

Our Journey Continues

From IFSP to IEP

A Companion Tool to the
Transition Planning
Presentation



A Toolkit to Organize and Prepare for Education Meetings



- This workbook will provide you with information to help support you as your child's educational journey continues.
- The information provided in this workbook will serve as a resource and navigation tool to help insure your successful involvement throughout the transition process. It is our hope that this information will help to increase your skills and knowledge in order to confidently advocate for your child and to obtain the education and supplemental services to which they are entitled.
- Also, you know your child and have their best interests at heart, so you are in the best position to advocate for them. This workbook tells your child's story and you and your child are the authors. We hope you enjoy the journey.

All About Me!

Child's Name _____

Birthday _____

Things that I am good at!

Child's
Photo Here

Things that I need help with!

Activities



Family and Friends

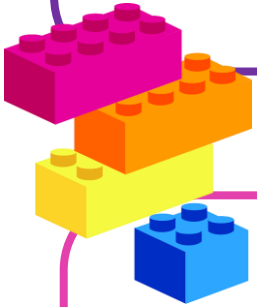


Music



My Favorite Things

Games



Foods



Pets



I know my child is happy when they: _____

I know my child is sad when they: _____

I know my child is upset when they: _____

My child gets nervous or shy when: _____

My child shows affection by: _____

My child does not like: _____

When my child grows up they want to be: _____



Navigating Education Meetings

Before the Meeting:

- Know the purpose of the meeting and who will be attending.
- Review your child's records.
- Request copies of any records you are missing.
- Write down questions beforehand.
- Research information about your child's disability/delay.
- Know your child's strengths and weaknesses.
- Speak with your child's teacher about your concerns.

During the Meeting:

- Keep an open mind.
- Be confident in your knowledge and ask questions.
- Bring current IFSP.
- Bring all outside reports and evaluations.
- Ask for clarification for words or abbreviations you do not understand.
- Remember the IEP is to be individualized and child centered.
- Ask for additional time to make decisions if needed.
- Express gratitude to teachers and related staff.
- Make sure the IEP contains all information discussed in the meeting.

After the Meeting:

- Compare meeting minutes to IEP.
- Keep all documents together in one binder.
- Keep open lines of communication with school personnel to ensure your child's success
- Keep track of your child's progress and revise IEP as needed,
- Encourage your child by having high but realistic expectations for them.

Education Meeting Preparation:

Child's Name: _____ Meeting Date _____ Meeting Purpose: _____

My child's Strengths:

My child Learns Best By:

Information I would like to share:

My child needs help with:

Supports that would help in class:

Concerns I would like to discuss:

Questions I have for the Team: _____

Tips for a Successful Education Meeting

As schools and families navigate communication, virtual meetings to discuss special education services are becoming a new normal. Below are tips to help family members prepare for remote meetings to discuss a student's Individualized Education Plan (IEP), a section 504 Plan, evaluation for special education services and other related issues.

- Determine a regular communication plan for regular check-ins with the school. That may include email, telephone, text, web-based meetings, U.S. mail, packet delivery by school bus or any other delivery method for corresponding.
- Family caregivers may request meetings and we have provided a template to formalize the request. Please see the sample letter for requesting a meeting on the next page.
- Ask school staff how privacy and confidentiality are protected when a meeting platform has been confirmed. Have any passwords or PINS ready to use when you log in or call into a meeting.
- Before a meeting, ask to sign any necessary paperwork or releases to have special education records sent electronically via email. Special education records can include meeting notifications, IEP or section 504 documents, assessments, progress reports, Prior Written Notices that describe meetings and planned actions, or other materials that contribute to the program review and goals.
- Review records before the meetings and write down questions to ask during the meeting. We have provided pages for meeting minutes in this section.
- Carefully review goals, services, accommodations, modifications and consider how they might apply or need to be adjusted for current circumstances. Think creatively and prepare to collaborate and request expertise from school staff.
- Communicate early- before the scheduled meeting- to request updates about progress, a student's present levels of performance, or other concerns.
- As with in-person meetings, family participants may invite others for support. A friend or family member might be able to attend and take notes.



Date

Name of Principal or Special Education Administrator

Name of School

Street Address

City, State, Zip Code

Dear (Person's name),

I am writing to request that my child, (child's name), be evaluated for special education services. I am worried about (child's name) development and believe he/she may need special services to learn.

Specifically, I am concerned because (child's name) does/does not (give specific examples of your child's challenges).

We have tried the following to help (child's name) (briefly state those efforts here or if your child has been diagnosed

with a disability include the name and any reports that explain the child's condition).

Please accept this letter as written permission for my child to be evaluated. I also have some questions about this process and am hoping you can send me information or call me at the number listed above to discuss.

Thank you for your prompt attention to this request.

Sincerely,

Your Name

Sample Letter Requesting Initial Child Study Team Evaluation

IEP Meeting Agenda

- Introductions: Names, Titles, and Roles
- State the purpose of meeting
- Establish goals and set ground rules
- Review testing and screening results if needed
- Discuss present levels of functioning and recent progress
- Discuss academic and behavioral needs
- Propose IEP goals
- Consider strategies to address child's needs
- Determine appropriate accommodations
- Summarize meeting
- Sign attendance and agreement documents if in person.



Attendees

Action Steps

Tips

- Remember to take notes
- Ask for copies of all paperwork
- Ask questions for clarity
- A follow up meeting can address any unresolved issues

Education Meeting Minutes

Child's Name: _____

Meeting Date: _____

School: _____

Purpose of Meeting: _____

Evaluations and Assessments Discussion:

Present Level and Progress Discussion:

Accommodations and Modifications:

Eligibility Discussion:

Placement Discussion:

Goals:

What Happens Next:

Who is Responsible For Next Steps:

What are the Timelines:

Best Mode of Communication:

Additional Questions:



**If you have any questions about your child's transition, please
contact your regional REIC office listed below:**

Laura Washington - Family Support Specialist

Helpful Hands - Northeast Regional Early
Intervention Collaborative
973-256-8484

Counties: Bergen, Hudson, Passaic

Karen Loaiza - Family Support Specialist

Family Link Early Intervention Collaborative
908-613-7579

Counties: Essex, Morris, Sussex, Union, Warren

Karen Armas Landau - Family Support Specialist

Mid-Jersey CARES for Special Children Early Intervention Collaborative
Phone: 732-937-5437 Ext. 129

Counties: Hunterdon, Mercer, Middlesex, Monmouth, Ocean, Somerset

Nicole Hope Brogden - Family Support Specialist

Southern New Jersey Early Intervention Collaborative
Phone: 856-768-6747 x 228

Counties: Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Salem

Or Visit [Family Matters - Resource Directory for Families \(thefamilymatterswebsite.org\)](http://thefamilymatterswebsite.org)
for more information and resources