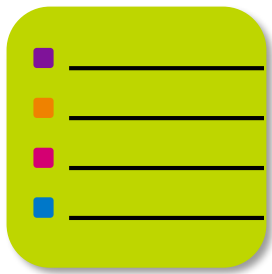




NEW JERSEY

IEP

Reference Guide



Timelines, Templates, and Tips
to Guide the IEP Process



RWJBarnabas
HEALTH

Children's
Specialized
Hospital





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Understanding the special education process can be difficult. This booklet serves as a point of reference to guide you through your child's IEP development and implementation.

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Common Terminology

- **Academic Achievement:**
Your child's skills and performance in academic areas such as reading, writing, science, and math (for a child of pre-school age, it refers to developmental level).
- **Accommodations:**
As part of a child's Individualized Education Plan (IEP) or Section 504 Plan, accommodations are individualized adaptations which change how he or she learns what is being taught. Examples of accommodations include textbooks for at-home use, alternative communication device, provision of notes or outlines, adaptive writing tools, special environments for testing, use of a recoding device, additional time to complete a project, use of sensory tools, an area to relax when anxious, use of visual aids, and study guides.
- **Activities of Daily Living (ADLs):**
Essential activities a child needs to do on a daily basis. These skills include communicating, taking a bath or shower, walking, eating, and using the toilet.
- **Aide:**
An aide is a person assigned to support one or more children during part of or for an entire school day, to help provide a Free Appropriate Public Education (FAPE) in the Least Restrictive Environment (LRE). The aide may be needed to support a child in specific classes or situations for such things as instructional support, behavior management, activities of daily living, social skills, etc.
- **Annual IEP Review:**
A child's IEP must be reviewed at least once a year. A parent can request an IEP review or revision as a member of his or her child's IEP team. The parent can suggest changes and provide input to any of the components of the IEP for the upcoming year including the goals and placement. As part of the Individuals with Disabilities Education Act (IDEA) requirements, a child must be re-evaluated at least every three years to determine eligibility and current needs.
- **Assessments/Evaluations:**
School districts conduct assessments and evaluations to gather information for a child's eligibility for special education services. Common assessments can include evaluations of cognitive level, assessments of academic achievement, behavioral assessments, speech and language evaluations, and assessments of a student's functioning in various school environments. A parent can request specific evaluations by the school district based on the child's age and needs. A parent can also seek independent, private evaluations at the parent's own expense.
- **Assistive Technology (AT):**
Within special education programs, assistive technology refers to equipment or software used to increase, maintain, or improve function. The IDEA requires consideration of AT as an accommodation, but there are no established conditions for how, when, or where AT should be used by a student. The IEP can recommend a needs assessment to determine if AT is needed as well as the appropriate device, features, and use to meet the child's individual needs. AT can be high-tech or low-tech and can include such things as communication devices, wheelchairs, educational software, pencil holders, eye-gaze and head trackers, etc. If the child's IEP team determines the need for AT, the school district is responsible for obtaining and providing the appropriate device at no cost to the parent.



- **Behavior Intervention Plan (BIP):**
The IDEA requires consideration of a positive behavior intervention plan when a child's behavior has been found to be disruptive to his or her learning or that of others. A BIP is put into a child's IEP as a preventive plan to help reduce the possibility of challenging behaviors. It includes positive behavior interventions, strategies, and supports to address the identified needs. BIPs can include classroom environment changes, strategies for developing appropriate behaviors, and additional supports in school settings. A BIP is developed by the child's IEP team as a result of a Functional Behavior Assessment (FBA).
- **Case Manager:**
A person designated by the child's school district to ensure a child's special education services and adaptations are in place. He or she facilitates and coordinates communications, updates, meetings, and gathering information related to the child's IEP.
- **Child Find:**
A process where school districts locate, identify, and evaluate children ages three to twenty-one who are in need of special education services.
- **Classification:**
As identified in the IDEA, the classification includes at least one of thirteen specific disabilities which adversely affect a student's academic performance.
- **Crisis Plan:**
Related to the mental health or behavioral health needs of a student, a crisis plan is an individualized action plan developed by the child's IEP to respond when the student is at risk of harming him/herself or others. This plan focuses on immediate response to and support for the actions. A BIP is used to prevent and teach appropriate and safe behaviors.
- **Disability:**
There are specific disabilities the IDEA considers when determining eligibility for services. Among children age 3 to 9, delays in a child's physical, cognitive, communication, social/emotional, and adaptive development are evaluated. For children age 3 to 21, the IDEA currently identifies disability related to special education eligibility in thirteen categories. These categories include autism, deaf-blindness, deafness, emotional disturbance, hearing impairment, intellectual disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and visual impairment (including blindness).
- **Eligibility Meeting:**
A meeting held to determine if a student qualifies for special education and an IEP.
- **Extended School Year (ESY):**
As part of the IDEA, an extended school year can provide special education and related services for a child beyond the school's regular school year, at no cost to the parents. IDEA allows school districts to establish the conditions for ESY eligibility with decisions made by the child's IEP team. To be considered for ESY, the IEP team must determine the student would lose critical skills learned during the school year and that it would take a significant amount of time in the upcoming school year to regain those skills.



