



Township of Union Public Schools

DEPARTMENT OF SPECIAL SERVICES

# Transition Planning



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Purpose
- Process
- Programs
- Outcomes



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- **Purpose**

- (34) Transition services. The term "transition services" means a coordinated set of activities for a child with a disability that— (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post- school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- **Purpose**

- (B) is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation.



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- **Purpose**

- Beginning at age 14, or younger if determined appropriate by the IEP team, consider the need for consultation from the Division of Vocational Rehabilitation Services, Department of Labor and Workforce Development and other agencies providing services for individuals with disabilities. N.J.A.C. 6A:14-3.7(c)11



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- **Purpose**

- “to ensure that all children with disabilities have available to them a free appropriate public education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living.”



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process
  - IEP team
    - Guardians, teachers, case manager, students when appropriate, relevant stakeholders
    - School Counseling
    - CST evaluations prior to graduation



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process
  - Staff Training / Workshops
    - Department Meetings
    - State Agencies
    - MUJC Subcommittee
    - Transition Coordinator Network





# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process
  - Staff Training / Workshops
    - Professional Speakers
      - NJDOE
      - Boggs Center
      - DVRS
      - DDD



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process
  - Staff Training / Workshops
    - Program Visits



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process
  - Student Activities
    - Each One Teach One
    - Dare to Dream
    - Making Action PlanS (MAPS)
    - New Jersey Travel Independence Program (NJTIP)



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Community Presentations (Families and students)
    - [PFAL - Planning For Adult Life](#)
      - Collaboration with other school districts



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Community Presentations (Families and students)
    - [PFAL - Planning For Adult Life](#)
      - November 2024 \*SSI and Medicaid: How to Apply and Why You Need To Do So



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Community Presentations (Families and students)
    - [PFAL - Planning For Adult Life](#)
      - December 2024 - State Services for Students with I/DD



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Community Presentations (Families and students)
    - [PFAL - Planning For Adult Life](#)
      - March 2025 - \*Guardianship and Supported Decision Making: Just the Basics



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Community Presentations (Families and students)
    - [PFAL - Planning For Adult Life](#)
      - April 2025 - SOS!: Strategies Of Success for Parents of Students with Less Intensive Needs for Support:





# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Community Presentations
    - [PFAL - Planning For Adult Life](#)
      - May 2025 - Planning for Transition: Why it is Vital for Your Student's Future



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - IEP Plan of Transition
    - Orients team- including school staff, families, and students to intended outcomes, opportunities, resources and necessary steps for transition



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - IEP Plan of Transition
    - Identification of student need, methods/activities to support student transition



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

### STATEMENT OF TRANSITION PLANNING

Beginning with the IEP in place for the school year when the student will turn age 14, or younger if appropriate, develop the long range educational plan for the student's future which includes a statement of the student's strengths, interests and preferences; a course of study; related strategies and/or activities; a description of the need for consultation from other agencies; and, as appropriate, identify interagency linkages and responsibilities

#### Statement of the Student's Strengths, Interests and Preferences:

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**Courses of Study:** Considering the student's strengths, interests, preferences, and desired postsecondary goals, list the specific courses of study for the period of time covered by this IEP. Include both general education and special education courses. When appropriate, identify the courses of study projected for future years.

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**Related Strategies and/or Activities:** In addition to the courses listed above, list related strategies and/or activities that are consistent with the student's strengths, interests, and preferences, and are intended to assist the student in developing or attaining postsecondary goals related to training, education, employment and, if appropriate, independent living.

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**Statement of Consultation:** Indicate the need for consultation from other agencies that provide services for individuals with disabilities including, but not limited to, the Division of Vocational Rehabilitation Services in the Department of Labor.

List the name of any agency from which consultation is needed:

Name of school staff person who will be the liaison to postsecondary resources:

**Statement of Needed Interagency Linkages and Responsibilities:** As appropriate to the anticipated needs of the student, list all agencies to which the student will be referred by the school district liaison to postsecondary resources in the spaces below. List the responsibility of the school district and/or student/parent(s) with respect to contacting each agency listed and providing needed information or documentation to each agency.

