

## Coordinating with Agencies

### COORDINATING WITH AGENCIES

Every IEP Team member has important information to share in the IEP meeting. This collaboration is important to add to the team's understanding of each student and their needs for services. Partner agencies play an important and integral part in this collaboration. Each partner agency should be invited to the IEP team meeting with the prior consent of the parent (or student who has reached the age of majority). When a representative of a partner agency that is likely to be responsible for providing or paying for transition services is identified, they should be invited starting with the first IEP meeting where transition services will be discussed.

For more information or you need more clarification on who to include, contact your local Transition Network Facilitator (TNF).

#### Things to consider:

- What agencies should the school district invite to a student's IEP meeting?
- Was consent obtained to invite agencies well before IEP meetings?
- Best practice is to invite partner agencies 30 days or more before an IEP meeting. (Invites can occur months prior to meeting)
- More than one agency can be invited to an IEP meeting.
- Notify and get permission from student, parent, and/or guardians about partner agencies that will be invited.
- Local agency contact information can be found by contacting your local TNF or on agency websites.

PARTNER AGENCIES	WHEN TO INVITE
<p>1. County Developmental Disabilities (DD) Program – service coordinator</p> <p>OR</p> <p>Brokerage Agency – personal agent (only available to people 18+ that are already a DD client)</p>	<ul style="list-style-type: none"> <li>• When student is enrolled in Developmental Disabilities (DD) services</li> <li>• If this service is unknown, call your county DD office and ask if the student is enrolled (obtain release of information)</li> <li>• When parent/student requests services</li> <li>• Invite to all IEP meetings, providing ample advance notice</li> </ul>
<p>2. Vocational Rehabilitation (VR),</p> <ul style="list-style-type: none"> <li>• local VR office counselor*</li> <li>• regional Pre-Employment Transition Services (Pre-ETS) Coordinator</li> </ul> <p><b>NOTE:</b> Pre-ETS Coordinator should only be invited if local VR counselor is unable to attend. Youth Transition Program (YTP) Specialist cannot represent VR at IEP meetings.</p>	<ul style="list-style-type: none"> <li>• When the student expresses an interest in paid, integrated, competitive employment</li> <li>• When the student's team would like to share information about employment possibilities with the student and family (student does not have to be a VR client)</li> <li>• If a student is receiving post-high school, 18-21 year old, transition services</li> </ul>

PARTNER AGENCIES	WHEN TO INVITE
<p><b>3.</b> Employment Provider Agency</p> <ul style="list-style-type: none"> <li>• Job development</li> <li>• Job coaching</li> <li>• Discovery</li> </ul>	<ul style="list-style-type: none"> <li>• When the student is enrolled and receiving VR services or DD employment services</li> <li>• If the student is part of a Seamless (or similar) Team</li> </ul>
<p><b>4.</b> Others to include when appropriate:</p> <ul style="list-style-type: none"> <li>• DHS/Foster care provider</li> <li>• Mental health provider</li> <li>• Parole/Probation officer</li> <li>• Community College Disability services office representative</li> <li>• And more...</li> </ul>	<ul style="list-style-type: none"> <li>• Invite when appropriate for the student, providing ample advance notice</li> </ul>

#### TIPS FOR INTERAGENCY COLLABORATION

- Gather contact information and discuss partner agencies with the student and family. Determine who they want for collaboration and collect release of information agreement.
- Reach out to partners, contact representatives.
- Set up alternative methods to get input from partners if they cannot attend a meeting (i.e., phone conversation, shared documents, video conferencing).
- Be aware that partner agencies have their own vocabulary and process. They may need clarification of services and terminology between education, county developmental disability services, and vocational rehabilitation and brokerage services. Everyone should try to limit use of acronyms. (NOTE: See listing of acronyms in Handbook Resources on the TTAN website.)
- Schedule meetings far enough in advance so everyone is able to attend. Obtain from partner agencies their preferred or set guidelines on a time frame for advance notification.
- Schedule enough time for planning and input from partner agencies.
- Write clearly defined, measurable IEP goals and objectives that include input from partner agency when appropriate. Best practice is to have Individualized Education Program (IEP), Individualized Plan for Employment (IPE), and Individual Service Plan (ISP) goals align.
- Use an agenda and group agreements for the meeting, (e.g., active listening, respect opinions, stay pro-active and positive, stay student focused, everyone has a voice).