

[First Reprint]

ASSEMBLY, No. 5492

STATE OF NEW JERSEY

221st LEGISLATURE

INTRODUCED MARCH 24, 2025

Sponsored by:

Assemblywoman VERLINA REYNOLDS-JACKSON

District 15 (Hunterdon and Mercer)

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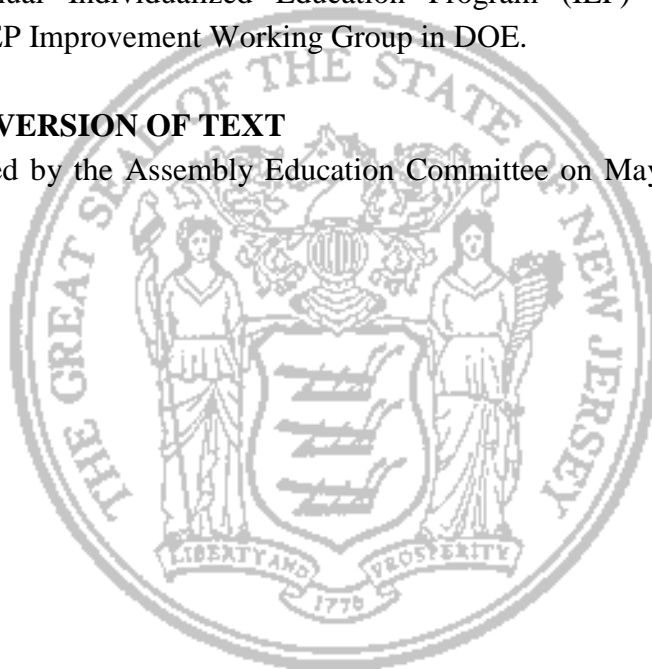
Assemblyman Abdelaziz, Assemblywoman Matsikoudis, Assemblyman Freiman, Assemblywomen Katz and Lopez

SYNOPSIS

Requires certain information be provided to parent at least two business days prior to annual Individualized Education Program (IEP) team meeting; establishes IEP Improvement Working Group in DOE.

CURRENT VERSION OF TEXT

As reported by the Assembly Education Committee on May 8, 2025, with amendments.



(Sponsorship Updated As Of: 6/30/2025)

1 AN ACT concerning Individualized Education Programs for special
2 education students and supplementing chapter 46 of Title 18A of
3 the New Jersey Statutes.

4
5 **BE IT ENACTED** *by the Senate and General Assembly of the State*
6 *of New Jersey:*

7
8 1. a. Not less than two business days prior to the annual team
9 meeting concerning the review of an Individualized Education
10 Program (IEP) for a special education student, the public school
11 shall provide the student's parent or guardian with a written
12 statement of items to be discussed at the meeting. ¹The written
13 statement of items shall be delivered to the parent or guardian by
14 regular mail and, if the school maintains the parent's or guardian's
15 email address on file, by electronic mail.¹

16 b. The written statement of items required pursuant to
17 subsection a. of this section shall include:

18 (1) the student's current levels of academic and functional
19 performance;

20 (2) a list of the names of any required IEP team members who
21 are seeking excusal from participation in the IEP team meeting,
22 accompanied by any excused IEP team member's input with respect
23 to the programs and services for which the member is responsible.
24 The list provided pursuant to this subsection shall be in addition to
25 any requests for consent for excusal that are included with the
26 notice of the IEP team meeting date and participants that is
27 provided in accordance with federal and State law and regulation;
28 and

29 (3) an invitation for the parent or guardian to provide input and
30 feedback as to the programs and services proposed in the student's
31 IEP.

32
33 2. a. There is established in the Department of Education the
34 Individualized Education Program (IEP) Improvement Working
35 Group. The purpose of the working group shall be to provide
36 recommendations to the department regarding methods to improve
37 the development and implementation of IEPs and to ensure parental
38 involvement in the process.

39 b. The working group shall consist of members appointed by
40 the Commissioner of Education. The working group shall be
41 composed of members representing the northern, central, and
42 southern regions of the State, and shall include, but not be limited
43 to:

44 (1) three members who are employed as full-time teachers in a
45 public school in the State who teach students with IEPs;

EXPLANATION – Matter enclosed in bold-faced brackets **[thus]** in the above bill is
not enacted and is intended to be omitted in the law.

Matter underlined thus is new matter.

Matter enclosed in superscript numerals has been adopted as follows:

¹Assembly AED committee amendments adopted May 8, 2025.

- 1 (2) two members who are employed as a principal in a public
2 school in the State;
- 3 (3) two members who are employed as a director of special
4 education in the State;
- 5 (4) two members of a school board of two different school
6 districts in the State;
- 7 (5) two members who are employed as chief school
8 administrators in a public school in the State;
- 9 (6) four or five members who are parents of students receiving
10 special education services, at least one each at the prekindergarten,
11 elementary, middle, and high school levels in a public school in the
12 State;
- 13 (7) ¹~~four~~ six¹ members who have expertise working with, or
14 representing, students with disabilities, including two members who
15 have direct experience working with Black, Latino, and immigrant
16 students with disabilities¹; one member who has direct experience
17 providing transition services; and one member who is at least 21
18 years of age and has received special education and related services
19 pursuant to an IEP¹; and
- 20 (8) four members who are part of a child study team in a public
21 school in the State with one member employed as a school
22 psychologist, one member employed as a school social worker, one
23 member employed as a learning disabilities teaching consultant, and
24 one member employed ¹~~by a related services provider~~ as a
25 speech-language specialist¹.
- 26 c. Appointments to the working group shall be made within 60
27 days after the effective date of this act. The working group shall
28 organize as soon as practicable, but no later than the 30th day after
29 the members are appointed. Vacancies in the membership of the
30 working group shall be filled in the same manner as the original
31 appointments were made.
- 32 d. The department shall provide stenographic, clerical, and
33 other administrative assistants, and professional staff as the working
34 group requires to carry out its work. The working group shall be
35 entitled to call to its assistance and avail itself of any non-
36 confidential data maintained by the department and the services of
37 the employees of any State, county, or municipal department, board,
38 bureau, commission, or agency as it may require and as may be
39 available for its purposes.
- 40
- 41 3. a. It shall be the duty of the working group established
42 pursuant to section 2 of this act to examine, research, and make
43 recommendations to the Department of Education regarding the
44 development and implementation of Individualized Education
45 Programs (IEPs) and the inclusion of parents in the process.
- 46 b. The recommendations shall include, but not be limited to, an
47 examination of:

- 1 (1) practices utilized in other states that are different from
- 2 practices in New Jersey for the development and implementation of
- 3 IEPs and ensuring parental involvement in the process;
- 4 (2) the differences in practices used in different school districts
- 5 within the State for the development and implementation of IEPs;
- 6 (3) research or other academic evidence of best practices with
- 7 respect to development of IEPs;
- 8 (4) federal or State law restrictions on changes to the IEP
- 9 process; and
- 10 (5) potential legislative, regulatory, funding, or other
- 11 improvements to the State's IEP process.
- 12 c. The working group shall issue a report, including its
- 13 recommendations, no later than four months after the working
- 14 group organizes.
- 15
- 16 4. This act shall take effect immediately and section 1 shall
- 17 first apply to the first school year following the date of enactment.