Basic Rights in Transition

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**Why is Transition So Important?**

The 18th Annual Report to Congress by the Office of Special Education Programs said:

- All I.D.E.A. requirements are important
- Some have a more direct relationship to student results
- Highest priority given to these requirements
Why is Transition So Important?

**Needed Transition Services**

- For students with disabilities beginning no later than age 16
- Younger if appropriate
Why is Transition So Important?

Access to full range of programs and services
  – The same as available to non-disabled peers
Why is Transition So Important?

- Least Restrictive Environment
Transition Defined

Transition is a formal process of cooperative planning that will assist students with disabilities to move from school into the adult world.

WHAT IS THE FORMAL PROCESS?
Who’s Responsible?

While many individuals and agencies may be involved in planning for and providing transition services, the school district is responsible for the coordination of the process.
Basic Stuff to Know

The case manager is responsible for transition planning. N.J.A.C.6A:14-3.2(c)4
Case Manager Puts the Pieces Together
What’s the Formal Process?

Beginning with the IEP in place for the school year when the student will turn 14. (Change from the birth date)

☞ The IEP must include:
  – a statement of the student’s strengths, interests and preferences;
  – identification of a course of study and related strategies/activities that:
    • are consistent with their strengths, interests and preferences; and
    • are intended to help students develop or attain post-secondary goals related to training, education, employment, and, if appropriate, independent living.

N.J.A.C. 6A:14-3.7(e)11. IEP
What’s the Formal Process?

- Description of the need for consultation from other agencies that provide services for individuals with disabilities including, but not limited to, DVRS; and

- A statement of any needed interagency linkages and responsibilities

N.J.A.C. 6A:14-3.7(e)11. IEP cont.
Beginning at age 14, or younger if determined appropriate by the IEP team:

– Consider the need for consultation from DVRS and other agencies

N.J.A.C. 6A:14-3.7(c)10. IEP cont.
Basic Stuff to Know

Division of Vocational Rehabilitation Services:

- Technical consultation at age 14
- Open case two years before graduation

College? Work?
Basic Stuff to Know

Division of Developmental Disabilities
- Wait list for day programming at age 16
- Funding from DDD for day programming begins at age 21, after student ages out of school.
Basic Stuff to Know

★ Students must be invited to their IEP when transition will be discussed
  – Parents must be told that transition will be discussed
Beginning at age 14, or younger if appropriate, include assessment(s) to determine appropriate postsecondary outcomes.

What do I want to study next year...?

N.J.A.C. 6A:14-3.4(f) Evaluation
What’s the Formal Process?

Beginning with the IEP in place for the school year when the student will turn 16

✦ Everything required at 14, *plus*

✦ Appropriate, measurable postsecondary goals based upon age-appropriate transition assessments

N.J.A.C. 6A:14-3.7(e)12 IEP
What’s the Formal Process?

- Appropriate transition services designed within a “results” oriented process to facilitate movement from school to post school activities
  - Post secondary education
  - Vocational education
  - Integrated employment
  - Adult services
  - Independent living
  - Community participation

N.J.A.C. 6A:14-3.7(e)12 IEP
What’s the Formal Process?

✦ The person responsible to serve as a liaison to postsecondary resources and make referrals to the resources as appropriate.

✦ If student does not attend IEP:
  – District shall take other steps to ensure student’s preferences & interests are considered:

  N.J.A.C 6A:14-3.7(e)13 IEP
Basic Stuff to Know

By age 16:

– Measurable post-secondary goals

What do I want to learn?
Basic Stuff to Know

- By age 16:
  - Measurable post-secondary goals

What do I want to learn?

What do I want to earn?
By age 16:
- Measurable post-secondary goals

- What do I want to learn?
- Where do I want to live?
- What do I want to earn?
Basic Stuff to Know

By age 16:

- Measurable post-secondary goals

  What do I want to learn?

  Where do I want to live?

  How do I stay healthy?

  What do I want to earn?
What’s the Formal Process?

Postsecondary Goal

★ Generally understood to refer to those goals that a child hopes to achieve after leaving high school
  – Not the *process* of pursuing or moving toward a desired goal

I.D.E.A. 2004 Part B Regulations, 300.320(b)
What’s the Formal Process?

