

EARLY INTERVENTION TRANSITION

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INTRODUCTION

Your child will be three years old before you know it. If your child will be turning three in the next year, you will become involved in a transition for your child from early intervention into new educational programs as well as new activities in your community. Your service coordinator and early intervention provider will work with you as partners to offer you information and guidance through this transition. Should your transition involve continuation into special education programs, a member of your local school district will work with you. We join you in achieving a smooth transition that leads to new and exciting developmental opportunities for your child.

In order to facilitate a smooth transition, we have designed this transition booklet to provide you with information that may be helpful through the transition process. We believe this booklet will be a useful reference for you to help answer questions that may arise as you journey forward.

We begin our transition journey with a time line of expected events for children, age two to three, and their families involved in our early intervention system. We have included samples of letters that are required at important points on this time line.

As you decide what you would like for your child following your involvement in early intervention, you may explore an option that he or she attends a community preschool program. We have included questions to ask when evaluating preschool programs, as well as tips in preparing your child for transition into a preschool program. We have also included a section that details concerns that families often have about transportation.

If you choose to pursue a preschool program with special education services, available through your school district, we have included information on identification, referral, evaluation and placement, as well as placement options you may want to consider. To help you actively participate in your child's evaluation; we offer ideas for developing a picture or profile of your child from your perspective as his/her family. We have a section on the Individual Education Program as a framework for your child's learning within these school programs.

We wish you well as you make decisions for your child's preschool years. We hope this booklet is helpful to you and your family. Call on us if we can help you at any point along the way.

SECTION 1: YOUR FAMILY'S SUPPORTS AND RESOURCES

Family members who will be involved throughout _____'s transition include:

Parent(s) _____

Sibling(s) _____

Grandparent/Aunt/Uncle/or other relative(s) _____

Friends and community members who will be involved:

Babysitter(s)/Child Care Center _____

Friends/Neighbors/Coworkers _____

Other Community Members _____

Additional Resources (Names and Telephone Numbers):

Early Intervention System Service Coordinator _____

Early Intervention Provider(s) _____

Regional Early Intervention Collaborative _____

School System County Supervisor of Child Study _____

Child Study Team Contact Person _____

Statewide Parent Advocacy Network _____

Transition Family Resource Parent(s) _____

Learning Resource Center _____

Special Needs Child Care Coordinator _____

Pediatrician _____

Other Supports and Resources _____

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SECTION 2: COMMON ABBREVIATIONS

Please note: Many of these terms can be found in Section 15: Definitions of Common Terms

ADA	Americans with Disabilities Act
CBVI	Commission for the Blind and Visually Impaired
CST	Child Study Team
DDD	Division of Developmental Disabilities
DHSS	Department of Health and Senior Services
DOE	Department of Education
EIP	Early Intervention Program
EIRC	Educational Information Resource Center
FAPE	Free Appropriate Public Education
IDEA	Individuals with Disabilities Education Act
IEP	Individualized Education Program
IFSP	Individual Family Service Plan
LEA	Local Education Agency
LRC	Learning Resource Center
LRE	Least Restrictive Environment
OT	Occupational Therapy
PSD	Preschool Disabled
PT	Physical Therapy
REIC	Regional Early Intervention Collaborative
SCAHS	Special Child and Adult Health Services
SPAN	Statewide Parent Advocacy Network
ST	Speech Therapy
SW	Social Work

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SECTION 3: TIPS TO MAKE THE TRANSITION PROCESS SUCCESSFUL

As you develop a relationship with the people who will serve your child and family in the future, it will help for them to know that you want to work in partnership with them. The key elements of working in partnership include:

- Partners should accept each other as competent, capable people who deserve respect and caring.
- Partners need to trust each other and act in a way that protects shared personal information.
- Partnerships take time to develop.
- Partnerships are two-way relationships.
- Partners should work hard to make decisions that are agreed upon.
- Partners share responsibility and effort to achieve agreed-upon goals.
- Partners make sure they discuss and understand families concerns and children's needs before starting to give help.
- Partners are going to disagree at times; they have to be willing to keep the door open during differences of opinion in order to keep working to resolve conflicts. Negotiation is a way to work to meet in the middle or possibly finding a way of arriving at a solution that can be agreed upon.
- Families and schools are partners within a larger network of family, community, and agency resources. We should all look to requesting additional help, if needed, to get the job done.
- Partners need to really listen to each other and make sure there is understanding on both sides.
- Partnerships require flexibility with ongoing communication among all members to meet the needs of the team. For example, meetings and other activities need to occur at mutually agreeable times and places.

Both parents and professionals have areas of knowledge and skills to contribute to the joint task of working together for the benefit of the child. Clear, honest, and direct communication is the key in forming a collaborative partnership. In a collaborative team working in partnership, all members believe that each of them have unique and needed expertise and can share the roles of leader, learner, and expert to the benefit of the child.

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SECTION 4: TRANSITION TIME LINE FROM EARLY INTERVENTION TO PRESCHOOL SPECIAL EDUCATION

In the following section, we have attempted to outline the milestones of the transition process based on your child’s age. Although your service coordinator and early intervention provider(s) will work closely with you throughout this process, it is your decision about who should be in the lead. Some families choose to lead the process themselves. Other families choose among their resources (listed in Section 1) and pick which they want to be the lead. After this person is chosen, he or she will initiate the activities at each milestone.

TIME LINE	ACTIVITIES	PERSON RESPONSIBLE
Between 24-30 months	<p>During a transition information meeting months your service coordinator will review with you a Transition At Age Three information packet. Information will include: options for community transitions or school district placements, notice informing your local school district that your child may be eligible for special education and a review of your child’s records.</p> <p>At this meeting, you will discuss a transition planning conference with your service coordinator to occur when our child is between 30 and 32 months old, if you so desire. At this time you will decide whom you would like to invite. You can invite family members, early intervention providers, and other people important to you and your child during this transition. A child study team (CST) member from your local school district shall be at your child’s transition planning conference.</p> <p>With your consent, notice informing your district that your child will shortly reach the age for preschool special education and an invitation for a CST member to attend your child’s transition planning conference will be sent to your district.</p>	<p>Service Coordinator</p> <p>Parent(s)</p> <p>Early Intervention Provider</p>

Continued ...

At 30-32 months	At your transition planning conference** a review months of your child's present early intervention services will occur. Options for community transitions will be discussed. Your service coordinator will provide information about Special Child and Adult Health Care Services (SCAHS). A Child Study Team member will provide you with information on the process of identification, evaluation, eligibility determination and development of the Individualized Education Program (IEP). The CST member will provide you with district residency requirements and district registration requirements. You may need to show proof of residency and complete registration forms to obtain services from your school district.	Parent(s) Service Coordinator Early Intervention Provider(s) Child Study Team Member
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At least 120 days prior to age three	During your transition planning conference, with your consent, you will be assisted in completing (32 months of age) a request for an eligibility evaluation and a release of records to your CST. Your service coordinator and/or Early Intervention Provider will help you complete your written request for eligibility form letter and will send your child's records to your CST, with a copy to you (see appendix B for sample request for evaluation).	Parent(s)
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Within 20 Days after the receipt of the referral	The school will hold an identification/ evaluation plan meeting**, having provided you notice before hand. Participants of the meeting include the child study team, a general education teacher and you. The purpose of the meeting is to determine if an evaluation is warranted. If an evaluation is warranted, the nature and the scope of the evaluation will be determined. You will receive written notice of the determination made by you and the team. You will need to sign consent to initiate the evaluation. The school district will provide a consent form for you to sign.	Parent(s) The Child Study Team Teacher
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Continued ...

<p>Between 32-35 months (90 days prior to age three)</p>	<p>When the assessments have been completed you will be invited to an eligibility meeting** with the other members of the team. This team includes you, a general education teacher who is knowledgeable about your child or the district's preschool programs, a CST member, the case manager and other appropriate individuals. You will receive prior written notification of the meeting. The purpose of the meeting is to review the assessments to determine eligibility for preschool special education. If eligible, an Individualized Education Program meeting will be scheduled to develop your child's written Individualized Education Program and determine the least restrictive educational placement. Each child with a disability to the maximum extent appropriate will be educated with children who are not disabled. If you agree, and if a general and special education teacher are present, your IEP can be completed at the eligibility meeting. If this cannot occur, another meeting needs to be scheduled to develop the IEP and determine placement.</p>	<p>Parent(s) Child Study Team</p>
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<p>By 36 months</p>	<p>After you sign the consent required to implement the individualized education program, your child will begin to receive services when he/she turns three, unless your child turns three over the summer and your IEP does not call for extended school year services.</p>	<p>Parent(s)</p>
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** All meetings must be scheduled at times and places that are mutually agreeable to all participants.

*** Preschoolers with disabilities shall have their IEPs implemented no later than age three. To assure that preschoolers with disabilities have their IEPs implemented no later than age three, a written request for initial evaluation shall be forwarded to the district at least 120 days prior to the preschooler attaining age three. (NJ DOE Administrative Code)

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SECTION 5. DEVELOPING A PICTURE/PROFILE OF YOUR CHILD

OPTION 1

You may choose to complete this description of your child and send it to the Child Study Team Contact Person before the Evaluation or Individualized Education Program meeting to provide a picture of your child, which may be used in establishing your child's present levels of education performance.

A PICTURE OF _____



1. Who is _____? (Describe your child, including information such as place in the family, personality, likes and dislikes.)
2. What are _____'s strengths? (Highlight all areas in which your child does well, including educational and social environments.)
3. What are _____'s successes? (List all successes, no matter how small they may seem to you.)
4. What are _____'s greatest challenges? (List the areas in which your child has the greatest difficulties.)
5. What supports are needed for _____? (List supports that will help your child achieve his / her potential.)
6. What are our dreams for _____? (Describe your vision for your child's future. Include both long term and short term goals.)
7. Other helpful information. (List any pertinent information, including health care needs that have not been detailed elsewhere on the form.)

DEVELOPING A PICTURE/PROFILE OF YOUR CHILD

OPTION 2

Child Profile for _____

As a parent, you have many chances to observe your child. You see your child in many different situations - at home, the playground, the daycare center, or around the neighborhood. You know how your child acts in new situations, reacts to adults and other children, and makes needs and wants known. All of this information is very helpful to other team members. Please fill out this form and share it with the CST. This information will help other team members learn about your child's strengths and needs as they plan your child's new program.

Cognition

How well does your child understand and remember experiences? Does your child know his/her name? How about basic colors, shapes, and body parts? Can your child remember where things belong in your home, match objects that are the same, and tell when two things are different? Can your child tell a simple story and remember what comes first, next, or last in a game or activity? Does your child know where he/she lives?

My child is able to:

My child has not yet learned to:

_____	_____
_____	_____
_____	_____
_____	_____

Communication

How does your child make needs and wants known - by using sounds, words, or gestures? How well does your child understand what others are saying? Watch how your child responds to requests or commands. If your child uses words, do others easily understand most of the words? If not, does your child understand most of what other people say? Are there certain sounds that your child has trouble pronouncing? If you tell a simple story, can your child answer two or three questions about it afterwards? Have you ever wondered about your child's ability to hear?

My child is able to:

My child has not yet learned to:

_____	_____
_____	_____
_____	_____
_____	_____

Movement

How well does your child use and coordinate movements? Think about your child's large muscle movements. Does your child roll over, pull to standing, and sit either with or without help? What about crawling, creeping, or walking with help or alone? Does your child try to run or climb stairs?

My child is able to:

My child has not yet learned to:

_____	_____
_____	_____
_____	_____
_____	_____

Social Interaction

How does your child react to other children and adults? Does your child smile when called by name? Can your child play alone for a short period of time? How about playing close to other children in a small group? How does your child react to strangers? What does your child do when left with a new baby-sitter? What makes your child happy or upset? What calms your child? How would you describe your child's temperament?