Agency	School District Responsibilities	Student/Parent Responsibilities

#### STATEMENT OF APPROPRIATE MEASURABLE POSTSECONDARY GOALS AND TRANSITION SERVICES

Beginning with the IEP in place for the school year when the student will turn age 16, or younger if appropriate, indicate the student's desired postsecondary school goals and transition services.

**Measurable Postsecondary Goals:** Indicate the student's desired post-school goals based upon age-appropriate transition assessments related to training, education, employment and, if appropriate, independent living.

**Postsecondary Education** (Including, but not limited to, college, vocational training, and continuing and adult education)

**Employment/Career**

**Independent Living Skills** (if appropriate)

**Transition Services: Coordinated Activities/Strategies:** Indicate the following multi-year plan for promoting movement from school to the student's desired post-school goals. The student's needs, strengths, interests and preferences in each area must be considered, and responsibilities should be shared among participants (student, parent, school staff, outside agencies, employers, etc.).

Activities/Strategies Related to Measurable Postsecondary Goals	Expected Date of Implementation	Person or Agency Arranging and/or Providing Services
<u>Instruction - Postsecondary Education/Training:</u>		
<u>Related Services:</u>		
<u>Community Experiences:</u>		
<u>Employment and other Post-school Adult Living Objectives:</u>		
<u>Daily Living Skills (if appropriate):</u>		
<u>Functional Vocational Evaluation: (if appropriate)</u>		





# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

### Interagency Linkages and School District Responsibilities

#### Agency

- The Division of Vocational Rehabilitation Services (DVRS)  
DIVISION OF VOCATIONAL REHABILITATION SERVICES (DVRS):  
New Jersey Department of Labor, 921 Elizabeth Avenue, 3rd Floor, Elizabeth, NJ 07201, (908) 965-3940  
[http://careerconnections.nj.gov/careerconnections/plan/foryou/disable/vocational\\_rehabilitation\\_services.shtml](http://careerconnections.nj.gov/careerconnections/plan/foryou/disable/vocational_rehabilitation_services.shtml)  
If you wish to contact the Vocational Counselor at DVRS that has been assigned to our district, please contact Ms. Esther Phillip at the above telephone number or you may email her at [Esther.Phillip@dol.nj.gov](mailto:Esther.Phillip@dol.nj.gov).  
DVRS REFERRAL PACKET: can be obtained by case manager.  
If you are interested in applying for eligibility from DVRS prior to graduation and with the support of your CST Case Manager, please visit the link above for more information. The "DVRS Referral Form," along with a signed and notarized "Authorization to Release Information," may be submitted to the student's Child Study Team Case Manager; upon receipt, they will then forward the student's Individualized Educational Plan (IEP), Psychological, and Educational Reports, to DVRS on your behalf.  
DVRS works to assist students with disabilities who may require services in order to prepare for, get, and keep a job. The ultimate goal is to create a smooth transition from school to work, so that upon graduation, a student is prepared to begin work and/or postsecondary training that lead to competitive employment. Once found eligible, DVRS may provide counseling/guidance to current high school students, as well as help the student/family develop goals and objectives for an Individualized Plan for Employment (IPE).  
DVRS Services Offered to Eligible Adults: Vocational counseling & guidance, placement services, job seeking skills, supported employment, time limited placement and coaching, job accommodations, skills training, college training, physical/emotional restoration, mobility equipment, driver training, and vehicle/home modifications.  
**\*\*Please Note:** Expenses for medical services, training, supplies, tools, and/or equipment are based on the individual's income/ability to pay. In some cases, DVRS may be able to assist the student in funding their college/vocational school education, paying for books, and/or providing a monthly reduced-fare bus pass.

-Division of Children and Families (DCF)/Perform Care: (UNDER 21)  
(877) 652-7624, [www.nj.gov/DCF](http://www.nj.gov/DCF)

To complete application online, please visit: [www.performcare.nj.org/families/forms.aspx](http://www.performcare.nj.org/families/forms.aspx) or call the number above to request paper application via mail; you can then mail it to: PerformCare New Jersey, Attention: DD Eligibility Unit, 300 Horizon Drive, Suite 306, Robbinsville, New Jersey 08691-1919.

DCF/PerformCare services offered may include summer camp opportunities, in-home, community based, and family support services. They also have a mentorship program.