- **Formal Assessments/Evaluations:**
These include statewide, standardized, district-wide, transition, and/or functional behavior assessments as well as observations.
- **Free Appropriate Public Education (FAPE):**
In the United States, public schools are required by law to give children a Free Appropriate Public Education (FAPE). Educational programs must meet each student's individual needs, provide access to the general education curriculum, and meet the current grade-level standards of the state where the child lives.
- **Functional Behavior Assessment (FBA):**
This assessment is used to determine why a student may be engaging in certain behaviors. Representatives within the school district work together to collect specific information to identify where, when, and with whom these behaviors are occurring. The goal is to evaluate and determine the reason(s) for the specific behaviors to establish preventive and response plans.
- **Functional Performance:**
A child's ability to perform skills and activities which are not considered part of academic achievement (unique for each child but can include communication, self-care, mobility/getting around the school building, organizational skills, and social skills).
- **Inclusion:**
Within educational programs, inclusion encourages the acceptance and appreciation of each person's uniqueness. Inclusion involves a commitment to helping children learn more about people's similarities and differences in school and in their lives. Although the term inclusion is not identified in the IDEA, a child must be placed in a LRE. Inclusion refers to environments which are accessible to all, regardless of abilities, learning styles, or backgrounds.
- **Individualized Education Plan (IEP):**
An IEP is a legal document which defines how a student's school will meet his or her specific educational needs which result from an eligible disability. The IEP contains reasonable and measurable goals for the student and identifies specific modifications, accommodations, and related services the school district will provide. As required by the IDEA, an IEP must include: the child's present level of academic achievement and functional performance (PLAAFP), goals, and services.
- **Individualized Education Plan (IEP) Goals:**
Academic, behavioral, social, and/or transition goals are written to measure a child's progress based on his or her recognized areas of need. IEP goals need to be specific, measurable, achievable, relevant and timely.
- **Individualized Education Plan (IEP) Team:**
There are five mandatory members of an IEP team. These include at least one parent, general education teacher, special education teacher, representative of the school district (case manager), and an individual who is able to interpret the academic/instructional effects of the child's evaluations. Whenever appropriate, the child should be part of the team. Others who have knowledge or special expertise regarding the child can also participate (including those involved in the child's related services). In New Jersey, this team is referred to as a Child Study Team.



- **Individuals with Disabilities Education Act (IDEA)**

A federal law requiring schools to serve the educational needs of eligible students with disabilities. It requires schools to provide special education services as specified in a child's IEP. It also indicates requirements to ensure a child receives a FAPE in the least restricted environment (LRE).

- **Informal Assessments/Evaluations:**

These include curriculum-based, teacher-created, and transition assessments as well as observations and interviews.

- **Initial Evaluation:**

A full evaluation must be conducted through the student's school district before a student can be found eligible for special education for the first time.

- **Instrumental Activities of Daily Living (IADLs):**

Non-essential activities a child needs to learn in order to live as independently as possible at home and in the community. Some IADLs include shopping, using a telephone, managing money, cleaning the house, and recreation activities.

- **Learning Disabilities Teacher Consultant (LDTC):**

A person who evaluates a student's knowledge, educational level, and learning style. An LDTC can be part of a child's IEP team and can help to determine how a child's disability affects his or her education.