My child is able to:

My child has not yet learned to:

_____	_____
_____	_____
_____	_____
_____	_____

Daily Routine

What kinds of things does your child do during daily activities? Is your child nursing, drinking from a bottle, or drinking from a cup? Does your child eat solid food, finger foods, or try to self-feed? Have you begun any toilet training? Does your child sleep through the night, take naps, or have difficulty calming down to go to sleep? Does your child try to undress by pulling off socks or pajamas? Does your child enjoy taking a bath?

My child is able to:

My child has not yet learned to:

_____	_____
_____	_____
_____	_____
_____	_____

Complete each statement below:

1) Three words that best describe my child are _____

2) My child's best times of the day are _____

3) My child has a difficult time when _____

4) My child's favorite toys are _____

5) My child's favorite activities are _____

6) My child's favorite foods are _____

7) The most important thing I want other team members to know about my child is

8) Other special things about my child are _____

9) My biggest concerns about my child are _____

10) Something my child has just learned to do that we are very proud of is _____

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SECTION 6: TRANSITION PLANNING CONFERENCE

The Purpose of the Transition Planning Conference:

The transition planning conference provides you an opportunity to meet a Child Study Team (CST) member prior to deciding to begin the transition process into a preschool special education program. At the transition planning conference the following topics will be discussed:

- The similarities and the differences under the IDEA between the early intervention system (Part C) and special education programs (Part B).
- The date early intervention services will end.
- Your priority outcomes for your child on your child's current Individualized Family Service Plan (IFSP) until his/her third birthday.
- The steps and desired outcomes of the transition process.
- Your child's future needs in relation to current services.
- The steps to prepare your child for a change in service delivery.

At this meeting, as well as at other times, you can discuss alternatives to special education if you choose not to refer your child. You can also discuss the possibility of continuing to receive services from your county Special Child Health Services through their Case Management Unit. With your consent, your early intervention provider can send records, (assessments, evaluations, IFSP and other information) to the public school. You should have the opportunity at this meeting to begin to develop a mutually supportive relationship with those who may serve your child in the future.

Who Coordinates the Conference?

Your early intervention service coordinator convenes the transition planning conference, with your permission, between four to six months prior to your child's third birthday. All participants at this meeting should be consulted in setting the time, date and location of the meeting, in order to find a mutually agreeable time and place, and to ensure the meetings success. You and the CST should receive written prior notification of the meeting.

Participants in the Transition Planning Conference:

The conference includes you, your early intervention service coordinator, your early intervention provider, a CST member, and other people, as you decide when planning the conference with your service coordinator.

Other Points about Transition Planning Conferences:

More than one transition planning conference may be necessary. At this meeting you will develop a transition plan with the participants. The transition planning conference helps you understand IDEA procedures. The transition plan is part of the IFSP, not the IEP. You may decide to refer your child for preschool special education services after the meeting.

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SECTION 7: QUESTIONS OFTEN ASKED WHEN EVALUATING A PRESCHOOL PROGRAM

This guide is designed to assist you in learning about different preschool programs, such as your local school district, Head Start, private child care center, or special service schools. Not all questions apply to all of these settings.

1) Program Name _____

Address _____

Phone _____

Contact Person _____

2) How long is the program session? _____

Morning _____ 10-Month Program _____

Afternoon _____ Extended School Year (12 months) _____

Full Day _____ Summer _____

3) How will my child get to and from the program? _____

(If by bus, please see Section 11: Common Questions Parents Ask About Transportation.)

4) Do the transportation arrangements meet my child's needs (accessible vehicles, scheduling, length of time of bus ride) _____

5) May I visit my child's program at any time? _____

6) Can I accompany my child on field trips? _____

7) Is there a written description of the programs curriculum that is available to parents? _____

8) Are the teachers certified? _____

9) What is the maximum number of children in the program? _____

10) What is the child/staff ratio? _____

11) What services are available to children in the program? _____

A. School Nurse (i.e., emergencies, medications, illness, safety, etc.) _____

B. Who is authorized to give medication? _____

C. How is my child's progress documented, evaluated and made available to me?
(daily progress notes, etc.) _____

D. Will the teachers/therapists provide me with suggestions of activities that I can
do at home with my child? _____

E. How can I contact the program to learn about my child's progress? _____

F. When/how are parent/teacher conferences scheduled? _____

12) If my child uses a wheelchair are there other appropriate seating/positioning
options available during the program? _____

13) If my child is going to a preschool special education program, what kind of class make-up will I see (children with similar needs or a more varied group)?

14) Will the children in my child's program be close to his/her age? _____

15) Are there times when the children go outside? _____

16) What are the ages of the children on the playground? _____

17) Is there adequate space for:

A. Outside Play? _____

B. Quiet Time? _____

C. Floor Time? _____

D. Time-out? _____

18) Are snacks provided? _____

A. When is snack given? _____

B. Who provides the snack? _____

C. If my child is on a special diet will his/her needs be met? _____

D. Who provides lunch if my child is in a full day program? _____

19) If my child is not toilet trained?

A. Do I need to supply diapers and wipes for my child? _____

B. Who will change his/her diapers? _____

C. Are the bathrooms located in the classroom? _____

D. If not, where are they located? _____

E. Does the staff wear gloves when changing diapers? _____

F. Are the bathroom doors locked? _____

G. Will the staff help toilet train my child? _____

H. Who will help my child to the bathroom? _____

I. Is there a designated person to assist my child with toileting? _____

20) Will there be opportunities for my child to interact and develop friendships with children with and without disabilities? _____

21) Child's Behaviors:

A. How is separation handled? _____

B. What types of behavior management techniques are used for undesirable behaviors (i.e., biting, hitting, kicking)? _____

C. How is good behavior reinforced? _____

D. Is the general discipline policy within the program available to the parents?

22) How are parents involved in their children's program? _____

23) Is there a parent organization or support group available? _____

24) After making your observations, please feel free to discuss them with people on your transition resource sheet (page 3) or make an appointment with the preschool program administrator or teacher.

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SECTION 8: TIPS TO CONSIDER WHEN OBSERVING PRESCHOOL PROGRAMS

- 1) Ask the teacher or program director if there are certain times or days set aside for visitors. Let the teacher know ahead of time when you plan to visit, so the teacher can set aside time to talk with you.
- 2) When you arrive, ask where you should sit and what the teacher would like you to do.
- 3) Tell the teacher how long you plan to stay. Let the teacher know if there are certain activities you would like to see, even if the classroom schedule may not always allow this.
- 4) If you are seated in the classroom, try to lend a helping hand if the teacher encourages you to do so. Becoming actively involved in a song, an art activity, or snack time can help you get a better feel for the program.
- 5) If you see something that is puzzling or causes concern, wait for a chance to discuss it with the teacher privately. Try not to jump to conclusions before hearing an explanation.
- 6) Keep your conversations with other adults short during program activities. It can be very distracting to the children if you talk over their heads.
- 7) Avoid asking teachers personal questions about the children in the program. Teachers should not share this information with other families without parents' permission.
- 8) Be flexible and understanding if the day you observe turns out to be unorganized. Teachers have no way of predicting sickness, fire drills, spilled paints, crying children, or a number of other things that may make the classroom appear unorganized. If this is what you observe on your visitation day make another appointment for another day.
- 9) Make notes and jot down questions as you observe them or immediately afterwards. This will help you get your thoughts together later. If you observe several programs, it will help to keep track of the differences between programs.
- 10) After you have left the classroom and have had some time to think about your observation, make some notes to yourself which sum up your thoughts and feelings while the observation is still fresh in your mind. It is a good idea to have an observation sheet for each program to help you organize your observations and compare programs.
- 11) Take time to thank the staff as you leave. Comment on one or two positive things you saw. This is especially important if your child will be entering the program in the future!

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SECTION 9: REFERRAL, IDENTIFICATION, AND EVALUATION

When your child reaches age three and if your child requires special education, the responsibility for his/her educational programming will change from the Department of Health and Senior Services to your local school district. We hope that the following information will help to make this transition work smoothly.

During transition the local school district personnel who will work with you and your child are called Child Study Team (CST) members. CST members include a school psychologist, a learning disabilities teacher-consultant, a speech-language specialist, and a school social worker.

Referral

In order to initiate the process to determine eligibility for a special education program and ensure a program can start by the time your child is three, you will need to make a written request for evaluation to your school district at least 120 days before your child's third birthday, as indicated on the time line (pages 5-6). The written request is the referral. The referral is mailed to your district. The referral will be forwarded without delay to the CST for consideration.

Once your school district receives your referral, the CST will convene an identification/ evaluation plan meeting with you within 20 calendar days, at a mutually agreed upon time and place. This meeting may occur in person or through a conference telephone. The meeting should be held at a time and place convenient to you. Your school district will send you an invitation to this meeting and include a copy of The Parental Rights in Special Education (PRISE) booklet. This booklet describes your rights and responsibilities. Your CST will let you know if you need to provide documentation regarding your residence, your child's birth date and medical history.

Identification/Evaluation Plan Meeting

The CST members, including a speech-language specialist, and a general education teacher who is knowledgeable about your child, and you will determine whether an evaluation is warranted. If it is decided an evaluation is needed, you and the CST will determine the nature and scope of the evaluation.

The purpose of the identification/evaluation plan meeting is to review current available information and determine whether an evaluation is warranted. The CST will want to know about your child's current program and will ask some basic questions regarding your child's individual needs and strengths. This review may include information you provide, current assessments, and observations provided by you and/or early intervention staff. The school nurse will review and summarize available health and medical information. On the basis of this record review meeting participants will decide what additional information is needed, if any. The additional information will determine: (1) whether your child has an educational disability which requires special education and related services, (2) your child's present levels of educational performance, (3) the educational needs of your child, and (4) what needs to be done so that your child can participate in the general education curriculum.

An evaluation consists of a group of individual assessments that will help you and the school to understand your child's strengths and needs. Once meeting participants have decided what types of information are indicated, they will decide which assessments will be conducted. Based on the review of information and discussion among the participants, it may be possible to determine that your child is eligible without conducting any further evaluation. During the meeting, an evaluation plan will be developed. If you agree with the plan, you will be asked to provide a signed consent. An evaluation cannot take place until you provide a signed consent. Within fifteen days after the identification/evaluation meeting, you will receive written prior notice explaining the results of the meeting and a copy of the evaluation plan. You will also receive a short procedural safeguards statement, which will inform you of organizations that can help you understand your rights.

To ensure that time lines (pages 5-6) can be met, remember to contact the CST at least 120 days before your child turns three. The district must accept any written referral submitted within 120 days of your child's third birthday. If the district refuses, contact the county supervisor of child study in your county (see resource listing in back of booklet).

The CST wants to know about your child's strengths and his/her needs, in order to determine eligibility for special education for your child. To accomplish this, certain evaluation procedures will be conducted, as determined by you and the team at the Identification/ evaluation plan meeting. While every evaluation plan is different, the evaluation must include a multidisciplinary assessment in all areas of suspected disability. At least two members of the CST must complete an evaluation. You may be present during your child's evaluation.

Functional Assessment

Each of the functional assessment components must be completed by at least one evaluator. Assessment components include:

- A minimum of one structured observation in other than a testing session;
- An interview with you;
- An interview with your child's teacher if your child is in preschool;
- A review of interventions documented by your child's teacher and other professionals who worked with your child and one or more informal measures.

