

Section 4(k) – Transition from School to Work

Guidance

BRS plays an important role in the *transition** of students with disabilities to work. While a student is in the public education system, the local school system has primary responsibility for services needed by the consumer. However, BRS can play the following role during the last one or two years of a student's high school career:

- Determining student eligibility, initiating and completing the referral process prior to graduation;
- Getting to know the student and family so they are comfortable in maintaining a relationship with the BRS counselor after graduation;
- Participating in the Planning and Placement Team meeting during the last one to two years of high school to assist in developing appropriate transition goals and objectives;
- Consulting with staff, families and the students on approaches that promote employment experiences while the student is still in school;
- Consulting on curricula which will assist the student to prepare for employment, post-secondary education and independent living;
- Assisting the student and family to become familiar with, plan for and access needed adult service programs;
- Referring the student and family to advocacy organizations which can assist them to effectively advocate for needed services; and
- Developing an Employment Plan that specifies what services and supports BRS will provide directly upon graduation from high school.

Legal Requirements

- A. BRS must make *transition** planning available for students with disabilities that facilitates the development of the individualized education program (IEP) and the achievement of the *employment outcome** identified in the Employment Plan.
- B. The development and approval of an Employment Plan for students transitioning from school must be completed as early as possible during the *transition** process but, at the latest, by the time the student leaves the school setting.
- C. The Employment Plan for students transitioning from special education services must be developed in consideration of the student's individual education plan and in accordance with any cooperative agreements between the school systems and BRS.

See also: Appendix F - Guidance for Transition from School to Work