

## **Student**

**As a Student I can expect:**

**My Parents/ Legal Decision Maker to:**

- Help me explore and guide what I want to do for work and how I spend my time after school.
- Provide consent for agencies/people to help me learn about their services and work towards my goals (If under the age of 18).
- Help and encourage me to invite support agencies to my IEP meetings and apply for needed services.
- Help me complete activities that I decide will help me meet my goals.
- Help me make sure my employment supports and activities are coordinated and successful

**My Teachers or School Team Members:**

- Help me explore my career interests and strengths through the Academic and Career Planning process.
- Starting at age 14 or earlier if needed, help me identify my goals for adult life and complete activities that will help me meet these goals.
- At least two years prior to leaving high school, help me identify who else may be able to help me reach my goals, such as the Division of Vocational Rehabilitation, Aging and Disability Resource Centers (ADRCs), University or Technical College Disability Services Centers or Behavioral Health professionals; learn about their services and help me invite them to my IEP meetings (with mine or my parents/legal support's consent).
- Contact me to discuss time/date to schedule my IEP meeting.
- At least two years prior to leaving high school help me apply for appropriate services, provide referral information, and coordinate plans and services to assist me towards achieving my goals.
- Review my IEP and Transition Plan with me and communicate with appropriate stakeholders at least annually for progress updates and needed changes.

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

- Provide me with information about their program, attend joint meetings as invited, and help me determine my work goals and activities for achieving my goals.
- Send me a referral form when I ask for one and determine my eligibility for services.
- If I am eligible and off the waitlist, help me develop an Individualized Plan for Employment (IPE), coordinate this plan and services with my IEP, and other agencies plans.
- Provide agreed to services to help me achieve my employment goal and ensure progress is being made.
- Review my IPE with me and appropriate stakeholders annually.

### **DHS Long-Term Care Professionals to:**

- Provide support to me and my parent(s) legal decisionmaker by attending IEP meetings when invited.
- Share information about services available to me that may be able to support my competitive integrated employment goals.
- Explain the resources and supports that may be available to me when I leave school.
- Actively participate in planning discussions, to help me and my transition team make informed decisions during the final years of school.
- Help me to align and coordinate my 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 my parent/guardian/supported decision-maker by attending IEP meetings when invited.
- Share information about behavioral health services available to me that may be able to support my competitive integrated employment goals.
- Explain the behavioral health resources and supports that may be available to me when I leave school.
- Actively participate in planning discussions, to help me and my transition team make informed decisions during the final years of school.
- Help me to align and coordinate my person-centered plans.
- Assist with making connections with employment service providers and DVR, as applicable.
- Explore and guide me to people who can help me:
  - Explore and manage my feelings
  - Know my strengths, interests, and future career plans

- Find activities that I enjoy during my free time
- Learn life skills such as riding the bus, grocery shopping, and paying bills
- Build relationships with peers and supportive adults
- Support me when I'm confused or upset
- Include my guidance and perspective when we are developing my goals, strategies and interventions
- Help me complete activities that will help me meet my behavioral/mental health goals, such as:
  - Identify supports and services to help manage physical and mental health
  - Find and attend therapy, support groups, or counseling
  - Manage medication
  - Develop coping skills
- Help me make sure my educational & employment supports and activities are coordinated and successful

**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 me.
- When I am 17 years 6 months or older, help me and my parents or legal decision maker understand my eligibility and options for long-term care services and then inform me about how to apply for services and supports.
- Determine my eligibility for adult long-term care programs if I am interested in these programs, and if I am eligible, help me enroll in the program of my choice.
- Respect you (or your legal decision-maker) to make decisions about programs and services.

**As a Student, I am expected to:**

Prepare for my IEP meeting

- Think about what I want to do for a job when I am done with high school and why.
- Talk to my teacher and parent/ legal decision-maker about my strengths, preferences and interests and possible post-school goals.

Talk to my teachers about who (DVR counselor, Family Care or Partnership IDT staff, IRIS

- Consultant, CLTS care manger, behavioral health provider, etc.) should attend my IEP meetings and why it is important to me that they attend.

- Obtain agencies contact information from my teacher.
- With the help of my teacher and parent/ legal decision-maker invite my transition team members to my IEP meeting.

### Participate in my IEP meetings

- Help organize and run
- my meetings. Ask questions.
- Share my thoughts and be part of the discussions occurring.
- Talk about my interests and what I would like to do when I am done with school.
- Develop my post high school goals
- Determine what I can do now and, in the future, to achieve those goals.

### Work towards my Goals:

- Complete activities that I agree will help me achieve my goals.
- Work with my personal contacts to help me achieve my goals.
- Ask questions to make sure I understand my options and what I need to do next.
- Apply for programs, services and/or supports that will help me achieve my goals.
- Ask for assistance if I need help with any part of the transition process.
- Participate with programs to help me achieve my goals, including volunteering, job experiences, interviewing, job shadowing and more.
- Make progress towards goals I have set for myself.
- Communicate significant changes in my life that may affect my goals and services to my transition team.