Assessments may include the following, based on your child's evaluation plan:

- **Social Assessment**

The social worker conducts interviews to evaluate your child's developmental history and family status. This will involve discussing your child's health developmental and family history, as well as your child's interactions with family and peers. Also discussed will be your child's ability to adapt to the requirements of everyday living. The assessment may include observation of and communication with the child. A home visit may be part of the assessment process.

- **Educational Assessment**

The Learning Disabilities Teacher-Consultant evaluates your child's academic strengths and weaknesses, including testing of pre-academic developmental readiness, and testing to determine your child's best method of learning. The Learning Disabilities Teacher-Consultant will individually test your child and may conduct observations and interviews.

- **Psychological Assessment**

The school psychologist assesses the intellectual, social, adaptive, and emotional status of your child. This assessment may consist of individually administered tests of intelligence, personality, and behavior. The focus of the testing is on how these factors may influence your child's participation in developmentally appropriate activities. The assessment may include individual testing and interviews.

- **Speech/Language Assessment**

The speech correctionist or speech/language specialist may assess and analyze your child's speech, articulation (clarity of speech), voice quality, fluency, and language development. A variety of testing methods may be used, including an interview with your family, an observation of your child, and individual testing.

Other assessments, such as assessments of your child's fine and large movement, health, vision, hearing, ability to concentrate and complete learning tasks, may be included if there are concerns in these areas. Based on the school nurses review of available health and medical information, the team will give consideration to the need for any health appraisal or specialized medical evaluations.

If your child is not identified 120 days prior to his/her third birthday, then the CST still has 20 days to convene a meeting to determine the nature and scope of the evaluation and obtain your consent to evaluate. The CST has 90 days after consent is received to evaluate your child for eligibility and develop an Individualized Education Program with you. Therefore, your child may not be able to start a program by his/her third birthday.

Eligibility

When the evaluation is completed, you will be invited to an eligibility meeting to discuss the results of the assessments. The meeting must be held at a mutually agreeable time and place. The purpose of the eligibility meeting will be to determine if your child is eligible for special education services. At the eligibility meeting the following team members will be included: you, a CST member who participated in the evaluation, a case manager and a teacher who is knowledgeable about your child's educational performance and/or the districts programs, and a district representative who may also be the CST member. Depending on your child's needs, other personnel may also attend this meeting. If you have an advocate, family member, or friend who knows about your child's needs, he or she can come with you to the meeting. You will receive copies of all evaluation reports.

If the eligibility team determines that your child is disabled, he/she will be classified as eligible for special education and related services. There are thirteen disabilities defined in New Jersey Special Education Code, but all eligible children age three and five years are identified as Preschool Disabled. This disability is based on an identified disabling condition and/or a measurable developmental impairment.

If you disagree with the evaluations provided by the school system because they are not appropriate, you may request a new or independent evaluation of your child at the schools expense. Your district must pay for an independent evaluation unless they request a hearing to prove that their evaluations are appropriate.

If the CST determines that your child is not eligible for preschool disabled programs and if you disagree, you have the right to appeal this decision. You are entitled to a copy of NJAC 6A:14, New Jerseys Administrative Code for Special Education to review your rights.

If the CST determines that your child is eligible for services, an Individualized Education Program meeting will be held within 30 calendar days of the eligibility meeting. In some cases, if you agree, the meeting to develop the Individualized Education Program (IEP) can be continued and the IEP developed at this time. The general and special education teacher need to be present to proceed to develop your IEP, if they are not present or available, another meeting must be scheduled to develop the IEP and determine placement.

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SECTION 10: INDIVIDUALIZED EDUCATION PROGRAM

The Individualized Education Program (IEP) is the “road map” to your child’s education. It is a written plan to address your child’s special needs and abilities. It is developed at a meeting of school personnel and parents. The IEP meeting serves as a communication between parents and school personnel and enables them, as equal participants, to jointly determine the child’s educational needs and the necessary services, programs and equipment. The IEP provides a plan on how to address educational needs within the child’s program. Your child’s plan should not be exactly like anyone else’s. Even though other children may have the same disability, all children have unique needs and abilities.

The IEP gives you a voice in your child’s education. By working together, parents and professionals are able to develop a program that benefits your child. Parents are experts regarding their children and are equal partners throughout the evaluation and IEP process. As a parent, it is your responsibility to help develop, evaluate and monitor the IEP in meeting individual goals.

The IEP should be:

- Current
- Child-centered (based on your child as an individual)
- Clear and concise
- Collaborative (a combined effort)
- Integrated (with goals and objectives as well as related services if needed for your child to optimize your child’s learning in school and other settings)
- Accurate (including both strengths and concerns)
- Reviewed and updated on an annual basis, or more often, as necessary.

The IEP will be developed with your participation, one or more members of the CST, and any additional persons required to attend (general education and special education teachers as well as the district representative). Family members may bring additional people to the IEP meeting who may be helpful to them. You may find it helpful to let the CST know in advance if you are bringing additional people, so they can plan accordingly. Evaluation results are key to what is included on the IEP. Therefore, it is critical that evaluations accurately reflect the strengths and needs of your child. Take time to read assessment reports carefully. If you discover any inconsistencies, misinformation, or information with which you disagree, share your concerns with your CST.

The Individualized Education Program will include but not be limited to:

A statement of eligibility — This communicates your child’s eligibility for special education and related services. All children eligible for programs and services at age three will be classified as preschool disabled.

A statement of the child’s present levels of educational performance — For preschool children a description of how the disability impacts the child’s participation in age-appropriate activities.

A statement of measurable annual goals — Annual goals will describe the educational performance your child is expected to achieve under the child’s IEP for the year. Goals are long term. Objectives are short-term steps for attaining goals. You should feel free to contribute goals and objectives you feel will be important to your child’s learning. You may want to review some of the goals that your child is currently working on in your Individualized Family Service Plan and include those goals in the IEP.

A statement of the special education and related services and supplementary aides or a statement of the program modifications and/or supports that shall be provided for school personnel. Specific instructional strategies and techniques as well as special equipment and materials necessary to help your child achieve his/her goals and objectives should be identified. Current research tells us that children learn best when services and strategies are integrated and embedded into a child’s daily functional activities.

Opportunities for your child to be educated and participate with other children with disabilities and with non-disabled children will be discussed at this time. All special education and related services needed by your child must be listed on the IEP. Services identified as necessary for your child (e.g., speech/ language, OT, PT) are provided at no cost to parents. Transportation needs should be specified as well. The IEP should be clear about what services are being provided, how often, in what setting and who is responsible.

A statement which specifies the projected date for the beginning of the services and modifications, the anticipated frequency, the location and the duration of the services or modifications which should also be included.

All of these topics must be discussed before the team looks into where services will be offered or placement.

An explanation of the extent to which your child will not participate with non-disabled Preschool children in general education classes or typical preschool settings and nonacademic activities is included in this process. This is because the starting place for program delivery should always be in settings where preschoolers without disabilities spend their time.

IEPs are reviewed annually; however, parents may request a review of the IEP at any time. If you do not feel that your child’s IEP accurately reflects the program he or she needs, or if critical components (an example- assistive technology), were not considered, you may request another meeting of the IEP team to consider these areas for your child. Make your request in writing and always keep a copy of any written communication.

A statement of how you will be regularly informed of your child’s progress toward the annual goals and the extent of the progress.

A listing of everything that must be considered for every child, including assistive technology, extended school year, communication services, positive behavioral supports, etc.

Questions to consider when working on your IEP:

- 1) What do I want for my child?
- 2) What information do I have to share about my child?
- 3) Have I clearly expressed my expectations and hopes for my child's program?
- 4) Has someone documented accurately the discussion and plans agreed upon?
- 5) Should I wait to make a decision until I better understand the plan and am sure that I agree with the plan?
- 6) Is there a plan for what happens next and whose responsibility it is?
- 7) What related services does my child need - speech therapy, occupational therapy, physical therapy?
- 8) If my child needs related services, how often are they needed?
- 9) When and where will related services be given? What is the most appropriate setting for these services?
- 10) At what intensity level does my child need special education and related services?
- 11) What special considerations need to be made throughout my child's program in regard? To his/her special needs?

You may find it necessary or helpful to bring additional people with you to the IEP meeting, such as an advocate who is familiar with the law, someone who conducted an independent evaluation of your child, or a service provider or family member familiar with the child. You may tape record the IEP meeting if you choose, again letting the team know in advance of your plans. You also have the right to delay your decision until you have had the opportunity to fully consider the information, realizing that this may delay the start of programming.

If you disagree with your child's program and/or IEP and cannot resolve these differences with your local school district personnel, there are specific steps you may take. Either party must take specific steps to initiate mediation or due process. Consult the "Parental Rights in Special Education" booklet for further explanation of both processes. There is a state form you must complete to request mediation or due process.

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SECTION 11: PLACEMENT

If it is determined that your child is eligible for services, an IEP (Individualized Education Program) will be developed. For the first IEP, the school must have your signature approving the program before your child may start in school.

The program that may be recommended for your child is likely to differ from early intervention activities. Preschool programs are almost always offered in a classroom environment. Related services, such as physical, occupational, and speech/language therapy goals may be embedded in the program, as established for your child's school program. Emphasis will be placed on preschool activities than on individual therapies. Your child may need modification to an activity. Any modification may be determined for your child and would be determined by the Individualized Education Program Team and needs to be documented in the IEP.

State laws and codes mandate that school programs follow the traditional September - June calendar, unless your child needs an extended school year. Extended school year services must be available to your child if your child will lose skills during the summer vacation and will not recoup these skills in a reasonable length of time. Preschool programs with special education services must operate at least ten hours a week. An individual child's program schedule is based on the child's needs and will be outlined and documented in the IEP.

You are encouraged to visit preschool programs before a placement decision is made. Problems sometimes arise in the summer when many programs are not operating. If your child will turn three in the summer or early fall be sure to contact the school district before June, so visits can be made while school is still in session.

As parents, you are guaranteed a voice in determining the appropriate program for your child. These decisions are made collaboratively with the CST. NJAC 6A:14 (New Jersey's Administrative Code for Special Education) outlines placement options available to children served through preschool disabled programs within school districts. Districts are aware of these placement options and they should be discussed at the IEP meeting. Working collaboratively with your CST, you should be able to find a program option to meet the needs of your child.

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SECTION 12: PRESCHOOL PLACEMENT OPTIONS

The issue of preschool placement in the least restrictive environment was addressed by the Federal Office of Special Education Programs (OSEP) in a 1992 Individuals with Disabilities Education Law Report. Dr. Judith Schragg, then Director of OSEP, responded to an inquiry from a New York parent on the issue of least restrictive environment for preschoolers. Dr. Schragg wrote: “The preschool child with a disability is entitled to all of the rights and protection guaranteed by Part B of the Individuals with Disabilities Education Act (IDEA). This includes a right to a free and appropriate public education and services in the least restrictive environment.”

Federal law requires that preschool services be provided in the “least restrictive environment”. Often, the LRE requirement is considered in terms of a program’s proximity to a child’s home and if the program is in a public or private setting. Instruction with non-disabled peers is part of the requirement for least restrictive environment. An explanation of the extent to which a child can not participate with non-disabled preschoolers in the general education class and in either extracurricular or nonacademic activities needs to be included in the child’s Individualized Education Program.

Other laws that may have an impact on options you have for your child and decisions you may make are ADA- Americans with Disabilities Act and Section 504. Explanations of these laws are found below.

Americans with Disabilities Act (ADA)

- Prohibits discrimination based on disability in employment, education, and “public accommodations,” including childcare providers.
- Requires “reasonable accommodations” to be provided at no cost to the person with a disability.
- Requires childcare providers to accept and serve children with disabilities if they can do so without substantively altering their program and without incurring “excessive cost”.
- Enforced by U.S. Department of Justice.