Annual Goals

★ “statements that describe what a child with a disability can reasonably be expected to accomplish within a twelve month period in the child’s special education program
– Not an activity

National secondary transition technical assistance center
September, 2007
Measurable goals

- Defined as statements that contain four critical elements:
  - Timeframe
  - Conditions
  - Behavior
  - Criterion

- Includes behavior or skill that can be measured at periodic intervals against some criterion of success

National secondary transition technical assistance center
September, 2007
What’s the Formal Process?

Timeframe
✦ Amount of time in the goal period, usually specified in number of weeks or a certain date of completion

Conditions
✦ Specify manner in which progress toward goal is measured

National secondary transition technical assistance center September, 2007
Behavior
- Identifies the performance that is being monitored. It represents an action that can be directly observed and measured

Criterion
- Identifies how much, how often, or to what standards the behavior must occur in order to demonstrate that the goal has been achieved. The goal criterion specifies an amount of growth.

National secondary transition technical assistance center September, 2007
Basic Stuff to Know

⋆ Age of Majority
  – IEP team must provide information about age of majority at least three years before students turn 18

When you turn 18...
What’s the Formal Process?

- **(e)14 IEP**
  - Age of majority discussion at least three years before student reaches age 18 (no change)

- **(g)**
  - If an agency other than the district BOE fails to provide the transition services included in the student’s IEP, the district shall reconvene a meeting of IEP participants. *Alternative strategies to meet the student’s transition objectives shall be identified*

N.J.A.C 6A:14-3.7 IEP
(a)3. Following the 11th grade, students with disabilities who are required to pass the HSPA for graduation and have not done so shall participate in the SRA in accordance with N.J.A.C. 6A:8

If a student is participating in the SRA as determined by the IEP team, the student shall not be required to again participate in the HSPA and pass that assessment.

N.J.A.C 6A:14-4.10 Statewide Assessment
What’s the Formal Process?

(d) A reevaluation shall not be required before the termination of a student’s eligibility due to graduation or exceeding age 21

N.J.A.C 6A:14-3.8 Reevaluation
What’s the Formal Process?

IEP of a student who enters high school program shall specifically address the graduation requirements.

– Student shall meet all requirements except as specified in the student’s IEP.
– IEP must specify requirements that would qualify student for state endorsed diploma issued by school district responsible for his/her diploma.

N.J.A.C 6A:14-4.11 Graduation
What’s the Formal Process?

Graduation with a state endorsed diploma is a change of placement that

– Requires written notice
– Parent has procedural safeguard (may request mediation or due process prior if disagrees)
– Re-evaluation is not required

N.J.A.C 6A:14-4.11 Graduation
What’s the Formal Process?

Before graduation (or aging out) district must
  – Provide student with a written summary of academic achievement (SOP)
  – Summary shall include recommendations to assist the child in meeting postsecondary goals.

★ Students who meet the standards for graduation shall have opportunity to participate in graduation exercises & other related activities on nondiscriminatory basis

N.J.A.C 6A:14-4.11 Graduation
Basic Stuff to Know

- Transition goals essential for student; a student who has enough credits to graduate has not automatically met his/her transition components!
  - High school diploma signals end to special education.
Alicia’s Law

- New Jersey high school students with disabilities may walk with their classmates at graduation -- whether or not they receive a diploma
  - law signed by Gov. Jon S. Corzine

June 2008
Resources

Statewide Parent Advocacy Network
★ www.spannj.org

Guardianship Association of NJ
★ www.ganji.org

Division of Vocational Rehabilitation Svc
★ http://lwd.dol.state.nj.us/labor/dvrs/DVRIndex.html
Resources

Division of Developmental Disability Circular regarding day programs
★ http://www.state.nj.us/humanservices/ddd/DC8.pdf

Social Security SSI/SSDI
★ http://www.ultimatedisabilityguide.com/nj_ssdssi.html
Resources

National Secondary Transition TA Center
★ http://www.nsttac.org/

New Jersey Office of Special Education
★ http://www.nj.gov/education/specialed/

New Jersey Next Stop for Youth
http://www.njnextrstop.org/
Resources

College Boards

Financial Aid
★ http://www.icdri.org/Financial%20Aid/finaid.htm

Centers for Independent Living
★ http://www.virtualcil.net/cils/query-iandr.php?state=nj