

## Transition Planning in Your IEP

### Check List for Yearly Best Practices in Transition Services

#### Ages 14-15

These practices occur in the middle school year that the student turns 14 years of age, which can begin in middle school, but is generally the student's first and second year of high school.

#### **IU / School District Best Practices:**

- Links student with adult DD Service System
- Invites student to participate in IEP meeting
- Determines if student is eligible for DD services, checks if student is registered with MH/DD, and if not, refers family to program to register for services
- Identifies initial set of desired post school outcomes, including employment, course of study, and tentative graduation date
- At least one month before, invites County DD program to attend IEP meeting
- Invites others who may be significant to student achievement to attend IEP meeting (e.g., Vo-tech).
- Organizes teacher orientation focusing on adult agency services, practices and eligibility
- Forwards student assessment forms to County DD program, OVR, and other adult service agencies at the beginning of the school year to consider changes and promote efficient record sharing
- After IEP meeting, obtains information release from family to be able to share relevant information with collaborating agencies

#### **County MH/DD Program Best Practices:**

- Provides IU / School District with current DD program eligibility criteria
- Develops packet of information on services, supports, eligibility and family peer support and contacts for families at IEP meeting.
- Advises school district if assessment forms need changes and meets to discuss as necessary
- Participates in orientation for teachers, explains DD services, ISP process, eligibility, and transition roles and responsibilities
- SC or Rep:

- Explains employment and other community DD services, ISP process, and eligibility to system
  - Provides family with packet of information on services.
  - Initiates ISP process when student is expected to need community DD services in the next two years
  - Identifies employment and other funding needs based on desired post school outcomes, including employment supports and estimated cost of these un-met services in PUNS
- Designates Supports Coordinator or representative to attend IEP meeting

**Office of Vocational Rehabilitation Best Practices:**

- Advises school district if assessment forms need changes and meets to discuss as necessary
- Provides IU/School District with current OVR eligibility criteria
- Participates in teacher orientation, provides information on services, eligibility and work incentives such as MAWD, Ticket to Work, Assistance and Outreach (BPAO) and PA Career Link

**Parent / Family / Advocacy Organizations Best Practices:**

- Participate in teacher orientation, providing information on the type of peer support that is being offered to families and how to access it
- Ensure that organization representatives have understanding of transition process
- Confirm availability to provide peer support to family and students during the transition process with IUs and school districts

## Transition Planning in Your IEP

### Check List for Best Practices in Transition Services

#### Ages 16-17

Practices that occur two years before graduation year.

#### **IU / School District Best Practices:**

- Provides County MH/DD Program with information on students in IU/Special Education who decide to leave school for outreach purposes
- In cooperation with OVR, shares information, including MAWD and Ticket to Work with students. Information includes sources for CAO and BPOA.
- Reviews student's progress and, if appropriate, suggest changes in expected graduation date to family/student based on updated outcomes/career opportunities/adult service funding.
- Shares copy of student's work assessment with County DD Program and OVR.
- Obtains written release to send OVR a copy of work assessments for students applying for or expecting to qualify for OVR services.
- Invites OVR to participate in student's final transition meeting of the school year to introduce OVR services, application and IPE process, and eligibility. Develops action plan with OVR representative on IEP Statement of Coordinated Services Activities Form
- Offers unpaid 'work experience,' work assessment and/or other employment option(s) in line with student's desired post-school outcome of employment. Employment options are offered to students with severe mental retardation and multiple impairments, including students who do not meet OVR eligibility criteria.
- Invites student's support coordinator or county representative to attend IEP meeting. Develops action plan with Support Coordinator on IEP Statement of Coordinated Services and Activities from.
- Checks on student's enrollment in county DD program, referring family/student to MH/DD program if needed.
- Meets with student, family teacher, transition team representative and adult service representatives to finalize annual IEP based on student's desired post-school outcomes.

#### **County MH/DD Program Best Practices:**

- Support coordinator:
  - Attends transition meeting(s)
  - Updates PUNS based on IEP and student assessments and advises IU / School District and parents of most current PUNS status

- Updates family and individual on services and system changes, including employment changes.
  - Updates family and individual regarding summer job opportunities that can be supported with community mental retardation funding.
  - Informs school districts designee and family on PUNS status.
  - Ensures school district assessments are included in student's ISP.
- Assigns a support coordinator to each student who is expected to need community mental retardation services above and beyond support coordination after graduation.

### **Office of Vocational Rehabilitation Best Practices:**

- Assigns OVR district representative to facilitate transition
- Provides school district with copies of information to distribute to students with disabilities, including students without a post school employment outcome. Information consists of current brochure and outreach information on MAWD, PA Career Link, BPAO, and CAO.
- OVR district representative:
- Attends IEP meetings of students expected to apply for OVR services.
  - Provides information to family/student about services, application and planning process, and eligibility.
  - Updates family and individual regarding summer job opportunities through OVR, Career Links, etc.
  - Invites students who may meet OVR criteria to consider OVR application.
  - Creates file for student assessment information to consider at the time of application review and IEP development.
  - Provides family/student with a carry away packet of information including contact information.