Section 504 of the Vocational Rehabilitation Act (Sec. 504)

- Prohibits discrimination against person with disabilities.
- Requires “reasonable accommodations” to be provided at no cost to the person with a disability.
- Requires childcare providers to accept and serve children with disabilities if they can do so without substantively altering their program and without incurring “excessive cost”.
- Applies to organizations and institutions that receive federal financial assistance, directly or through state or municipal government (subsidized child care providers, recreational programs, school-funded or sponsored before or after school programs and summer programs).

PROGRAM OPTIONS

Each of the options described below is a legal placement option for districts and parents to consider when placing a child identified “preschool disabled.”

General Education

Given the continued interest in relating instruction for children with disabilities to the core curriculum standards through the general education curriculum, parents and school districts have begun to explore ways of providing instruction to preschoolers in general education preschool settings. Individualized Education Program teams may decide a child’s special education program considering any one of the following: supplementary aides, curricular or instructional modifications, supplementary instruction, assistive technology, a teacher aide or related services which may be provided in the preschool classroom. Programs for preschoolers with disabilities are in operation five days a week. One day may be used for parent training, and at least four days provide a minimum of ten hours of instruction. This program option may be provided in any of the following settings.

Districts may have preschool programs for children with and without disabilities already available in their districts either district operated or through contract. A preschool age student with a disability may be placed by the district board of education in an early childhood program operated by an agency other than a board of education, such as a community preschool or childcare center.

1. Such an early childhood program shall be licensed or approved by a governmental agency.
2. The district board of education shall assure that the program is nonsectarian (not religious).
3. The district board of education shall assure the students IEP can be implemented in the early childhood program with any supplementary aids and services that are specified in the students IEP.
4. The special education and related services specified in the students IEP shall be provided by appropriately certified and/or licensed personnel or a supervised paraprofessional according to N.J.A.C. 6A:14-3.9(a) 4 or NJAC 6A 14-4 1(e). More information about childcare options is found in Appendix D.

A preschool age student may also be served within a Head Start program. Head Start is a federally funded preschool program offered to low income families. Children are provided with developmentally appropriate learning activities. Additionally, Head Start provides two thirds of the daily nutritional requirements for each child. Health and dental services, and developmental screens are provided for all enrolled children. Head Start has always had a national policy of open enrollment for guideline eligible children, including children with disabilities. The legislative mandate passed in 1972 requires Head Start programs to provide at least 10 percent of the national Head Start enrollment opportunities for children with disabilities. Districts receive referrals from Head Start and refer to Head Start depending on their agreement. An individual district with a Head Start program in their boundaries may have a contract with Head Start.

Resource Programs

Children classified as preschool disabled may be provided a special education through the resource program option. Classified children must be enrolled on a general class register in a preschool program. Districts can establish resource programs in preschool programs they operate, Head Start, or community childcare centers. Instructional responsibility is shared between the resource teacher and the general class teacher. Resource instruction can be provided in either the child's preschool class or in an approved resource room as indicated in the individualized education program. This placement option is described in NJAC 6A:14-4.6.

Self-Contained Preschool Special Education Programs

Traditionally, children classified "preschool disabled" in New Jersey were placed in a self-contained preschool program with special education services in either public schools or approved private schools. . Programs for preschoolers with disabilities are in operation five days a week. At least four days provide a minimum of ten hours of instruction with a component that involves the family, called "parent training." Related services, such as speech therapy, occupational therapy and physical therapy are provided according to the IEP for each individual child.

Continued Early Intervention Option

The early intervention program in which the child has been enrolled which is under contract with the Department of Health and Senior Services may be considered as a placement for the balance of the school year in which the child turns three. This consideration would depend on the needs of the child as documented in the child's IEP. The SCAHS option can only be considered if all of the requirements of the preschool program for a child with a disability can be met by the early intervention program, including appropriate certification of personnel, and a contract between the two programs can be developed.

(Refer to Program Options from DOE Administrative Code - Appendix C)

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SECTION 13: TIPS FOR PREPARING YOUR CHILD FOR TRANSITION

1. Once you know where your child will be attending a preschool program, arrange to visit while the program is still in session. If possible, let your child take part in activities during the visit.
2. Ask the teacher for the first names of other children who will be in the class and mention the names of those children to your child when talking about the new program.
3. Role-play (attending preschool) with your child. Consider using props such as a schoolhouse, school bus, or pictures. Talk about the schedule, activities, snack, and playing with children.
4. Talk positively and reassuringly about the new school experience.
5. Take a photograph of your child while visiting the new setting. Display the photo at home in a place where the child will see it often. Talk about activities or toys the child noticed and seemed to enjoy at the preschool setting.
6. Plan a family excursion to visit the new preschool setting. Ask if it is appropriate to bring brothers and sisters for the visit. This can often help to promote family discussion and help your child feel comfortable.
7. Read stories about children in preschool.
8. Let the teacher and the nurse know your child's likes and dislikes; fears; names of family members including pets; allergies and toilet signals. If your child has a familiar prop, such as a blanket or book, check with the teacher to see if your child can bring it to school.
9. Let your child take a familiar item from home to the new program. It can provide a sense of comfort and security for your child.
10. Label your child's belongings with the same sticker or symbol to help your child identify his/her belongings in the new classroom.
11. Expect some initial separation anxiety -- yours and your child's.
12. Connect with another family whose child attends the program. The teacher may be willing to ask families to volunteer to share their telephone numbers so you can speak to other parents prior to the beginning of the program.
13. Find out about the lunch routine, if appropriate. Request to eat in the cafeteria to become familiar with the routine, noise and numbers of people. Practice the routine at mealtimes.
14. Consider the transportation needs of your child and family in fitting your child's participation in preschool activities into your daily routine. Think of the resources you have available to help with transportation, as well as what you may need help with from the preschool program. Transportation is an area that each family may value in different ways. It may help to review some questions other parents have asked about transportation in Section 14 of this booklet. If your child needs transportation to benefit from preschool special education programs, it must be provided with no cost to the parent.

15. Find out from the new teacher what skills will be helpful for your child in the classroom. Practice new skills as they naturally occur in your home. If your child is having difficulty with a task, break the skills needed into smaller steps to make it easier for him or her.
16. Relax and enjoy the time you have with your child during this special period of your lives.

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SECTION 14: COMMON QUESTIONS PARENTS ASK ABOUT TRANSPORTATION

You may find it helpful to consider questions other parents have asked about their child's transportation to preschool when you are exploring options to meet both your child's transportation needs and your family's concerns about transportation.

1. Are child safety seats or wheelchair locks available to accommodate my child's travel needs?
2. Are child safety seats or wheelchair locks used each time my child rides the in a vehicle?
3. Does the vehicle have seat belts? Who is going to buckle and unbuckle my child's seat belt? Do I need to supply a car seat?
4. If child safety seats are not available, will the program provide one for my child?
5. If I choose to provide a safety seat for my child, will it be used only for my child each time he/she is transported?
6. Will an aide accompany the driver on each trip?
7. If my child has special medical problems that might require immediate attention, is the aide trained to provide the necessary care?
8. If there is an emergency on the vehicle, how can someone call for help?
9. Is someone on the transportation vehicle responsible for placing my child on and off the vehicle?
10. Does the person from the transportation vehicle assist my child from the vehicle to the classroom?
11. Are all family members and other caregivers who may be meeting my child known to the driver?
12. Is there a procedure in place for releasing my child only to persons I have named?
13. Is the amount of time my child will spend being transported to and from the program reasonable for his/her age?
14. If I desire can I drive my child to and from the program instead of having him/her ride in the transportation vehicle?
15. If the program does not provide transportation, will I be reimbursed for my transportation expenses?

16. In case of bad weather, will I be notified of changes in my child's transportation schedule?
17. Do I have the name and phone number of the transportation company?
18. What is the age range of children riding together on the bus?
19. Does the driver have a current commercial drivers license (CDL) or an appropriate license to operate the vehicle?
20. Does the transportation provider share driver safety records?

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SECTION 15: DEFINITIONS OF COMMON TERMS

ACCESS

A right to view, make notes, and/or to have a copy of your child's record made with appropriate notice to school.

ALTERNATE SETTINGS

Preschool programs that provide a variety of appropriate educational opportunities for the individual child with disabilities that may or may not include other children with disabilities. These programs may or may not be administered by the district

ANNUAL REVIEW OF THE IEP

A meeting held at least once a year to study and discuss your child's progress in school. The purpose of the annual review is to discuss your child's progress and make changes as necessary in your child's special education program and/or related services he/she is receiving.

ANNUAL GOALS

Areas of accomplishment that can reasonably be reached by the child in a year as agreed upon by the CST, teacher and parent at the IEP conference.

BARRIER-FREE

A setting that permits a person with disabilities to access the program and to operate independently with ease and little or no assistance.

CASE MANAGER

A school district employee who coordinates meetings with you and appropriate school staff members. The case manager also serves as your contact when you have questions regarding your child's special education program and services.

CHILD STUDY TEAM (CST)

The basic CST consists of a school psychologist a learning disabilities teacher-consultant, school social worker and, for preschool pupils, a speech-language specialist.

CHILD STUDY TEAM EVALUATION

A way of collecting information about your child's special learning needs, strengths, and interests. An evaluation is used to help make decisions about whether your child is eligible for special education. The evaluation will include administering individual tests, observing your child, a review of records, talking with you and your child. The evaluation may include the following: an educational assessment, health appraisal, psychological assessment, social assessment, a speech/language assessment and any other pertinent medical evaluations.

DUE PROCESS

Guidelines followed when the parent and the school cannot come to agreement about the identification, evaluation, program and related services and/or educational placement of a child.

FREE APPROPRIATE PUBLIC EDUCATION (FAPE)

A non-sectarian educational program meeting the requirements of a child's IEP, at public expense and no cost to parents.

INDIVIDUALS WITH DISABILITIES EDUCATION ACT (IDEA)

A federal act assuring that children with disabilities will have available to them a free, appropriate public education, which emphasizes special education and related services to meet their unique needs and to assure the rights of children with disabilities and their parents or guardians are protected.

IN-CLASS SUPPORT

A program of instruction in which the general and special education teachers are collaboratively involved in planning and implementing special strategies, techniques, methods, and materials to address learning problems of pupils with educational disabilities engaged in the general education classroom lesson. Instructional responsibility for the pupil shall be shared between the resource center teacher and the general class teacher(s) as described in the pupils IEP. Support instruction provided in the pupils general class shall be at the same time and in the same activities as the rest of the class.

INCLUSION

Inclusion means integration of children with disabilities into the general education environment to the maximum extent possible and opportunities for interaction with non-disabled peers. The term inclusion refers to the commitment to educate each child, to the maximum extent appropriate, in the school and classroom he or she would otherwise attend. Inclusion involves bringing the support services to the child and requires only that the child will benefit from being in the class.

INFORMED CONSENT

The parents with legal responsibility for educational decision-making, for the child, have been fully informed of all information relevant to the requested activity for which consent is sought, understands, and agrees in writing to the implementation of the activity. Informed consent must be given prior to an initial evaluation and all other evaluations and prior to the implementation of the initial IEP.

INDIVIDUALIZED EDUCATION PROGRAM (IEP)

This is a written plan that details what the child will be taught and documents what will actually be provided to the child through special education and related services.

LEA

Local Educational Agency or school district that will be responsible for your child's education at the township level.

LEAST RESTRICTIVE ENVIRONMENT (LRE)

A setting that offers the child the maximum number of life experiences the child would have if there were no disabilities, but does not imply that all children with disabilities should be placed in general classes.