- **Least Restrictive Environment (LRE):**

To the maximum extent appropriate, the school district must ensure a child is educated with children who are not disabled – with or without accommodations and modifications – in the school he or she would attend if not disabled.

- **Modifications:**

As part of a child's IEP or Section 504 Plan, modifications are individualized adaptations which change what the child is expected to learn or what material is taught. Examples of modifications include having different test questions, alternate assignments, and learning different material than his or her peers.

- **Parent Report Section of the IEP:**

A optional but important section of the IEP provided by the parents which concisely lists parent concerns such as strategies that are working/not working, behavioral challenges, medical issues, areas of need which have not been identified, and supportive data related to requests for accommodations and modifications.

- **Placement:**

After IEP services have been determined, the IEP team (including the parents) make a determination of where these services will take place. Placement options can include in-district general education placement, part-time/supplemental placement, self-contained environments, out of district placement, and residential placement. The placement must ensure the child has maximum opportunities to be in least restrictive educational environments with non-disabled peers.



- **Present Levels of Academic Achievement and Functional Performance (PLAAFP):**
A concise, clearly-written, positive statement describing how a child's disability currently impacts his or her academic achievement and functional performance within the general education curriculum. The PLAAFP is the first written statement in the child's IEP and includes information from formal and informal assessments/evaluations and comments/observations of teachers, parents, and other knowledgeable individuals. The PLAAFP is an important statement which includes the areas affected by the child's disability, how the disability impacts him or her in the general education curriculum, and specific academic areas impacted by the disability. A child's IEP goals should be based on his or her PLAAFP.
- **Pull-out Programs:**
Pull-outs are special educational services which typically occur in settings outside the general education classroom. These may provide more concentrated instruction with less distractions and more individualized interaction with the educational providers.
- **Push-in Programs:**
Push-ins are special education supports or related services which are provided to a student within general education classes.
- **Referral:**
Written request to have a child evaluated for special education services. A referral can be originated by a parent or a teacher or other school/district representative. A referral should always be dated, signed, and copied to keep as a personal record.
- **Related Services:**
Supports, aids, and/or services put into a child's IEP based on evaluations of the child's needs to help him or her benefit from the special education program. Related services can include the following: speech-language pathology, audiology services, interpreting services, psychological services, physical therapy, occupational therapy, behavioral services to support an IEP behavior plan, recreation, early identification and assessment disabilities, counseling services, including rehabilitation counseling, orientation and mobility services, medical services, school health services, social work services , parent counseling/ training, transportation, etc.
- **Resource Room:**
As part of a child's special education program, a resource room is either a special class or a general education class with additional supportive instruction. If a resource room is within a child's IEP, the location, frequency, length of time, curriculum, and method of instruction should be specified. A student can have access to a resource room for a portion of the day to work on a specific subject with a special education teacher.
- **School Psychologist:**
A person from the school district who evaluates a student's aptitude and intellectual functioning. A school psychologist can be part of a student's IEP team.



- **School Records:**

The school district keeps information and records relating a student’s education. These records include evaluations/assessments, reports, letters, classes, grades, meetings, attendance, student observations, forms, 504 Plan/IEP history, and other information related to the student’s education. A student’s health records are kept separately from school records. Parents have the right to review and get copies of their child’s school records with 10 days of their request. The district is not permitted to alter student records during this time.
- **School Social Worker:**

A person from the school district who can provide counseling for students. A social worker can be part of a student’s IEP team.
- **Section 504 Plan:**

A civil rights law which protects students against discrimination. A 504 Plan is used for students who may need academic supports such as extra time for tests, extra set of books at home, or extra study period or temporary support due to an accident, illness, or injury. These supports are based upon the child’s specific needs. Parent approval and involvement are not required for a 504 Plan, but is helpful. When in place, all teachers in the student’s educational program are responsible for implementing the supports specified in the Plan. A 504 Plan can be terminated when the team determines the student no longer has a disability and/or no longer needs accommodations/services to meet his or her identified needs in the general education program.
- **Self-contained Class:**

For some special education students, the least restrictive environment may not be able to be achieved in a fully-inclusive classroom environment. Although not defined in the IDEA, self-contained classes focus on smaller groups of students and more one-on-one attention. These classes can be implemented on a part-time or full-time basis, as determined in a child’s IEP.
- **Special Education:**

As part of the IDEA, special education is specially-designed instruction, provided to eligible students – at no cost to parents – to meet the unique needs of a student with a disability. It is put into place to describe a child’s specific challenges and needs, define educational goals, and outline accommodations, and modifications which need to be put into place to meet these goals.
- **Transition Plan:**

A transition plan is a part of a child’s IEP which identifies and outlines goals and services when transitioning from high school to young adulthood. The transition plan is based on a child’s individual needs, strengths, skills, and interests and identifies goals to be achieved in his or her current academic year. The plan can focus on independent living skills, career and vocational skills, and post-secondary education.

