

As a Parent/ Legal Decision-maker I can expect:

The Student to:

- Complete activities that will help them identify their goals for adult life.
- Invite people to their IEP, help organize and run IEP meeting, and decide their goals.
- Complete activities to work towards achieving their goals, ask questions as needed and be part of the planning discussions.
- Work with agencies as appropriate (DVR counselor, ADRC, Family Care or Partnership, IDT staff, IRIS Consultant, CLTS care manager, Behavioral Health provider, etc.) to apply for services, develop plans, complete agreed upon services, actively engage in the transition process and make progress towards achieving their goals.

Teachers or School Team Members to:

- Starting at age 14 or earlier as appropriate, help my student decide their goals for adult life and arrange activities that will help them meet those goals.
- Identify who else may be able to help my student reach their goals, such as the Division of Vocational Rehabilitation, Long Term Support or Behavioral Health resources and include the appropriate stakeholders in planning for my student's future.
- Contact me to discuss time/date to schedule my student's IEP meeting.
- At least two years prior to graduation help me become familiar with these agencies, provide consent form, help my student apply for services as appropriate and/or provide referral information, and work together with these agencies to help my student achieve their goals.
- Evaluate my student's progress annually with all appropriate stakeholders, provide me with a summary of my student's performance (SoP) their last year of high school and make recommendations to assist them in achieving their goals.

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

- Give me and my student information about their program, attend joint meetings as invited and necessary, and help us determine employment goals and activities for achieving these

goals.

- Send a referral form for services when requested and determine my student's eligibility for DVR services.
- If eligible and off the waitlist, help develop an Individualized Plan for Employment (IPE) and coordinate my student's IPE with other agencies' plans written for my student.
- Provide services we've agreed will help my student achieve his/her employment goals.
- Ensure my student is making progress towards his/her work goals and update his/her IPE annually with

DHS Long Term Care Professionals to:

- Provide support to me and the student by attending the IEP meeting, when invited.
- Share information about services available to the student that can support their competitive integrated employment goals.
- Explain the resources and supports that may be available to them when they leave school.
- Actively participate in planning discussions, to help me, the student, and the transition team to make informed decisions during the final years of school.
- Help the student to align and coordinate their person-centered plans and outcomes.
- Assist with making connections with employment service providers and DVR as applicable.

Behavioral Health Providers to:

- Provide support to me and the student by attending the IEP meeting, when invited.
- Share information about services available to the student that can support their competitive integrated employment goals.
- Explain the resources and supports that may be available to them when they leave school.
- Actively participate in planning discussions, to help me, the student, and the transition team to make informed decisions during the final years of school.
- Help the student to align and coordinate their person-centered plans.
- Assist with making connections with employment service providers and DVR as applicable.

- Include my guidance and perspective when we are developing my student's goals, strategies and interventions
- Provide choices that consider our values, preferences, and specific needs
- Help us identify and develop community supports, natural supports, and peer supports
- Ensure we are involved in decision-making for our student
- Consider student's culture & language needs to guide team process

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

- Assist me in identifying the full range of community resources and other benefits and services that may be available to my child.
- When my child is 17 years 6 months or older, help them and me understand eligibility and options for long-term care services and behavioral health supports and then inform us about how to apply for services and supports.
- Determine my child's eligibility for adult long-term care programs and if they are interested and eligible, help them enroll in the program of their choice.
- Respect the preferences of the youth and/or their legally authorized decision-maker to make decisions about programs and services.

As a Parent/Legal Decision-maker I am expected to:

Help the student to prepare for their IEP:

- Help them explore their interests related to goals for adult life.
Provide consent for agencies/people that may help my student achieve their goals if they are unable to give consent.
- Become familiar with agencies/people and assist the student, if needed, to invite them to planning meetings, like their IEP meetings.

Participate in my student's IEP Meeting:

- Ask questions.
- Share my thoughts and be part of the discussions about my student's IEP. Help my student develop their goals for adult life.

- Expect and encourage my student to be an active participant in their planning process.

Help my student achieve his/her Goals:

- Help my student complete activities that will help them achieve their goals.
- Help make connections with people and organizations in the community to open doors and opportunities for my student.
- Help my student understand their choices to make informed choices and apply for DVR and DHS programs (CLTS, FC, FCP, IRIS) that will help them achieve their goals.
- When necessary, provide information about my student to help determine their eligibility when working with the ADRC for these programs. Be an active member of the my student's transition team, when requested and appropriate.
- Ensure that post school goals and services are coordinated between all plans (e.g., IEP, IPE, ISP, ISSP, MCP, etc.). Ask questions.
- Support progress toward my student's goals; participate in reviewing and updating plans at least annually.
- Communicate significant changes that may affect progress toward achieving goals with my student's transition team.