MAINSTREAMING

Mainstreaming is no longer used. Please refer to the term inclusion.

MEDIATION

A process to resolve conflicts between a parent and district. Mediation is voluntary; either party may choose not to participate. Mediation is available at the state level. Mediation is encouraged, but is not a prerequisite to due process.

OBJECTIVE

Small specific steps leading to the completion of each annual goal.

PRESCHOOL DISABLED

Children ages three to five who have an identified disabling condition and/or a measurable developmental impairment who require and would benefit from special education and related services.

PRESENT LEVELS OF EDUCATIONAL PERFORMANCE

A summary of your child's present level of academic, perceptual, motor, social, emotional, adaptive functioning, and health status.

PROJECT CHILD FIND

Project CHILD FIND was established by the New Jersey Department of Education as a free public awareness and referral service to assist parents and professionals by identifying available early intervention, preschool/special education programs and special education programs throughout New Jersey. In addition, Project CHILD FIND develops and distributes information to the public about early intervention and special education services for children from birth through twenty-one years of age.

PUPIL RECORD

Information related to an individual pupil maintained within the school system regardless of the physical form in which it is maintained. Material which is maintained for the purpose of second party review is a pupil record. Information recorded solely as a memory aid, not for the use of a second party, is excluded from this definition.

RELATED SERVICES

Related services are services that children with educational disabilities require to benefit from their education programs. Related services include the following: counseling the child, counseling or training the parents about the educational needs of their child, speech-language therapy, occupational therapy, physical therapy, transportation or recreation, as well as other appropriate services which the child needs to benefit from an education as required by his/her IEP.

RESOURCE PROGRAM

The term "resource room" has been amended to "resource program" to reflect the more flexible program options now available (see Appendix C). Resource programs offer small group instruction. Children may receive either support or replacement resource instruction in either a separate room or in a general classroom. The resource teacher shall hold certification as "teacher of the handicapped." The amount of time a child may receive resource instruction has been expanded to include up to the child's entire day for replacement or support instruction in the general classroom, and up to one-half of the pupils instructional day in a separate resource room at the preschool disabled level.

SCAHS CASE MANAGEMENT (SPECIAL CHILD AND ADULT HEALTH SERVICES)

Case Managers assist families to access family centered, coordinated services for children with disabilities and special health needs ages birth to 21, and those at risk for developmental delays. There are 21 county-based case management units, providing a link for children with special needs to services through local, state, and federal programs. Case management services include the development of an individual service plan focusing on the medical, developmental, educational, rehabilitative, and social/emotional status of the family and child, and appropriate referral and periodic monitoring by a case manager. Referrals may include, but are not limited to the following: Medicaid Model Waiver programs, Catastrophic Illness in Children Relief Fund, preschool programs, camps, and local school districts.

SELF-CONTAINED CLASSROOMS

Classrooms where children with disabilities receive educational programs with other children with disabilities. This program option allows intensive program strategies to be delivered that may not be possible in a general education classroom.

SPECIAL EDUCATION

Instruction and needed related services modified or designed, at no cost to parents or guardians, to meet individual needs of a child with disabilities, including instruction in classrooms, homes, hospitals, and other institutions.

TRANSITION MEETINGS

A series of meetings and conferences are included as part of the transition process. These meetings include: Transition Information Meeting, Transition Planning Conference, Identification Meeting, Eligibility Meeting and the IEP Meeting. Each meeting is explained in detail within the contents of this booklet.

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**SECTION 16: TRANSITION RESOURCES
EARLY INTERVENTION AGENCIES**

New Jersey Department of Health and Senior Services

Early Intervention Program

Terry Harrison, Director

CN 364

Trenton, NJ 08625-0364

(609) 777-7734 Fax: (609) 292-3580

Family Link, A Regional Early Intervention Collaborative

Susan Marcario, Executive Director

Eileen Mitchell, Family Support Coordinator

2333 Morris Avenue, Suite A-20 (2nd floor)

Union, NJ 07083

(908) 964-5303 Fax: (908) 964-6091

(Essex, Morris, Sussex, Union, Warren Counties)

Helpful Hands: Northeast Regional Early Intervention Collaborative

Gerry Luongo, Executive Director

Patti Ciccone, Director of Family Outreach

57 Willowbrook Boulevard, Suite 303

Wayne, NJ 07470

(973) 256-8484 Fax: (973) 256-1233

(Bergen, Hudson, Passaic Counties)

Mid-Jersey CARES for Special Children REIC

Cynthia Newman, Program Coordinator

Carla Israel & Betsy Coffin, Family Outreach Coordinators

CNJMCHC, Inc.

501 Hoes Lane, Suite 206

Piscataway, NJ 08854

(732) 699-0944 Fax: (732) 699-1218

(Hunterdon, Mercer, Middlesex, Monmouth, Ocean, and Somerset Counties)

Southern Regional Early Intervention Collaborative

Jennifer Buzby, Executive Director

Valarie Fennell, Rachel Ledden-Albadine, Maureen VanArtsdalen, Family Outreach Coordinators

Winslow Professional Building

339 South Route 73, Suite 6

Berlin, NJ 08009

(856) 768-6747 Fax: (856) 768-7608

(Atlantic, Burlington, Camden, Cape May, Cumberland, Gloucester, Salem Counties)

**NEW JERSEY STATE DEPARTMENT OF HEALTH AND SENIOR SERVICES
SPECIAL CHILD HEALTH SERVICES PROGRAM
COUNTY CASE MANAGEMENT UNITS**

New Jersey Department of Health and Senior Services

Special Child and Adult Health Services
CN 364, Trenton, NJ 08625-0364
(609) 777-7778 Fax: (609) 292-3580

Atlantic County SCHS-CMU

Dept of Intergenerational Services
101 South Shore Road
Northfield, NJ 08225-2320
(609) 645-7700 ext.4358
Fax: (609) 645-5940

Cumberland County SCHS-CMU

Cumberland County Dept. of Health
790 East Commerce Street
Bridgeton, NJ 08302-2293
(856) 453-2154
Fax: (856) 453-0338

Bergen County SCHS-CMU

Bergen County Dept. of Health
Services
327 Ridgewood Ave., 2nd Floor
Paramus, NJ 07652-4895
(201) 599-6153
Fax: (201) 986-1068

Essex County SCHS-CMU

County of Essex
Office of Alcohol and Drug Abuse
Unit of Special Child Health Services
160 Fairview Ave.,
Rawson Hall, Bldg. #37
Cedar Grove, NJ 07009
(973) 857-4663 or 857-4745
Fax: (973) 857-2842

Burlington County SCHS-CMU

Camden County Division of Health
Jefferson House
Lakeland Road, P.O. Box 9
Blackwood, NJ 08012-0009
(856) 374-6021 or (800) 999-9045
(856) 374-9734

Gloucester County SCHS-CMU

Gloucester County Health Department
160 Fries Mill Road
Turnersville, NJ 08012-2496
(856) 262-4157
Fax: (856) 629-0469

Camden County SCHS-CMU

Burlington County Dept. of Health
Services
Raphael Meadow Health Center
P.O. Box 287 Woodlane Road
Mount Holly, NJ 08060-0287
(609) 267-1950
Fax: (609) 702-0541 Fax:

Hudson County SCHS-CMU

Jersey City Medical Center
114 Clifton Place, Murdoch Hall
Jersey City, NJ 07304-3199
(201) 915-2514
Fax: (201) 915-2565

Cape May SCHS-CMU

Cape May Dept. of Health
6 Moore Road, Crest Haven Complex
Cape May Court House, NJ 08201-
3067
(609) 465-1202
Fax: (609) 463-3527

Hunterdon County SCHS-CMU

Hunterdon Medical Center
2100 Wescott Drive
Flemington, NJ 08822-9238
(908) 788-6398
Fax: (908) 788-6581

Mercer County SCHS-CMU
Project Child
Mercer Co. Special Services School
District
122 Bull Run Road, Sypek Center
Trenton, NJ 08638
(609) 730-4152
Fax: (609) 730-4154

Middlesex County SCHS-CMU
Middlesex County Dept. of Health
841 Georges Road
North Brunswick, NJ 08902
(732) 846-0614
Fax: (732) 846-0542

Monmouth County SCHS-CMU
Visiting Nurse Association of Central
Jersey Foundation
1100 Wayside Road
Tinton Falls, NJ 07712
(732) 224-6950
Fax: (732) 747-4404

Morris County SCHS-CMU
Morristown Memorial Hospital
100 Madison Avenue, Box 99
Morristown, NJ 07960-6095
(973) 971-4155
Fax: (973) 290-7358

Ocean County SCHS-CMU
Ocean County Dept. of Health
P.O. Box 2191, Sunset Avenue
Toms River, NJ 08754-2191
(732) 341-9700 ext. 7602
Fax: (732) 341-5461

Passaic County SCHS-CMU
Catholic Family and Community
Services
26 DeGrasse Street
Paterson, NJ 07505
(973) 523-6778
Fax: (973) 523-7715

Salem County SCHS-CMU
Salem County Dept. of Health
98 Market Street
Salem, NJ 08079-1911 377
(856) 935-7510 ext. 8479
Fax: (856) 935-8483

Somerset County SCHS-CMU
Somerset Handicapped Children's
Treatment Center
Union Avenue, P.O. Box 6824
Bridgewater, NJ 08807-0824
(908) 725-2366
Fax: (908) 725-3945

Sussex County SCHS-CMU
Sussex County Health Department
Division of Public Health Nursing
129 Morris Turnpike
Newton, NJ 07860
(973) 948-5400 ext. 62
Fax: (973) 948-2270

Union County SCHS-CMU
328 South Ave.
Fanwood, NJ 07023
(908) 889-0950 ext. 48
Fax: (908) 889-7535

Warren County SCHS-CMU
Warren County Health Department
162 East Washington Avenue
Washington, NJ 07882-2196
(908) 689-6000 ext. 258 or 257
Fax: (908) 835-1172

**DIVISION OF FIELD SERVICES
COUNTY SUPERVISORS OF CHILD STUDY**

ATLANTIC

Atlantic Co. Office of Ed.
6260 Old Harding Hwy.
Mays Landing, NJ 08330
(609) 625-0004, ext. 44
Fax: 609-625-6539

CUMBERLAND

Dr. George Shellem
Cumberland Co. Office of Ed.
19 Landis Ave.
Bridgeton, NJ 08302
(856) 453-0422
Fax: 856-455-9523

MERCER

Ms. Jane Marano
Mercer Co. Office of Ed.
1075 Old Trenton Rd.
Trenton, NJ 08690
(609) 588-5873
Fax: 609-588-5849

BERGEN

Ms. Randi Burton
Bergen Co. Office of Ed.
327 E. Ridgewood Ave.
Paramus, NJ 07652
(201) 599-6256
Fax: 201-599-6255

ESSEX

Ms. Gayle Strauss
Essex Co. Office of Ed
155 Fairview Ave.
Cedar Grove, NJ 07009
(973) 857-5700
Fax: 973-239-3492

MIDDLESEX

Dr. Claudia Radeke
Middlesex Co. Office of Ed.
1501 Livingston Ave.
North Brunswick, NJ 08902
(732) 249-2900
Fax: 732-296-0683

BURLINGTON

Ms. Tilda Radbill
Burlington Co. Office of Ed.
3 Union Street
County Office Bldg.
Mt. Holly, NJ 08060
(609) 265-5060
Fax: 609-265-5932

GLOUCESTER

Ms. Celeste Curley
Gloucester Co. Office of Ed.
1492 Tanyard Rd.
Sewell, NJ 08080
(856) 468-6500 ext.72
Fax: 856-468-9115

