

**As a Teacher or School Team Member I can expect:**

**The Students to:**

- Complete activities that will help me identify my goals for adult life.
- Invite people to my IEP, help organize and run IEP meeting, and decide my goals.
- Complete activities to work towards achieving my goals.
- Ask questions and be part of the transition planning discussions.
- Work with agencies as appropriate (DVR, ADRC, ADRS, MCO, ICA, CLTS, county services) to apply for services, develop plans, and complete activities.
- Be actively engaged in the process and make progress towards achieving my goals.

**Parents/Legal Decision-maker to:**

- Help the student explore and develop goals and outcomes for adult life.
- When necessary, sign (obtain) consents to allow outside agencies to be active participants in the student's transition planning process.
- Become familiar with DVR program services, and as appropriate, help the student invite them to their IEP meetings and make a referral for services at least two years prior to graduation.
- Be active stakeholders in the transition process and help the student with activities and services to help them achieve their goals.
- Assist the student, if needed, to ensure that post-school goals and services are coordinated among all transition plans (IEP, IPE, etc.) and that progress is being made towards their goals, and that plans are reviewed at least annually.

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

- Provide information and outreach on DVR services to me, the student and parents/legal decision maker, with consent as needed, through various means such as presentations, brochures, and

attending IEP meetings as needed, at least two years prior to graduation.

- Provide Employment Planning Consultation as needed, or at least two years prior to graduation.
- Provide employment information and assist in identifying appropriate employment goals, as needed.
- Provide DVR service referral information upon request and determine eligibility for DVR services on all referrals.
- For eligible students, coordinate the IEP and IPE goals and the services needed to achieve the employment goal.
- For eligible students, attend IEP meetings and evaluate the student's progress towards achieving their employment goal and update IPE annually.

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

- Ask to be invited and provide support to the student by attending IEP meetings.
- Obtain a release of information from the student to communicate with DVR representatives.
- Share information about services available to the student that can support their competitive integrated employment goals.
- Explain resources and supports that may be available to the student when they leave high school.
- Actively participate in planning discussions to help the student and the transition team to make informed decisions during the final years of school.
- Align and coordinate the student's person-centered plans and outcomes with other transition plans.
- Assist with making connections with employment service providers and DVR, as applicable.

### **Behavioral Health Providers to:**

- Provide support to the student by attending the IEP meeting, when invited.
- Obtain a release of information from the student to communicate with DVR representatives.
- Share information about services available to the student that can support their competitive integrated employment goals.

- Explain resources and supports that may be available to the student when they leave high school.
- Actively participate in planning discussions to help the student and the transition team to make informed decisions during the final years of school.
- Align and coordinate the student's person-centered plans with other transition plans.
- Assist with making connections with employment service providers and DVR, as applicable.
- Form and maintain relationship with school team 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

**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.
- When the student is 17 years 6 months or older, help them and their parents/legal decision-maker understand eligibility and options for long-term care services and supports.
- Determine the student's eligibility for adult long-term care programs, and if interested and eligible, help the student enroll in the program of their choice.
- Attend (if notified and available) in-service/training events with educators and school administrators to explain the role of the ADRC.
- Attend (if notified and available) events that are intended to help groups of parents/legal decision maker (e.g., parent nights) be prepared for the student to transition to adult life which may include long-term care supports.

**As a Teacher or School Team Member, I am expected to:**

- Prepare for the student's IEP meeting:
  - Help the student explore their goals for adult life (measurable postsecondary goals). Become familiar with outside agency service provider representatives and their programs. Help the student identify who should be invited to the IEP meeting.
    - Obtain written consent to invite identified outside agencies.
    - Help the student invite all identified transition team members to the IEP meeting.
  - Assist the student to coordinate an IEP meeting time with all transition team members.
    - At age 17 and 18 provide information on the transfer of rights and decision making options from the parent to the student.
  
- Participate in the IEP meeting:
  - Share my thoughts and be an active participant during the IEP meeting discussion.
- With the help of the student, create an IEP transition plan, including measurable postsecondary goals starting at age 14 or earlier, if needed. Help determine what can be done now or in the future to help the student achieve those goals.
  
- Help the student work towards their goals:
  - Help the student complete activities that will help them achieve their goals. Help the student review their choices, and with consent, apply for appropriate services that will help them achieve their goals.
    - With consent, provide necessary and appropriate information to outside agencies regarding the student to assist with referrals and coordinating plans and services.
  - Maintain familiarity with current resources and services available to students and their parent/ legal decision maker.
    - Include the student, parent/legal decision maker in ongoing transition planning efforts and encourage contact by student/family.
    - Work with outside agencies to coordinate plans and services.
    - Evaluate the student's progress towards achieving post high school goals and update IEP annually.
    - Provide the student and parent/ legal decision maker (if appropriate) with a summary of the student's performance (SoP) no later than the last year of high school.
    - Encourage student and parent/ legal decision maker (if appropriate) to

share school documents with outside agencies/adult service providers (including IEP, SoP, evaluation reports, etc.) at the time of application and as updated.