**\*\*Please Note:** If applying for the first time after age 18, you must first apply to the Division of Developmental Disabilities (DDD), and if found eligible, they will forward the application to DCF.

DCF/Perform Care services offered may include summer camp opportunities, respite services, assistive technology devices, and home/vehicle modification; maintain communication with DCF, and provide documentation to them, as needed.

#### School District Responsibilities

-DVRS  
Provide student/parent with information, DVRS Referral Form, and the District's Authorization to Release Information; send referral packet to DVRS, with CST records, once received from student/parent/guardian with the District's signed/notarized Authorization to Release Information; invite DVRS representative to IEP meeting upon receipt of written request and the District's Authorization to Release Information from student/parent/guardian.

-DCF  
Provide DCF contact information and application guidelines; assist with the completion of referral forms, as requested; send appropriate documentation to DCF with written request and the District's signed/notarized Authorization to Release Information from student/parent/guardian.

-SSA  
Provide contact information and eligibility guidelines; provide appropriate documentation with the District's signed/notarized Authorization to Release Information from student/parent/guardian.

#### Student/Parent Responsibilities

-DVRS  
Student/Parent/Guardian may apply to DVRS within two years of graduation; complete DVRS referral form, as well as the District's signed/notarized Authorization to Release Information, and submit to case manager; once contacted by DVRS, schedule an appointment with a Vocational Counselor to determine eligibility for services and provide all necessary paperwork, as requested; once found eligible, develop an Individualized Plan for Employment (IPE) that will outline services to be provided by DVRS after graduation; submit written request and the District's signed/notarized Authorization to Release Information to your CST Case Manager that a DVRS representative be invited to IEP meeting; student/parent/guardian shall maintain communication with DVRS representative pre/post-graduation.

-DCF  
Student/Parent/Guardian may apply to DCF/Perform Care; contact DCF/Perform Care via phone to begin the application process and complete DCF application, as requested.

-SSA  
Contact agency to for more specific information, apply for Social Security/Medicaid benefits, and provide appropriate documentation, as needed; submit the District's signed/notarized Authorization to Release Information by student/parent/guardian to CST Case Manager for CST documentation, as appropriate; reauthorize annually and maintain communication with agency representatives pre/post-graduation.



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - Collaboration with SEPAG
    - Townhall
    - Transition Presentation from district staff
  - Parent/Student Support / Linkage to agencies/Student participation





# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - PCAST
    - Workbooks (*Recent*)
    - Training - district staff



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Process (*continued*)
  - DVRS -Division of Vocational Rehabilitation Services
    - “The New Jersey Division of Vocational Rehabilitation Services (DVRS) works with students who have disabilities, including those with a 504 Plan or other documented disability that impedes a student’s ability to succeed in competitive employment.”



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- **Process (*continued*)**
  - **DDD**
    - *The Division of Developmental Disabilities assures the opportunity for individuals with developmental disabilities to receive quality services and supports, participate meaningfully in their communities and exercise their right to make choices.*
  - **DDD Outline**
    - **Guardianship**



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Programs
  - Different levels of Need/Student Interests



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Programs
  - CBI- Community Based Instruction
  - WBL- Work Based Learning
  - In District
  - External to district
  - Post Secondary Education/Programs



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Outcomes
  - Post Secondary Goals
  - Education
  - Employment
  - Community Access
  - Independence



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Future Planning
  - Continued Professional Development
  - Continued Linkage with SEPAG
  - Discussions with the IEP Team
  - Collaboration with stakeholders



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Future Planning
  - Linkage with agencies (ex: Social Security, DVRS)





# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Future Planning
  - CBI/WBL sites creation and maintenance



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Resources
  - [Division of Developmental Disabilities - Transition to Adult Life](#)
  - [NJDOE Transition Tool kit](#)
  - [Guardianship - State of NJ](#)



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Resources
  - [Division of Vocational Rehabilitation Services \(DVRS\)](#)
  - [Division of Developmental Disabilities Welcome Flyer](#)
    - [DDD Graduate Timeline](#)



# Township of Union Public Schools

## DEPARTMENT OF SPECIAL SERVICES

- Resources
  - [SPAN statewide parent advocacy network - Family Guide to Transition](#)
  - [Pre ETS services](#)
  - [The Arc of Union County | Non-Profit Organization | Home](#)