

DVR Representatives

As a Division of Vocational Rehabilitation Representative I can expect:

The Student to:

- Complete activities that will help me identify my employment goals.
- Invite me/other DVR representatives to my IEP meetings or other employment-related meetings.
- Ask questions and be part of the employment planning discussions.
- Work with DVR including referring for services, developing my IPE, and complete agreed to services to help achieve my employment goal.
- Be actively engaged in the transition process and make progress towards achieving my goals.
- If eligible, maintain regular contact with DVR case manager.

Parent/Legal Decision-Maker to:

- Help the student explore and develop goals for adult life.
- When necessary, sign consent forms to allow me/other DVR representatives to be active participants in the student's job seeking process.
- Be familiar with me/other DVR representatives and help the student, if needed, to invite us to necessary meetings, (e.g., IEPs).
- Assist the student to make a referral for DVR services, appropriate.
- Be an active participant in the transition process and help the student with activities and services that will assist them achieve their post school goals.
- Ensure that post school goals and services are coordinated between the student's IEP, IPE, and other plans, that progress is being made, and that plans are reviewed at least annually.
- Discuss with the student and the school the need for a referral to DVR within two years from graduation.

Teachers or School Team Members to (at least two years prior to graduation):

- Contact me to discuss time/date to schedule a student's IEP meeting.
- Invite me to be an active stakeholder in the transition process for students, as appropriate, including the development of the post-

school employment goals.

- Have consents signed to allow me/other DVR representatives to attend IEP meetings and present information to the students.
- Encourage students and their families to become familiar with DVR services and the schools DVR representative.
- With consent, make referrals as appropriate, no later than two prior to graduation, and include information/documentation needed for eligibility determinations for DVR.
- For eligible students, coordinate services for the IEP, IPE, and Long-Term Care and Behavioral Health person-centered plan as appropriate, and encourage participation of all stakeholders in IEP meetings.
- Evaluate the student's progress towards achieving post school goals.

DHS Long Term Care Professionals:

- Ask to be invited and provide information and support to the student by attending transition planning 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
- Help the student and family coordinate person-centered plans and outcomes with the IPE and share employment planning documentation. For Family Care, Family Care Partnership and IRIS, provide a copy of employment section of the Family Care MCP and IRIS ISSP, with consent.
- Explain the resources and supports that may be available to the student when they leave school.
- Actively participate in planning discussions to help the student and the transition team to make informed decisions during the final years of school.
- Assist in the coordination of the student's employment transition once stable on the job from DVR to Long-Term Supports to maintain competitive integrated employment.

Behavioral Health Providers to:

- Provide information and support to the student by attending transition planning meetings, 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.
- Help the student and family coordinate person-centered plans with the IPE and share employment planning documentation.
- Explain the resources and supports that may be available to the student when they leave school.
- Actively participate in planning discussions to help the student and the transition team to make informed decisions during the final years of school.
- Assist in the coordination of the student's employment transition once stable on the job from DVR to Long-Term Supports to maintain competitive integrated employment.
- Form and maintain relationship with DVR 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.

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 understand eligibility and options for Long Term services and supports.
- Determine the student's eligibility for adult long-term care programs, and if the student is interested and eligible, help them enroll in the program of their choice
- Provide information to help students and their parents/legal decision makers understand the range of choices available to

them.

- Inform students and parents/legal decision makers about DVR services if they are interested in this topic.
- Exchange information with DVR, with a signed release, and the student's and their parents' or legal decision maker's consent.

As a Representative of the Division of Vocational Rehabilitation, I am expected to (at least two years prior to graduation, or earlier if appropriate):

Prepare for the IEP Meeting:

- Provide outreach to students parents/legal decision makers, and school staff.
- Respond to IEP meeting requests
- Provide Employment and Planning Consultation
- Attend IEP meetings when invited and available (at least two years prior to graduation)
- If not able to attend the IEP, provide information on DVR services and eligibility criteria to the student, their parent/legal decision-maker, and other stakeholders as appropriate

Participate in the Student's IEP Meeting:

- Provide information about DVR services, including eligibility criteria to the student, their parent/ legal decision-maker, and other stakeholders as appropriate
- Share thoughts and be an active participant in the employment transition discussion
- When requested provide referral information for DVR services and determine eligibility for services upon application
- Help the student develop their goals for employment after high school
- For eligible students, facilitate the development of the IPE at the IEP meeting to ensure alignment of plans
- Help determine what the student can do now and in the future to help them achieve their competitive integrated employment goals

Help the student achieve his/her goals:

- Coordinate services with the school and other stakeholders as appropriate for students found eligible for DVR services
- Provide agreed upon services as listed in the IPE

- Provide consultation services as needed and appropriate
- Help ensure the student is making progress towards their competitive integrated employment goals.