What is an Individualized Education Plan?

An IEP provides individualized special education and related services for a student whose educational needs cannot be met within a general education program. It establishes educational goals during the school year and determines any special accommodations, modifications, and related services needed to help the student achieve those goals.

13

In order to be eligible for an IEP, the student must have one or more of these 13 specific disabilities (a classification) as indicated in the IDEA:

- autism spectrum disorder
- deaf-blindness
- deafness
- emotional disturbance
- hearing impairment
- intellectual disability
- multiple disabilities
- orthopedic impairment
- other health impairment
- specific learning disability
- speech or language impairment
- traumatic brain injury
- visual impairment, including blindness

It **MUST** be determined that the student's disability impacts his or her educational performance.

What's the difference?

504 Plans

- Established as part of the Rehabilitation Act of 1973 and overseen by the U.S. Office of Civil Rights
- Does not require any formal evaluation
- Supports students who do not qualify for special education services
- Provides accommodations and other supports for the student; No specified goals or timeline for services
- No formal review process; Typically reviewed annually
- Parents are not required to help develop, implement, or review the student's plan. The school/district must notify the parents, but does not have to be in writing.
- No official method to dispute services
- Applicable throughout the student's lifetime (can transfer to a college or university)

IEPs

- Established as part of the Individuals with Education Act of 1973 and overseen by the U.S. Department of Education
- Requires student to be evaluated by a multi-disciplinary team (To be eligible, the student's disability must meet specific IDEA criteria, impact the child's education, and require special education.)
- Provides a structured outline of goals, objectives, accommodations, and modifications
- A legal document reassessed every three years
- Parents are part of IEP development and review (collaborative effort)
- Provides official processes for families to dispute and resolve issues
- Applicable through age 21

Components of an IEP

As required by the IDEA, a child's IEP must contain specific information...



Present Levels of Academic Achievement and Functional Performance (PLAAFP)



A statement indicating your child's disability(ies)



A list of program accommodations, modifications, related services, and other supports which will have been determined appropriate for your child to

- meet established goals
- make progress toward the general education curriculum
- participate in extra-curricular/non-academic activities
- be educated with your child's peers as much as possible



Measurable annual goals (S.M.A.R.T. goals) which describe how often, when, and where special education services will take place



A statement specifying when reports of your child's progress will be provided



An explanation of how your child will and will not participate with non-disabled peers in general education and extra-curricular activities

