

As a DHS Long Term Care Professional I can expect:

The Student to:

- Complete activities and use available supports and services to help them identify and achieve post-high school competitive integrated employment goals based on interests, skills, abilities, and strengths
- If 18 or older, provide consent to exchange information with other service providers or agencies
- Actively participate in the transition process including inviting me to IEP meetings, as appropriate

Parents/Legal Decision-maker to:

- Be an active participant in the student's transition process, including helping the student with activities and services to assist them to achieve their post-school goals
- Encourage and help the student explore and develop competitive integrated employment goals for adult life
- Provide consent, if necessary, to allow outside agencies to be active participants in the student's transition
- Help the student invite appropriate transition team members to planning meetings, including the Family Care IDT staff or IRIS Consultant
- Assist the student to identify and connect to additional community resources and supports
- Help ensure that the goals of the IEP and the IPE are reflected in the Long Term Support or Behavioral Health Plan

Division of Vocational Rehabilitation Representatives (at least two years prior to graduation) to:

- Provide information about DVR services, including eligibility criteria to the student and parent/legal decision-maker
- Help the student with their referral for DVR services
- Be an active participant in the Transition planning process
- Obtain consent to communicate with me and other stakeholders about the employment and transition process for eligible students
- Coordinate their IPE plan, services, and supports with the IEP and Long Term Care and Mental Health plans to assist the student in

achieving their competitive integrated employment goal

- Evaluate the student's progress toward achieving their competitive integrated employment goals and review their IPE at least annually

Teachers or School Team Members to:

- Discuss my involvement in the IEP and Transition process with the student and parent/legal decision maker
- Obtain consent from the student or parent/legal decision-maker for my involvement in transition planning
- Assist student to contact me to discuss time/date to schedule an IEP meeting so I can be available for the meeting.
- Invite me to participate in transition planning meetings for the jointly served student.
- Help connect students to appropriate services.
- Help the student to align and coordinate their IEP with the IPE and Long-Term Care or Behavioral Health plan.
- Encourage active participation of the student and other stakeholders in the Transition planning process.
- Evaluate the student's progress towards achieving post-school goals

Aging and Disability Resource Centers (ADRC) or Tribal Aging and Disability Resource Specialist (Tribal ADRS) Representatives to:

- Assist the student to identify the full range of community resources and other benefits and services that may be available to them
- When 17 years 6 months or older, help the student understand eligibility and options for long-term care services and supports
- Determine the student's eligibility for adult long-term care programs, and if the student is interested and eligible, help the student enroll in the program of their choice
- Make referrals to behavioral health and substance abuse services as appropriate.

Behavioral Health Providers to:

- Form and maintain relationship with Long Term Care professionals to make sure needs of student and family are being met
- Provide guidance and accountability to wraparound principles
- Use team process to problem solve and make decisions
- With consent, provide information related to behavioral health goals to support transition planning

- Use developmental approach and trauma informed care to guide team process & decisions
- Advocate for and support student in sharing their goals and concerns