MONMOUTH

Ms. Lucille Stelatella
Monmouth Co. Office of Ed.
Campbell Court & Hwy. 9
P.O. Box 1264
Freehold, NJ 07728-1264
(732) 431-7823
Fax: 732-577-0679

CAMDEN

Ms. Caryl Carthew
Camden Co. Office of Ed.
West Building, Suite 513
Pennsauken, NJ 08109
(856) 661-3155
Fax: 856-661-3172

HUDSON

Mr. Anthony Errichetto
Hudson Co. Office of Ed.
595 Newark Ave.
Jersey City, NJ 07306
(201) 319-3850
Fax: 201-319-3650

MORRIS

Ms. Donna Bogart
Morris Co. Office of Ed.
CN 900
6981 North Park Dr.
Morristown, NJ 07963-0900
(973) 285-8336
Fax: 973-285-8341

CAPE MAY

Cape May Co. Office of Ed.
Central Mail Room
Crest Haven Complex
Cape May Ct. House, NJ 08210
(856) 465-1282
Fax: 856-465-2094

HUNTERDON

Ms. Cheryl Messler
Hunterdon Co. Office of Ed.
Victoria Plaza
1 Main St.
Flemington, NJ 08822
(908) 788-1414
Fax: 908-788-1457

OCEAN

Mr. Stephen A. Coplin
Ocean Co. Office of Ed.
212 Washington St.
Toms River, NJ 08753
(732) 929-2078
Fax: 732-244-8242

PASSAIC

Ms. Stephanie DeBruyne
Passaic Co. Office of Ed.
810 Belmont Ave.
North Haledon, NJ 07508
(973) 304-6020
Fax: 973-304-0149

WARREN

Dr. Mary Lou Varley
Warren Co. Office of Ed.
537 Oxford St.
Belvidere, NJ 07823
(908) 475-6327
Fax: 908-475-3541

SALEM

Dr. George Shellem
Salem Co. Office of Ed.
94 Market Street - 3rd Floor
Salem, NJ 08079
(856) 935-7510 ext. 441
Fax: 856-935-6290

SOMERSET

Mr. Paul Bilik
Somerset Co. Office of Ed.
P.O. Box 3000
Somerville, NJ 08876-1262
(908) 231-7171
Fax: 908-722-6902

SUSSEX

Dr. MaryLou Varley
Sussex Co. Office of Ed.
18 Church St.
County Services Bldg.
Newton, NJ 07860
(973) 579-6996
Fax: 973-579-6476

UNION

Ms. Karen Ellmore
Union Co. Office of Ed.
300 North Ave. East
Westfield, NJ 07090
(908) 654-9860
Fax: 908-654-9869

NEW JERSEY HEAD START PROGRAMS

Head Start Collaboration Project

Director:
Capital Place One, 222 S. Warren Street
Trenton, NJ 08625
(609) 633-2546 Fax: (609) 984-7380

Atlantic Human Resources Head Start

Director: Ms. Carolyn Atherly
Disabilities Specialist: Marlene Kovalevsky
1 S. New York Ave. Suite 313
Atlantic City, NJ 08401
(609) 348-4166

Babyland Head Start

Director: Mary Smith
Disabilities Specialist:
755 S. Orange Ave.
Newark, NJ 07106
(973) 399-3400
(Atlantic and Cape May Counties)

Bergen County Head Start

Director: Ms. Marilyn Jenkins
Disabilities Specialist: Ellen DeCarlo
c/o St. Cecelia High School
65 West Demarest Ave.
Englewood, NJ 07631
(201) 569-9273

CCCOFO Head Start-Special Needs Program

Director: Leigh MacKelvey
Disabilities Specialist:
500 Pine Street
Camden, NJ 08013
(856) 964-2100

Burlington County Head Start

Director: Ms. Carolyn Henderson
Disabilities Specialist: Rose Annusseck
Woodlane Ave. & Rte. 541
Burlington, NJ 08016
(609) 261-2323

Camden Council Economical Opportunity Head Start

Director:
Disabilities Specialist: Leigh McKelvey
538 Broadway
Camden, NJ 08102
(856) 541-2028

Central 5 / Jefferson School

Director: Mr. Thomas Tsirikos
Disabilities Specialist:
115 Hilton Ave.
Vauxhall, NJ 07088
(732) 851-6564

Concerned Parents/Head Start

Director: Cecile Dickey
Disabilities Specialist: Paula Schwartzman
90 Martin St.
Paterson, NJ 07501
(973) 942-1626

East Orange Child Development Corp. Head Start

Director: Sarah Hansford
Disabilities Specialist: Kathleen Mulhall
3201-03 Federal Street
Camden, NJ 08105
(856) 541-2846

Gamma House Parent Child Center

Director: Ms. Gladys Adzimah
Disabilities Specialist: Milder Martin
65 West Demarest Ave.
P.O. Box 890, 42 Chestnut St.
East Orange, NJ 07019
(973) 266-5386

Hackensack Head Start

Director: Ms. Linda Steel
Disabilities Specialist: Mary Zetelski
291 2nd Street
Hackensack, NJ 07601
(201) 342-2936

Head Start for Family Resources

Director: Ms. Jean Atkins
Disabilities Specialist: Jean Atkins
12 Morris Road
Ringwood, NJ 07456
(973) 962-0055

Hope Head Start

Director: Ms. Ora Welch
Disabilities Specialist:
3rd & Garden St.
Hoboken, NJ 07030
(201) 795-4416

**Inter-Community Coord. Council
Head Start**

Director: Ms. Angelina Harris
Disabilities Specialist: Edward Moskel
P.O. Box 1038
30 Ridge Ave.
Neptune, NJ 07753
(732) 988-7736

**Jersey City Child Development
Center**

Director: Ms. Esther Lee
Disabilities Specialist: Shirley Silver
514 Newark Ave.
Jersey City, NJ 07306
(201) 656-1500

Leaguers, Inc. Head Start

Director: Ms. Veronica Ray
Disabilities Specialist: Helen Grace
750 Clinton Ave.
Newark, NJ 07108
(973) 375-6840

Mercer County Head Start

Director: Ms. Consuelo McDaniel
Disabilities Specialist: Wally Acuna
2238 Hamilton Ave
Trenton, NJ 08619
(609) 588-5894

**Middlesex County Economic
Opportunities Center Head Start**

Director: Ms. Carol Kempner
Disabilities Specialist: Ruth Halo
P.O. Box 7365
North Brunswick, NJ 08903
(732) 846-6600

Montclair Child Development Center

Director: Ms. Audrey Fletcher
Disabilities Specialist: Carolyn Lane
272 Baldwin Street
Glen Ridge, NJ 07028
(973) 748-5901

Morris County Head Start

Director: Ms. Beverly Wright
Disabilities Specialist: YaTonya
Norman
37 Myrtle Ave.
Dover, NJ 07801
(973) 989-9052

Newark/Friendly Fold Head Start

Director: H. Reid
Disabilities Specialist: Claudette Bailey
77 17th St.
Newark, NJ 07103
(973) 642-3143

Newark Preschool Council

Director: Ms. Audrey Harris
Disabilities Specialist: Connie Mood
10 Park Place
Newark, NJ 07102
(973) 621-5760

**Northwest Community Action
Program Head Start**

Director: Ms. Linda Kane
Disabilities Specialist: Lynne Star
Old Firth School
Prospect St.
Phillipsburg, NJ 08865
(732) 454-7000

**North Hudson Community Action
Program Head Start**

Director: Ms. Lorraine Johnson
Disabilities Specialist: Kerri Williams
535 41st St.
Union City, NJ 07087
(973) 617-0901

Ocean, Inc. Head Start

Director: Ms. Barbara Bruce
Disabilities Specialist: Annette Shaw
40 Washington Street
Toms River, NJ 08753
(732) 244-5333

Ocean Lakewood

Director: Dr. Orest Noreiga
Disabilities Specialist: Marinel Mukerje
30 8th Street
Lakewood, NJ 08701
(732) 364-4333

Passaic City Head Start

Director: Corrine Hasal
Disabilities Specialist: Myrna Toledo
68-72 Third St.
Passaic, NJ 07055
(973) 365-5780

Second Street Youth Center

Director: Ms. Yvonne Thomas
Disabilities Specialist: Ray Wardrick
935 South 2nd St.
Plainfield, NJ 07061
(732) 561-0161

**Somerset Community Action
Program Head Start**

Director: Ms. Gloria Strickland
Disabilities Specialist: Denise Ambruso
P.O. Box 119
429 Lewis St.
Somerset, NJ 08873
(732) 846-5333

Trenton Head Start

Director: Ms. Jerri Smith
Disabilities Specialist:
150 East State St. 5th Fl.
Trenton, NJ 08607
(609) 392-3131

Tri County Head Start

Director: Ms. Cynthia Wilkes Moseley
Disability Specialist: Linda Grant
240 North Pearl Street
Bridgeton, NJ 08302
(856) 453-0803
(Cumberland, Gloucester, Salem
Counties)

**Union Township Community Action
Organization Head Start**

Director: Ms. Jennifer Alford
Disabilities Specialist:
2410 Springfield Ave.
Vauxhall, NJ 07088
(732) 686-6150

NEW JERSEY ASSOCIATION OF CHILD CARE RESOURCE AND REFERRAL AGENCIES

Atlantic County

Atlantic County Women's Center
PO Box 311
Northfield, NJ 08225
Attn: Beverly Gilbert
Phone: (609) 646-1180
Fax: (609) 645-8877

Cape May County

EIRC-Southern Regional Child Care Resource Center
Social Services Building
4005 Route 9 South
Cape May Court House, NJ 08210
Attn: Barbara Springer
Phone: (856) 582-8282

Bergen County

Bergen County Office for Children
21 Main St.
Court Plaza South, Room 114W
Hackensack, NJ 07601
Attn: Gail Rosewater
Phone: (973) 646-3694 Fax:
(973) 646-2835

Cumberland County

Tri-County Child Care Services
10 Washington St.
Bridgeton, NJ 08302
Attn: Judy Weintin
Phone: (856) 451-5813
Fax:(856) 455-0719

Burlington County

Burlington County CAP
718 South Route 130
Burlington, NJ 08016
Attn: Dee Bailey-Gittens/ Sharon Robinson
Phone: (609) 267-7674 & 261-9222
Fax: (609) 261-8520

Essex County

Programs for Parents, Inc.
56 Grove St.
Verona, NJ 07044
Attn: Barbara Fedoroff
Phone: (973) 857-5171
Fax: (973) 857-1099

Camden County

Camden County Division for Children
Lakeland Campus
P.O. Box 88
Blackwood, NJ 08012
Attn: Phyllis Sanders/
June McCoy-Koroma
Phone: (856) 374-6376
Fax: (856) 374-6394

Gloucester County

ERIC-Southern Regional Child Care Resource Center
606 Delsea Drive
Sewell, NJ 08080
Attn: Beverly Ranton & Elmorja Thomas
Phone: (856) 582- 8282
Fax: (856) 582-4714

Monmouth County

Child Care Services
17 South Street
Freehold, NJ 07728
Attn: John Yaecker
Phone: (732) 462-5413

Hudson County

Urban League of Hudson County
779 Bergen Ave.
Jersey City, NJ 07306
Attn: Alice Duplessis
Phone: (973) 946-7277
(973) 946-7472
Fax: (973) 946-7468

Morris County

Child and Family Resources
855 Rt. 10 E, Suite 114
Randolph, NJ 07869
Attn: Kathleen C. Ross
Phone: (973) 927-6060
Fax: (973) 927-0540

Hunterdon County

NORWESCAP
84 Park Ave.
Flemington, NJ 08822
Attn: Tia Holt/Sharon Giachino
Phone: (908) 782-7000