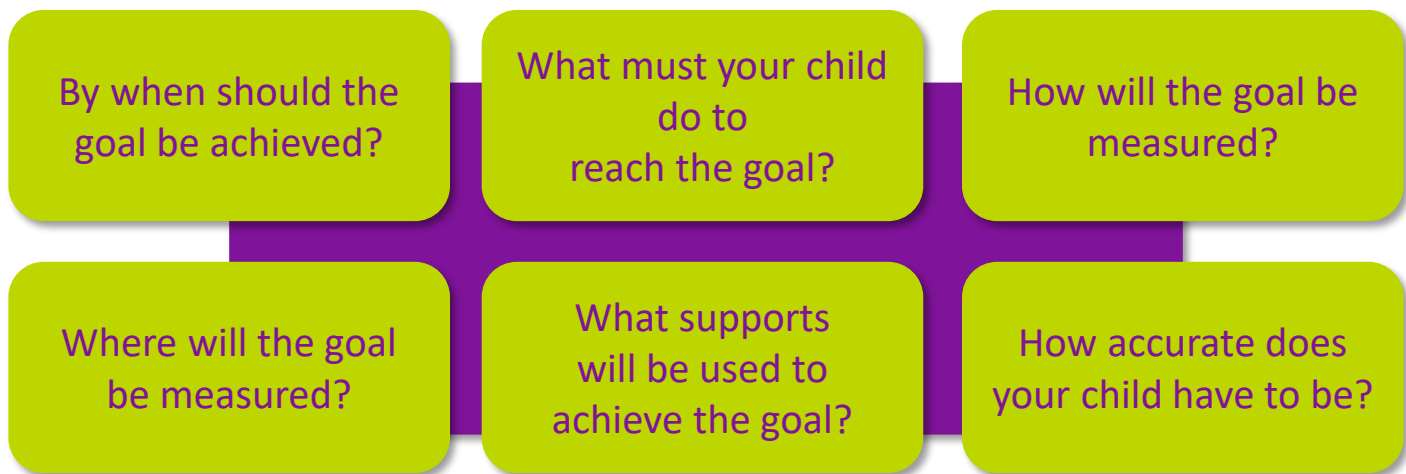


If appropriate, specific plans to address your child's behavioral, health, and/or transition needs

IEP S.M.A.R.T Goals

- S** Specific What needs to be accomplished? What method(s) will be used to achieve the goal? How will it be done? By whom? How often?
- M** Measureable How will you know when the goal has been reached?
- A** Achievable Does the student have the knowledge, skills, and abilities needed to achieve the goal in a reasonable amount of time?
- R** Relevant How is the goal related to the PLAAPF?
- T** Timely What is the time period for the goal to be reached?

Does your child's IEP goals answer these questions?



My Child's Initial IEP Evaluation Timeline

1

I can request a special education evaluation by delivering a letter to the department of special education in my child's district. A sample letter is available on page 15 of this book.

It is important to keep a signed and dated copy to keep as a record of the meeting request. If I am unable to deliver the letter, it is helpful to mail a certified letter with a return receipt. This receipt will verify the date the request was received.

The address is: _____

I delivered mailed the letter to the district on this date: _____

2

The district must schedule an eligibility meeting within 20 calendar days from the date the district received my letter.

The date of the eligibility meeting is: _____

3

At the eligibility meeting the district may inform me if they are going to evaluate my child for special education services. The district has up to 15 calendar days after the eligibility meeting to notify me if they are going to evaluate my child for special education services.

15 days after the eligibility meeting is this date: _____

4

If my child is eligible for an evaluation, I need to sign a consent form and submit it to the district to proceed.