## Transition Planning in Your IEP

### Check List for Best Practices in Transition Services

#### Ages 17-20

Practices that occur one year before the year of graduation. These practices apply to students who 17-20 years old, depending on their year of graduation.

#### **IU / School District Best Practices:**

- Organizes family fair in coordination with adult service agencies
- Invites the student's support coordinator and OVR representative to attend IEP meeting and updates action plan based on this meeting
- Offers continuing community based work experiences for students with a post-school outcome of employment
  - Work experience opportunities are offered to all students with DD with a post-school employment outcome, including students who may not meet OVR eligibility criteria.
  - Extended work experience opportunities are offered in the student's preferred career choice(s), including paid supported employment, to students who are expected to apply for OVR services. Other out-of-school curricula programs are offered students aged 18-21 to support opportunities for age-appropriate experiences consistent with the student's desired post-school outcomes.

#### **County MH/DD Program Best Practices:**

- Support Coordinator:
  - Provides update on services
  - Updates PUNS based on changes to the IEP and student assessments, and advises IU / School District and family of current PUNS status
  - Participates in planning family fair, linking to DD network provider agencies, advocacy agencies and employers
  - Participates in IEP with OVR and completes agreed to tasks in Action Plan
  - If not otherwise begun, ensures person-centered planning process leading to development of the ISP is initiated before the end of the summer recess for students expected to need community DD services after graduation. This planning process includes coordination with OVR around employment services and support for students with employment as a post-school outcome.
  - Places student's work assessments in ISP file
  - Provides information on availability of summer job supports
  - Assigns support coordinator to attend transition meeting(s)

**Office of Vocational Rehabilitation, District Office Best Practices:**

- Assigns designee to attend IEP meeting for all students who are applying for or are expected to apply for OVR services
- Participates in family fair planning, linking to provider networks, employers, and other community employment agencies
- OVR designee:
  - Attends IEP meeting with DD Support Coordinator and completes the agreed upon tasks in Action Plan
  - Updates student and family about services application process and eligibility, including information on MAWD, SSI/SSDI eligibility, BPAO, etc.
  - Offers information on summer job support, if available
  - Meets with Support Coordinator around ISP employment service planning

## Transition Planning in Your IEP

### Check List for Best Practices in Transition Services

#### Ages 18-21

Practices that occur in last year of high school/year of graduation. These practices generally occur with students who are ages 18 – 21, depending on the year the student graduates or leaves school.

#### **IU / School District Best Practices:**

- Checks that students / families have updated information on SSI and SSDI and MAWD, and refers to CAO and BPAO if not
- Forwards work assessments to OVR and MH/DD Program for ISP and IPE assessment purposes
- For students with ISPs and IPEs arranges for student/family visits to potential providers, employers, and support service agencies in coordination with the County DD Program and OVR
- Holds two IEP meetings with adult service agencies to ensure service/supports are in place after graduation. One meeting will be held in the beginning of the school year and another before the beginning of the last marking period. Additional meetings will be based on need. Updates Action Plan based on meeting.
- Continues work experiences for students with an employment outcome
- Offers students age 18 – 21 other out of school curricula opportunities as appropriate

#### **County MH/DD Best Practices:**

- Ensures that the support coordinator attends IEP transition meetings called by IU / School District
- Issues emergency funding request to Regional Office if employment funds are not included in student's budget in the year of the student's graduation, copying the school district, advocacy association and OVR
- Confirms funding status for employment and other community services after graduation. The PUNs for a student's last year in high school may designate employment services, as an "EMERGENCY NEED" when funding is needed to ensure the student with a post-school outcome of employment has employment services after graduation. This includes when DD employment support funding is needed to supplement OVR-intensive supported employment, or when DD funding for non-employment services are available.

- For students who are expected to enter the waiver, ensures that OVR completes Determination Notices for supported employment to determine funding responsibilities and interface
- Completes ISP per Employment Manual processes for all for students being registered with the County DD program

**Office of Vocational Rehabilitation Best Practices:**

- Coordinates supported employment funding with County DD Program in accordance with Employment Manual practices, including completion of Determination Notice for Waiver recipients
- Arranges, in cooperation with the school district, for student / family to select provider agency prior to graduation
- Completes IPE for students who have accepted applications, using student's assessment information to determine eligibility for services, career options, and supported employment funding to the extent possible
- Attends IEP meetings of students who are applying for or are registered with OVR. Completes the tasks agreed upon in Action Plan

**Providers of Employment Support Best Practices:**

- In Collaboration with the school district and adult service agencies:
  - Arranges for student to select job coach
  - Initiates employer outreach and job finding in conjunction with IU / School District and Support Coordinator
- Confirms availability of employment support funding from County DD, OVR and other sources before graduation if possible