Ocean County

CHS Child Care
761 River Ave., Suite B
Lakewood, NJ 08701
Attn: Barbara Gordon & Pete
Buermann
Phone: (732) 905-6363/
(609) 695-6274
Fax: (732) 905-4489/
(609) 394-5769

Mercer County

Child Care Connection
2425 Pennington Rd.
Trenton, NJ 08638
Attn: Melinda Green
Phone: (609) 737-3945
Fax: (609) 737-7625

Passaic County

North Jersey Community Coordinated
Child Care Agency, Inc.
North Jersey 4Cs
22 Mill Street
Paterson, NJ 07501
Attn: Mary Ann Mirko
Phone: (973) 684-1904
Fax: (973) 684-0468

Middlesex County

Catholic Charities of Metuchen
271 Smith
Perth Amboy, NJ 08861
Attn: Michelle Suskind
Phone: (908) 826-9160

Salem County

Tri-County Child Care Services
14 New Market St.
Salem, NJ 08079
Attn: Lisa Ford
Phone: (856) 935-7950
Fax: (856) 935-0920

Warren County

Northwest NJ Community Action
Program/NORWESCAP, Inc.
26 Wall Street
Oxford, NJ 07863
Attn: Sharon Giacchino
Phone: (908) 454-7000

Somerset County

Catholic Charities of Metuchen
201 W. Camplian Road
Manville, NJ 08835
Attn: Tia Holt
Phone: (908) 725-1912

Sussex County

Northwest NJ Community Action
Program/NORWESCAP, Inc.
100 Sparta Ave.
Newton, NJ 07860
Attn: Sharon Giacchino
Phone: (973) 383-3461
Fax: (973) 383-8222

Union County

Community Coordinated Child Care of
Union County
225 Long Ave.
Hillside, NJ 07205
Attn: Pat Mennuti
Phone: (973) 923-1433
Fax: (973) 923-1311

ORGANIZATIONS SERVING PEOPLE WITH SPECIAL NEEDS

Alliance for the Betterment of Citizens with Disabilities (ABCD)

127 Rte. 206, Suite 18
Hamilton, NJ 08610
(609) 581-837500

Commission for the Blind/Visually Impaired

Mr. Donald Carugati, Coordinator
Mrs. Joan Ladyka, Supervisor of Ed.
Programs
153 Halsey St., P.O. Box 47017
Newark, NJ 07101
(973) 648-2783

Early intervention and educational
services, employment services,
independent living skills,
information/referral.

Metro/Northern Reg. Office:

William Fagan, Ed. Sup.
(973) 648-2412

Central Reg. Office:

Darlene Smith, Ed. Sup.
National ARC/US (732) 255-0903

Southern Reg. Office:

500 E. Broad St./Suite 300
Janyce McGill, Ed. Sup.
(856) 757-2504;

Arlington, TX Deaf Blind Services:
Francine Serrao, Ed.Sup.
(817) 261-6003 (973) 648-2697

Association for Retarded Citizens NJ (ARC)

985 Livingston Ave
North Brunswick, NJ 08902
(732) 246-2525

The Arc of New Jersey

North Brunswick, NJ 08902
(732) 246-2525, ext.22

Department of Education

Office of Special Education Programs
P.O. Box 500
100 Riverview Plaza
Trenton, NJ 08625-0500
(609) 292-0147

Association for the Care of Children's Health

7910 Woodmont Ave./Suite 300
Bethesda, MD 20814
(301) 654-6549

Division of the Deaf and Hard of Hearing

P.O. Box 074
Trenton, NJ 08625
1-800-792-8339 or (609) 984-7281

Center for Outreach and Services for the Autistic Community (COSAC)

1450 Parkside Ave., Suite 22
Ewing, NJ 08638
Autism Help-Line 1-800-4-Autism

Division of Developmental Disabilities

Capital Center, P.O. Box 726
Trenton, NJ 08625
(609) 883-8100 (609) 292-3742
Residential and habilitative services,
community services include
information/ referral, case
management, day programs, family
support and alternative living
arrangements, public guardianships

Children and Adults with Attention Deficit Disorders (CHADD)

(856) 482-9051

Division of Vocational Rehab. Serv.

Labor Building CN 398
284 E. Main St.
Trenton, NJ 08625
(609) 292-5987

Responsibilities include training & placement. Anyone of employable age with a work disability can apply for services at any of the division's district offices.

Learning Resource Centers

North: (973) 414-4491
Northern Satellite: (973) 539-6346
Central: (732) 679-8252
South: (856) 582-7000

Provide information services, material circulation services, consultation and production services.

Learning Disability Assoc. of NJ (LDA)

P.O. Box 187
Oceanport, NJ 07757
(908) 542-7282

Down Syndrome Assoc. of Central NJ

600 New York Ave.
Trenton, NJ 08625
(609) 695-4006

Education Law Center, Inc.

Room 209 55 Washington St.
Newark, NJ 07110
(973) 624-1815

Muscular Dystrophy Association

1030 St. George Ave. Plaza 35, Suite 303
Avenel, NJ 07001
(732) 750-2333

Epilepsy Foundation of New Jersey

429 Riverview Plaza
Trenton, NJ 08611
(609) 392-4900

Muscular Dystrophy Association (South Jersey)

Glendale Executive Campus, Bldg. 504
1000 White Horse Road, Suite 504
Voorhees, NJ 08043
(856) 770-1225

Family Voices-New Jersey

Coordinators: Lauren Agoratus-
(609) 259-9392 (phone/fax);
Louise McIntosh-
(908) 277-2883 (phone)
(908) 277-1969 (fax)

A network of families and friends speaking on behalf of children with special health care needs

National Organization for Rare Disorders

100 Rt. 37
P.O. Box 8923
New Fairfield, CT 06812-1783
(203) 746-6518

National Association for the Deaf (NAD)

814 Thayer Ave.
Silver Springs, MD 20910
(301) 587-1788

Human Services Online

NJ Dept. of Human Services
Office of Public Affairs
Publications and Media Unit
222 South Warren Street
CN 700
Trenton, NJ 08625
(609) 633-6854
Computer bulletin board available

National Information Center for Children and Youth with Disabilities (NICHCY)

P.O. Box 1492
Washington, D.C. 20013
1-800-999-5599 or (703) 893-6061

New Jersey Coalition for Inclusive Education

c/o The University
Affiliated Program of New Jersey
UMDNS, Robert Wood Johnson
Medical School Brookwood 11, 45
Knightsbridge Rd.
P.O. Box 6810
Piscataway, NJ 08855-6810
(908) 235-4447
Membership organization advocating
for inclusive programs

SPAN (State-wide Parent Advocacy Network)

35 Halsey St., 4th Floor
Newark, NJ 07102
1-800-654-7726 or (973) 642-8100
SPAN Resource Parents: available
locally

Resources Database

Formerly SCRIP: Statewide
Information Program Computerized
Referral and
1-800-792-8858 (voice/TDD)
Weekdays 9:30 a.m. - 4:30 p.m.
Information on more than 1700
agencies, cross-referenced by
services, target populations, and
location.

NJ Protection and Advocacy, Inc.

Justice Complex, CN 850
Trenton, NJ 08625
1-800-922-7233 or (609) 292-9742
Advocates and protects the rights of
people with developmental disabilities.

**United Cerebral Palsy Association
of New Jersey**

110 Roosevelt Blvd., Suite 107
P.O. Box 884
Marmora, NJ 08223
(609) 390-1376

New Jersey Self-Help Clearinghouse

1-800-367-6274
Provides information and referral
regarding local, state and national self-
help groups. Also provides consultation
and training publications to these
groups.

Office of the Governor

P.O. Box 001, State House
West State Street
Trenton, NJ 08625-0001
(609) 292- 6000

NJ Spina Bifida Coalition

RJW Rehab. Institute, JFK Medical Ctr.
98 James St.
Edison, NJ 08820
(908) 549-3663

Orton Dyslexia Society

265 Wyoming Drive
South Orange, NJ 07079
(908) 922-2126
National (800) ABC-D123
Resource
1-800-792-8858

Project CHILD FIND 1-800-322-8174

c/o NJ Dept. of Education
Identifies early intervention, preschool
and special education programs in NJ.

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APPENDIX A: WHO ARE WE?

A group of family members and professionals serving young children and families have met since May 31, 1996 as a “Transition Task Force” to work on the issue of transition, which has led to the development of this booklet. Most of us live and work in the Southern Region of New Jersey, but a number of people working at the state level have been members of our group. Many of the materials you will see in this booklet were adapted from already existing documents. We especially want to thank SPAN, the Statewide Parent Advocacy Network, whose “red notebook” provides such valuable information for families. The members of our Transition Task Force who worked most closely in assembling this booklet are listed below. If you need to contact any of us, you will find our addresses and telephone numbers in the transition resources listing at the back of this booklet.

Rosarita Annusek, former Disabilities Coordinator, Burlington County CAP Head Start
Stephanie Arrington, former NJ Head Start Collaboration Project
Diana Autin, Executive Director, Statewide Parent Advocacy Network (SPAN)
Kathleen Baldino, Pitman Child Study Team, Gloucester County
Pat Black, Service Coordinator, Camden County SCHS-CMU
Olga Bonnett, Family Member, Archway Step by Step Early Intervention Program
Jenny Boyce, previously-Service Coordinator, Burlington County SCHS-CMU
presently-Training and Technical Assistance Coordinator, SNJREIC
Dorothy Bradley, Pemberton Child Study Team
Carol Breslin, former Family and Community Outreach Coordinator, SNJREIC
Caryl Carthew, Camden County Office of Education
Diane Checkley, Quinton Consortium Child Study Team
Danielle Comisky, St. John of God Early Intervention Program
Janet Cornwell, Executive Director
Southern New Jersey Regional Early Intervention Collaborative
Jay Culotta, Family Member, SNJREIC Board of Trustees
Celeste Curley, Gloucester County Office of Education
Chris Doran, Hopewell Consortium Child Study Team
Hope Farber, former Director, NJ CSPD, Department of Human Services
Valarie Fennell, Family and Community Outreach Coordinator, SNJREIC
Martha Flourney, former, Atlantic Human Resources Head Start
Linda Fowler, Salem Building Blocks Early Intervention Program
Mary Giesen Tucker, Social Worker, Archway Step by Step Early Intervention Program
Karen Graiff, Mental Health and Disabilities Coordinator, Tri-County Head Start
Kelly Grannan, Family Member, SNJREIC Board of Trustees
Patty Green, Social Worker, Our Lady of Lourdes Early Intervention Program
Lee Griffiths, Camden County Head Start
Terry Harrison, Director, Early Intervention, NJDHSS
Lillian Hassman, former Unit Coordinator, Camden County SCHS-CMU
Ellen Herdegen, former Gloucester County Office of Education
Dinah Hunsinger, Social Worker, St. John of God Early Intervention Program
Paul Jacques, Bridgeton Child Study Team

Lewis Katzmer, Director of Special Service, Upper Deerfield Township
Diane Knight, Service Coordinator, Gloucester County SCHS-CMU
Marlene Kovalesky, Atlantic Human Resources Head Start
Pam Kuster, former Co-Director, SPAN
Joan Ladyka, Supervisor of Educational Programs
NJ Commission for the Blind and Visually Impaired
Joan Lawton, Service Coordinator, Burlington County SCHS-CMU
Pat Lynch, Unit Coordinator, Burlington County SCHS-CMU
Jane Marano, former NJ Department of Education, Division of Special Education
Jim McGrath, Family Member, SNJREIC Board of Trustees
John Misieczko, Atlantic and Cape May Counties Office of Education
Andy Natale, former Tri-County Head Start
Kaz Peck, Family Member, SNJREIC and SPAN Southern Coordinator
Carol Petrokonis, Administrator, Archway Step by Step Early Intervention Program
JoAnne Plescia, Tabernacle/Medford Lakes Child Study Team Director
Claire Punda, Preschool Training Coordinator
Educational Information Resource Center
Jeff Reuter, former Burlington County Office of Education
Susan Sample, Service Coordinator, Salem County SCHS-CMU
Alisa Saraceni, Social Worker, Kingsway Early Intervention Program
Karen Schultz, Lumberton Child Study Team
Sandy Sheard, DHS Dependent Care Grant
George Shellem, Cumberland and Salem Counties Office of Education
Tamar Shelov, Gateway Child Study Team
Patricia Slager, Gibbsboro Child Study Team
Pat Stanley, former Service Coordinator, Cumberland County SCHS-CMU
Barbara Tkach, NJ Department of Education, Division of Special Education
Peg Urban, former Service Coordinator, Gloucester County SCHS-CMU
Dorothy Van Horn, Gloucester Special Services School District
Roxanne Wilcox, Tri-County Head Start
Barbara Williamson, former Service Coordinator, Camden SCHS-CMU

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**APPENDIX B:
WRITTEN REQUEST FOR AN EVALUATION TO DETERMINE ELIGIBILITY**

Date _____

Dear Child Study Team:

The purpose of my letter is to request an evaluation to determine eligibility for special education services for my child.