I consented for the district to evaluate my child on this date: _____

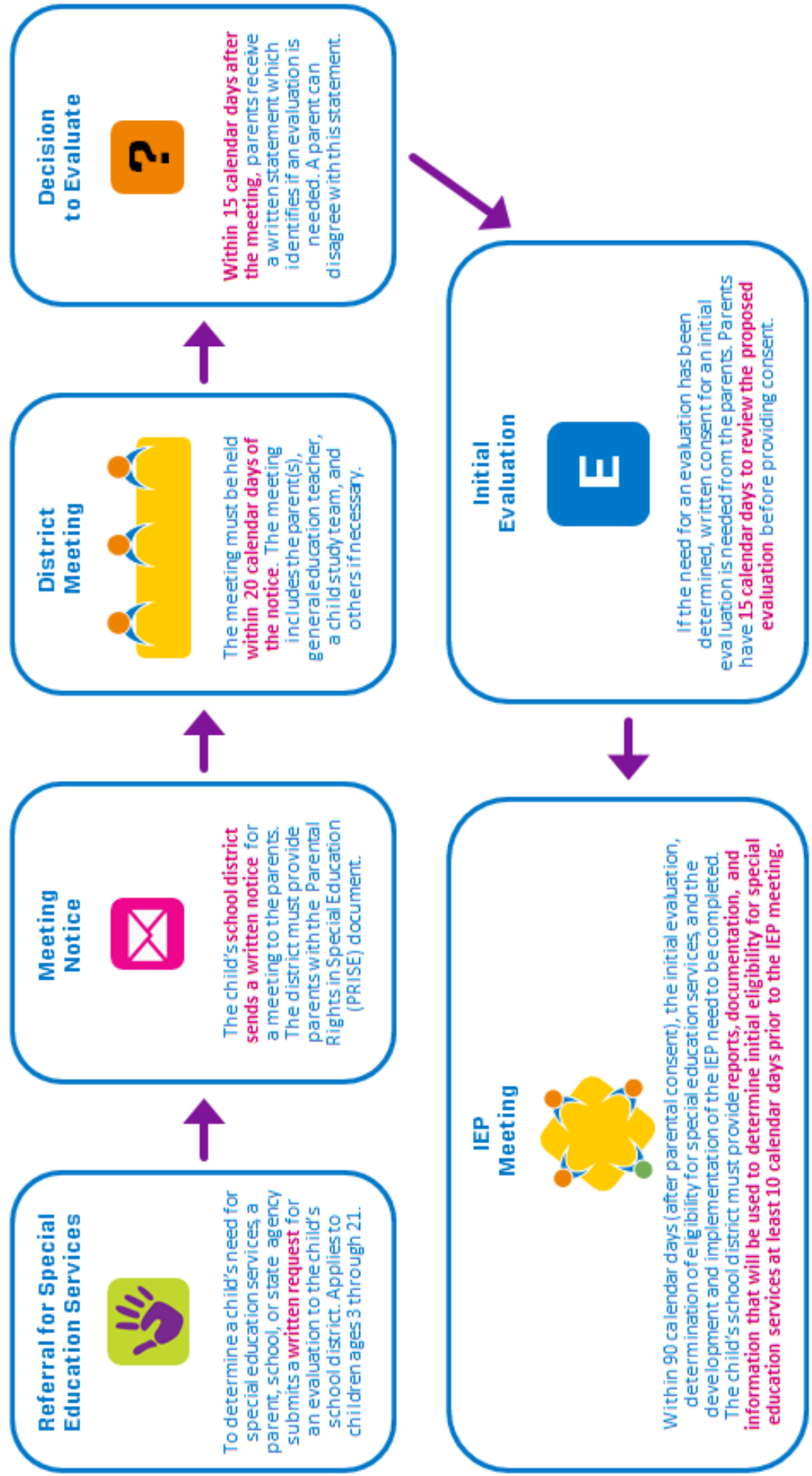
5

Once my consent is given, the district needs to evaluate my child, determine eligibility for special education services, and develop my child's IEP – if eligible – within 90 calendar days from the consent.

By this date: _____ the district will hold a follow-up meeting. If found eligible to receive special education services, this meeting will determine my child's IDEA classification and placement.

I am entitled to review my child's evaluations 10 days before that meeting. If I have not received the evaluations by this date: _____ (80 calendar days from my submitted consent), I should contact my child's district to request these evaluations.

Special Education Initial IEP Timeline at a Glance



My Child's IEP Development Checklist



1

My child has developmental delays or is struggling in school

2

A referral for evaluation is submitted to determine the need for special education services

3

My child's school district conducts comprehensive evaluations in areas of need

4

If I disagree with an evaluation, I can request an independent evaluation and/or pay for my own evaluation

5

If the evaluations indicate my child's disabilities affect education, my child may be determined eligible for an IEP

6

Upon eligibility, I work with my child's special education team to develop the PLAAFP and IEP goals along with appropriate modifications, accommodations, and related services

7

Once the IEP has been written, the school district will work with me to decide my child's placement

8


Each year, the special education team reviews the IEP goals and services to address my child's progress, conduct necessary evaluations, and revise the IEP as needed

9


IEP re-evaluations occur at least every three years (but not more than once a year)

10

I can request an IEP review meeting in writing at any time



Children's Specialized Hospital Top Five IEP Tips



1

Make sure all IEP communication is dated and in writing (either by mail or email).

2

Each year, read or review the NJ Parental Rights in Special Education (PRISE). Your child's case manager can provide you with a copy. It is also available online.

3

Keep copies of your child's IEPs, evaluations, school letters, state testing, progress reports, report cards and correspondence in a binder for each school year. If you are missing any documents, request a copy from your child's school records from your district.

4

Read the PLAAFP section of your child's IEP each time you review your child's IEP. It should reflect your child's current strengths and needs. This statement is the foundation for your child's IEP goals.

5

Always use the Parental Concerns and Reports section of your child's IEP to communicate your specific concerns and recommendations. This section is specifically there for YOU!



