evaluation Results</b><ul style="list-style-type: none"><li>• <b>Must be able to explain developmental or instructional implications</b></li><li>• <b>If not present, input must be provided by:</b><ul style="list-style-type: none"><li>○ <b>Phone or video participation</b></li><li>○ <b>Written input submitted in advance</b></li><li>○ <b>A substitute team member with the appropriate knowledge</b></li></ul></li></ul></li></ul>	

## Evidence of Compliance

### YES

Mark  **YES** if there is evidence that all of the following are true:

- All required team members were present, and their roles are clearly documented
- If any member was absent, a proper excusal process was followed, including written input and parent consent
- Individuals serving in more than one role signed the IFSP in each capacity
- Team member participation reflects the child's current or anticipated setting and needs

### NO

Mark  **NO** if there is evidence that any of the following are true:

- Required team members were missing with no excusal documentation
- Excused members did not provide written input in advance
- Team roles are not clearly documented, or one individual did not sign for multiple roles they fulfilled
- Team composition was inconsistent with the child's program context or IFSP content

**Record Review Item: ECSE IFSP – 5.** 34 CFR § 300.320; § 300.503; OAR 581-015-2815; OAR 581-015-2745

Record Review Item	Potential Documentation
<p><b>The current ECSE IFSP includes a description of:</b></p> <ul style="list-style-type: none"> <li>• <b>ECSE services to be provided</b></li> <li>• <b>Related services to be provided</b></li> <li>• <b>If applicable, a statement of supplementary aids and services and/or accommodations for the child</b></li> <li>• <b>If applicable, a statement of modifications or supports to be provided on behalf of the child for program personnel</b></li> </ul> <p><b>Each service listed must include:</b></p> <ul style="list-style-type: none"> <li>• <b>Anticipated method (e.g., direct, consultative)</b></li> <li>• <b>Amount and frequency (how long and how often)</b></li> <li>• <b>Location (e.g., home, preschool classroom)</b></li> <li>• <b>Duration (end date or period)</b></li> <li>• <b>Projected date of initiation (month/day/year)</b></li> </ul> <p><b>Additionally, the program must provide the parent with a Prior Written Notice that meets all content requirements within a reasonable time before the proposal or refusal to:</b></p> <ul style="list-style-type: none"> <li>• <b>Conduct an evaluation or reevaluation</b></li> <li>• <b>Initiate or change identification, evaluation, placement, or services</b></li> </ul>	<ul style="list-style-type: none"> <li>• IFSP – Service Summary</li> <li>• Prior Written Notice</li> <li>• Progress reports</li> <li>• Documentation of parent notification</li> <li>• Meeting notes</li> </ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"> <li>• Each service listed in the IFSP includes all required components: <ul style="list-style-type: none"> <li>○ Method (how the service will be provided)</li> <li>○ Amount and frequency (specific, not vague)</li> <li>○ Location (clearly defined and not ambiguous)</li> <li>○ Duration (end date or timeframe)</li> <li>○ Projected start date (month/day/year)</li> </ul> </li> <li>• Supplementary aids and services are individualized and designed to support inclusion in general education settings</li> <li>• Supports for personnel are clearly described when applicable (e.g., staff training, consultative services)</li> <li>• Prior Written Notice includes all federally required content: <ul style="list-style-type: none"> <li>○ Action proposed or refused</li> <li>○ Explanation of the decision</li> <li>○ Other options considered and why rejected</li> <li>○ Evaluations or data used</li> <li>○ Statement of parent rights and how to obtain Procedural Safeguards</li> <li>○ Sources to support understanding of rights</li> <li>○ Accessible and in the parent's preferred language or communication mode</li> </ul> </li> <li>• Prior Written Notice was provided after the team's decision and before implementation</li> </ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all of the following are true:

- IFSP includes a complete description of ECSE, related, and supplementary services
- Each service includes method, amount, frequency, location, duration, and projected start date
- Prior Written Notice meets all IDEA content requirements and was provided on time
- Documentation reflects that services and supports are individualized and clearly communicated

NO

Mark  **NO** if there is evidence that any of the following are true:

- One or more required service components are missing or vague (e.g., "as needed")
- Supplementary aids, services, or staff supports are missing when needed
- Prior Written Notice is missing, incomplete, or provided after implementation
- Service descriptions are unclear or not easily understood by families or team members

**Record Review Item: ECSE IFSP –6. 34 CFR § 300.321; OAR 581-015-2825**

Record Review Item	Potential Documentation
<p><b>The ECSE IFSP team invited a representative from the Local Education Agency (LEA) to attend an IFSP meeting held during the year before the child enters kindergarten.</b></p>	<ul style="list-style-type: none"><li>• IFSP meeting invitation and notice</li><li>• IFSP meeting attendance records</li><li>• Parent notification and consent forms</li><li>• Meeting notes and agendas</li><li>• Prior Written Notice (if applicable)</li></ul> <p><b>Check for the following:</b></p> <ul style="list-style-type: none"><li>• The meeting invitation includes an LEA representative, such as a school district staff member or a general education teacher</li><li>• The LEA representative was invited to a transition planning IFSP meeting in the year before the child enters school</li><li>• The attendance records indicate whether the LEA representative was present</li><li>• If the LEA did not attend, check whether:<ul style="list-style-type: none"><li>○ The meeting notice still shows they were invited, and</li><li>○ There is evidence that the information discussed at the meeting was shared with the school district (e.g., through summary, notes, or follow-up communication)</li></ul></li><li>• Documentation confirms that transition planning between ECSE and the school district occurred in a timely and collaborative manner</li></ul>

## Evidence of Compliance

YES

Mark  **YES** if there is evidence that all applicable statements are true:

- An LEA representative was invited to the IFSP meeting held the year before kindergarten entry
- The LEA representative attended the meeting
- If the LEA did not attend, the invitation was still sent and information was shared with the district following the meeting

NO

Mark  **NO** if there is evidence that any of the following are true:

- No documentation that the LEA was invited to the transition planning IFSP meeting
- LEA attendance was required but not documented, and there is no evidence of follow-up or information sharing
- Transition planning did not occur as required during the year before school entry