Child's name _____

Birth-date _____

Parent's Name(s) _____

Address _____

Telephone Number: _____ (home) _____ (work)

My child is receiving early intervention services from the following early intervention providers.

Early Intervention Program _____

Address _____

Telephone _____

Contact Person _____

Service Coordinator _____

Special Child Health Services Address _____

Telephone _____

My child will be turning three soon and I understand that we will need to meet to determine whether an evaluation is warranted. Please contact me to set up the time for this meeting. Please advise me of other residency documentation or pre-registration forms I may need to complete or furnish.

Thank you for your time. I look forward to hearing from you shortly and to working with you on behalf of my child.

Sincerely,

(Parent)

cc: Service Coordinator

Attachments (Check what is enclosed):

Individualized Family Service Plan

Evaluations

Provider's Observations

Health Examination Report

APPENDIX C: Program Options (6A:14-4.3)
(Excerpted from the Special Education New Jersey Administrative Code)

A full continuum of alternative placements shall be available to meet the needs of students with disabilities ages three through 21 for special education and related services. Educational program options include placement in the following:

- 1) General class with supplementary aids and services including, but not limited to, the following:
 - a) Curricular or instructional modification or specialized instructional strategies;
 - b) Supplementary instruction;
 - c) Assistive technology devices and services as defined in NJAC 6A:14-1.3;
 - d) Teacher aides;
 - e) Related services.
- 2) Resource programs;
- 3) A special class program in the students local school district;
- 4) A special class program in another school district;
- 5) A special education program in a vocational and technical school;
- 6) A special education program in the following settings:
 - a) A county special services school district;
 - b) An educational services commission;
 - c) A jointure commission.
- 7) A New Jersey approved private school for the disabled or an out-of-state school for the disabled in the continental United States approved by the Department of Education in the state where the school is located;
- 8) A program operated by a department of New Jersey State government;
- 9) Community rehabilitation programs;
- 10) Programs in hospitals, convalescent centers or other medical institutions;
- 11) Individual instruction at home or in other appropriate facilities, with prior written approval of the Department of Education through its county office;
- 12) An accredited nonpublic school which is not specifically approved for the education of students with disabilities according to NJAC 6A:14-6.5;
- 13) Instruction in other appropriate settings according to NJAC 6A:14-1.1(d); and
- 14) An early intervention program (which is under contract with the Department of Health and Senior Services) in which the child has been enrolled for the balance of the school year in which the child turns age three.

The IEP team shall make an individual determination regarding the need for an extended school year program. An extended school year program provides for the extension of special education and related services beyond the regular school year. An extended school year program is provided in accordance with the students IEP when an interruption in educational programming causes the students performance to revert to a lower level of functioning and recoupment cannot be expected in a reasonable length of time. The IEP team shall consider all relevant factors in determining the need for an extended school year program.

A preschool age student with a disability may be placed by the district board of education in an early childhood program operated by an agency other than a board of education according to the following:

- 1) Such early childhood program shall be licensed or approved by a governmental agency;
- 2) The district board of education shall assure that the program is nonsectarian;
- 3) The district board of education shall assure the students IEP can be implemented in the early childhood program with any supplementary aids and services that are specified in the students IEP; and
- 4) The special education and related services specified in the students IEP shall be provided by appropriately certified and/or licensed personnel or by paraprofessionals according to NJAC 6A:3.9 (a) 4 or NJAC 6A:14-4.1 (e).

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**APPENDIX D:
CHILD CARE AND CHILDREN WITH SPECIAL NEEDS:
ALMOST EVERYTHING YOU WANTED TO KNOW BUT WERE AFRAID TO ASK!**

1. *Are childcare centers covered by the Americans with Disabilities Act (ADA)?*

Yes. Almost all privately run childcare centers (including small, home-based centers, even those that are not licensed by the state) and all child care services provided by government agencies (like Head Start, summer programs, and extended school day programs) must comply with the ADA. Even private childcare centers that are operating on the premises of a religious organization are covered by ADA. Only centers that are controlled or operated by a religious organization do not have to comply with ADA. Even those centers may have to comply if they have agreed to comply through contract with a federal, state, regional, or local government agency.

2. *What are the basic requirements of the ADA for child care centers?*

- Childcare providers may not discriminate against persons with disabilities. They must provide children and parents of children with disabilities with an equal opportunity to participate in their programs and services.
- Centers and providers cannot exclude children with disabilities from their programs unless their presence would pose a direct threat to the health or safety of others or would require a fundamental alteration of their program.
- Centers and providers must make reasonable modifications to their policies and practices to include children, parents, and guardians with disabilities in their programs unless doing so would be a fundamental alteration of their program.
- Centers and providers must provide appropriate auxiliary aids and services needed for effective communication with children or adults with disabilities, unless doing so would be an undue burden (significant difficulty or expense, relative to the child care providers resources or the resources of the “parent” company.)
- Centers and providers must make their facilities accessible to people with disabilities. Existing facilities must remove any readily achievable barriers, while newly constructed facilities and any altered portions of existing facilities must be fully accessible. If existing barriers can be easily removed without much difficulty or expense, childcare providers must remove those barriers now even if there are no children or adults with disabilities using the program. Installing offset hinges to widen a door opening, installing grab bars in toilet stalls, or rearranging tables, chairs or other furniture are all examples of readily achievable barrier removal. Centers run by government agencies must insure that their programs are accessible unless making changes would impose an undue burden; this will sometimes include changes to facilities.
- In order to demonstrate “reasonable efforts,” childcare providers must attempt to access available resources outside of their programs. For example, resources to support the inclusion of a child with a disability may be provided by the New Jersey Early Intervention System-New Jersey Department of Health and Senior

Services, or by a local school district through its special education program. Other resources may be available through the Special Needs Child Care project of the New Jersey State Department of Human Services and the local county Unified Child Care Resource and Referral agency. These agencies offer free information and assistance to childcare providers.

3. *How do I decide whether my center can meet the needs of a child with a disability?*

Child care providers must make individualized assessments about whether they can meet the particular needs of each child with a disability whose family seeks services from their program, without fundamentally altering their program. In each case, the provider must talk with the parents or guardians and other professionals who work with the child. Childcare providers are often surprised at how simple it is to include children with special needs in their programs. Childcare providers are not required to accept children who would pose a direct threat or whose presence or necessary care would fundamentally alter the nature of their program.

4. *What are some reasons that are not acceptable for rejecting children with disabilities?*

- Higher insurance rates are not a valid reason for excluding children with disabilities. If any extra cost is incurred, it should be treated as overhead and divided equally among all paying families.
- The need of a child with a disability for individualized attention is not a valid reason for excluding that child, unless the extent of the child's need for individualized attention would fundamentally alter the childcare program or the cost of providing the individualized attention would be an undue burden on the program.
- The need for a child with a disability to bring a service animal, such as a Seeing Eye dog, to the center, is not a valid reason for excluding that child, even if the center has a "no pets" policy. Service animals are not "pets."
- The need for a child with a disability to receive medication while at the childcare program is not a valid reason for excluding that child. As long as reasonable care is used in following the written instructions about administering medication, centers are generally not liable for any resulting problems.
- The fact that a child has allergies, even severe, life-threatening allergies to bee stings or certain foods, is not a valid reason for excluding that child. Child care providers need to be prepared to take appropriate steps in the event of an allergic reaction, such as administering a medicine called "epinephrine" that will be provided in Advance by the child's parents or guardians. New Jersey State law has recently changed to allow non-medical personnel to administer these "epi-pens."
- Delayed speech or developmental delays are not valid reasons for rejecting children with disabilities. Under most circumstances, children with disabilities must be placed in age-appropriate classrooms.

- Mobility impairments are not a valid reason for rejecting children with disabilities. Some children with mobility impairments may need assistance in taking off and putting on leg or foot braces during the day. As long as doing so would not be so time-consuming that other children would have to be left unattended or so complicated that it can only be done by licensed -health care professionals, it would be a reasonable modification to provide such assistance.
- The need for toilet training is not a valid reason for rejecting children with disabilities, even if the provider has a general rule about excluding children over a certain age unless they are toilet-trained. Under state regulations, the childcare provider must have an approved toileting area if toileting services are provided for any child, regardless of age. This is not ground for refusing to accept a child who requires these services. Of course, universal precautions such as wearing latex gloves, should be used whenever caregivers come into contact with children's blood or bodily fluids, such as when they are providing toileting services.

5. *What are some reasons that are acceptable for not accepting children with disabilities?*

- Children who pose a direct threat - a substantial risk of serious harm to the health and safety of others - do not have to be admitted into a program. This determination may not be made on generalizations or stereotypes; it must be based on an individualized assessment that considers the particular activity and the actual abilities and disabilities of the child.
- Child care providers may ask all applicants whether a child has any diseases that are communicable through the types of incidental contact expected to occur in child care settings or specific conditions, like active infectious tuberculosis, that in fact pose a direct threat. Providers may not inquire about conditions such as AIDS or HIV infection that have not been demonstrated to pose a direct threat.

6. *What are some reasons that are acceptable for removing a child with disabilities from a child care program after he or she has been admitted?*

- If a childcare provider has made reasonable efforts to meet the needs of a child with disabilities already in their program, but the child's needs cannot be met, or the child continues to pose a direct threat to the health or safety of others, the child may be removed from the program. However, this decision must be made on an individual basis.

7. *How does a childcare provider cover the costs of providing special services to a child with a disability?*

- Childcare providers may NOT charge parents of children with special needs additional fees to provide services required by the ADA. For example, if a center is asked to do simple procedures that are required by the ADA, like finger-prick blood glucose tests for children with diabetes, it cannot charge the child's parents extra. (Of course, the parents must provide all appropriate testing equipment, training and special food necessary for the child). Instead, the provider must spread the cost across all families participating in the program. If the childcare

provider is providing services beyond those required by ADA, like hiring licensed medical personnel to conduct complicated medical procedures, it may charge the child's family.

To help offset the cost of actions or services that are required by the ADA, such as architectural barrier removal, providing sign language interpreters, or purchasing adaptive equipment, some tax credits and deductions may be available. Contact the ADA Information Line, 800-514-0301, for more details. Contact the Special Needs Child Care project at 609-984-5321 for more information or for the Resource and Referral agency nearest you.

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