Sample IEP Letters



Request an Initial Evaluation for Special Education Services

From: Parent or caregiver name: _____
 Parent address: _____
 Parent telephone number: _____
 Email: _____

Date of Letter: _____

To: Director/Supervisor of Special Education _____
 School District _____
 District Address _____

Re: Request for Child Study Team Evaluation

Dear Director / Supervisor of Special Education:

I am the parent of _____, whose date of birth is _____.

My child has been evaluated and has been identified as delayed and struggling in the following areas

_____ and/or has been diagnosed with _____.

As a result, I believe my child may need special education services. I am therefore requesting a Child Study Team evaluation to determine whether my child is eligible for special education. I understand under New Jersey State regulations, I am a member of the evaluation team and within 20 calendar days of this letter, we will meet to discuss the evaluation. Please contact me to let me know the date and time of the meeting.

Should you have any questions about this request, please contact me.

Thank you.

Sincerely,

Always keep a copy of your letter for your own files.



Sample IEP Letters



Request an IEP Meeting to Review or Revise My Child's IEP

From: Parent or caregiver name: _____
 Parent address: _____
 Parent telephone number: _____
 Email: _____

Date of Letter: _____

To: Director/Supervisor of Special Education _____
 School District _____
 District Address _____

Re: Request for IEP Meeting to Review/Revise My Child's IEP

Dear Director / Supervisor of Special Education:

I am the parent of _____, whose date of birth is _____.

I am writing to request an IEP review meeting to discuss making some possible changes. I am concerned about _____ and would like to discuss this more detail with the members of his/her IEP team.

I understand the IEP team must meet within 20 calendar days from the receipt of this letter to review the IEP. Please let me know what dates and times are available for me to choose for this meeting.

Thank you.

Sincerely,

Always keep a copy of your letter for your own files.



Sample IEP Letters



Request a Re-evaluation for My Child

From: Parent or caregiver name: _____
 Parent address: _____
 Parent telephone number: _____
 Email: _____

Date of Letter: _____

To: Director/Supervisor of Special Education _____
 School District _____
 District Address _____

Re: Request for Learning Re-evaluation

Dear Director / Supervisor of Special Education:

I am the parent of _____, whose date of birth is _____.

It has been approximately _____ years since my child has been evaluated. I am writing to request a re-evaluation by a Learning Disabilities Teacher Consultant to measure my child's progress and determine whether his or her current program is still appropriate. I understand you have 20 calendar days from the receipt of this letter to schedule a meeting with me to discuss this re-evaluation. Please contact me as soon as possible to schedule the meeting on a date and time which is convenient for all.

Thank you.

Sincerely,

Always keep a copy of your letter for your own files.



Sample IEP Letters



Request My Child's Educational Records

From: Parent or caregiver name: _____
 Parent address: _____
 Parent telephone number: _____
 Email: _____

Date of Letter: _____

To: Director/Supervisor of Special Education _____
 School District _____
 District Address _____

Re: Request for My Child's Educational Records

Dear Director / Supervisor of Special Education:

I am the parent of _____, whose date of birth is _____.

I am writing to schedule time to review my child's special education records. I will also need copies of some of these records. I understand I have 10 calendar days from your receipt of this letter to view these records.

Please let me know where and when I can come in to see the records. You can reach me during the day at (____) _____ - _____ to set up this date and time.

Thank you.

Sincerely,

Always keep a copy of your letter for your own files.



Sample IEP Letters



Request an Independent Evaluation at the Public's Expense

From: Parent or caregiver name: _____
 Parent address: _____
 Parent telephone number: _____
 Email: _____

Date of Letter: _____

To: Director/Supervisor of Special Education _____
 School District _____
 District Address _____

Re: Request for an Independent Evaluation

Dear Director / Supervisor of Special Education:

I am the parent of _____, whose date of birth is _____.

I am requesting the following a qualified independent evaluation(s) at public expense for our child.

- | | |
|---|---|
| <input type="radio"/> Academic achievement (education/learning) | <input type="radio"/> Occupational therapy (fine motor) |
| <input type="radio"/> Adaptive physical education (APE) | <input type="radio"/> Psychological |
| <input type="radio"/> Alternative/augmentative communication | <input type="radio"/> Physical Therapy (gross motor) |
| <input type="radio"/> Assistive technology (AT) | <input type="radio"/> Speech-language / Communication |
| <input type="radio"/> Functional behavioral assessment | <input type="radio"/> Other: _____ |
| <input type="radio"/> Health | |

I disagree with the evaluation(s) completed by the school district because they were not comprehensive, accurate, and/or appropriate in determining the special education needs of my child.

I understand the independent evaluation(s) are to be provided at no cost to me and that the school district has 20 calendar days from the receipt of this letter to respond.

Thank you.

Sincerely,

Always keep a copy of your letter for your own files.



Contacts at a Glance



▪ **Family Resource Network**

A comprehensive family-focused umbrella organization designed to meet the growing need for community-based programs and services to individuals and families with a variety of disabilities through its affiliate organizations: Autism Family Services of New Jersey, Caregivers of New Jersey, Epilepsy Foundation of New Jersey and the Family Support Center of New Jersey.

www.familyresourcenetwork.org

800-376-2345

▪ **New Jersey Department of Education**

Provides information regarding general and special education including forms and contact information.

www.state.nj.us/education

877-900-6960

▪ **New Jersey Department of Children and Families, Children's System of Care (CSOC)**

Case managers work with the child's parents, physician, and/or specialists to evaluate the child's strengths and needs. They collaborate with the family and community-based partners to develop an individual service plan (ISP) for the child and family. Case managers are provided through county offices. New Jersey Special Child Health Services is operated through the NJ Department of Health.

www.nj.gov/health/fhs/specialneeds/contacts.shtml

▪ **New Jersey Department of Health, Family Health Services (Early Intervention)**

Evaluations and services are available when there are concerns about a child's early development. Through the Early Intervention Program, parents can request assessments and services for their child between the ages of birth and thirty-six months.

www.nj.gov/health/fhs/eis

888-653-4463

▪ **Statewide Parent Advocacy Network - NJ (SPAN)**

Offers information, resources, support and advocacy assistance addressing child care, general and special education, dropout and bullying prevention, and more.

<http://www.spanadvocacy.org/>

▪ **The Arc of New Jersey**

Focused on helping families receive supports and services. The Arc of New Jersey Family Institute is dedicated to providing timely information, advocacy, support and training to family members of an individual with intellectual and developmental disabilities.

<https://www.arcnj.org/programs/the-arc-of-nj-family-institute/the-family-institute.html>

▪ **New Jersey Department of Human Services, Division of Developmental Disability Services (DDS)**

Information and services for individuals with developmental disabilities age 21 and older.

<https://nj.gov/humanservices/ddd/home/>

▪ **Mom 2 Mom**

Provides parents of children with special needs peer support, clinical professionals, a network of local service providers, and access to community support groups.

www.mom2mom.us.com

1-877-914-6662



Helpful IEP Resources



- **All About the IEP**

from the Center for Parent Information & Resources
www.parentcenterhub.org/iep/

- **Frequently Asked Questions about Individualized Education Programs**

from Wrightslaw
<http://www.wrightslaw.com/info/iep.index.htm>

- **IEP Go Bag**

from The Arc of New Jersey Family Institute
www.thearcfamilyinstitute.org/resources/iepgobag.html

- **Individualized Education Program Guide**

from Autism Speaks
www.autismspeaks.org/family-services/tool-kits/iep-guide

- **The Individuals with Disabilities Education Act (IDEA)**

from the U.S. Department of Education
<https://sites.ed.gov/idea/?src=policy-page>

- **New Jersey Parental Rights in Special Education (PRISE)**

from the New Jersey Department of Education
www.nj.gov/education/specialed/form/prise/prise.pdf (English version)

- **NJ Special Education Advocacy Guide**

from Disability Rights NJ
www.spanadvocacy.org/sites/default/files/files/SPED%20Guide%20for%20web.pdf

- **Parent Guide to Services for Students with Disabilities under IDEA, ADA, & 504**

from the Special Parent Advocacy Network (SPAN)
www.spanadvocacy.org/content/span-guide-services-students-disabilities-idea-section-504-nj-state-code

- **The Right to Special Education in NJ**

from the Education Law Center
www.edlawcenter.org/assets/files/pdfs/publications/Rights_SpecialEducation_Guide%20TL.pdf

- **Understanding IEPs**

from Understood.org
www.understood.org/en/school-learning/special-services/ieps/understanding-individualized-education-programs



My IEP Notes



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