

# Inviting OVR to the IEP Meeting

LEA Responsibility	OVR Responsibility
<p>The LEA will provide OVR information to the student and family prior to any IEP meeting for students ages 14 and older where transition services and postsecondary goals are discussed. This should be documented in the IEP.</p>	<p>OVR will provide accessible information about services to the LEA.</p>
<p>When OVR is likely to provide or pay for services based on IEP team decisions, invite OVR to participate at IEP Team meetings in which transition services and postsecondary goals are discussed, beginning at the IEP year the student turns age 14.</p> <ul style="list-style-type: none"> <li>• Obtain consent of the parents or guardian to invite OVR to participate in the IEP meeting.</li> <li>• Ensure proper distribution of the invitation to appropriate OVR staff by providing name, exit date, and blind/visual referral needed.</li> <li>• Facilitate the provision of Pre-ETS to interested students by having the Pre-ETS Release/Referral Form completed and sent with the IEP invitation.</li> <li>• Send the IEP Invitation and supporting documents to the OVR point of contact 30 days before the IEP meeting. OVR understands that there may be situations where an IEP is scheduled with less notice.</li> </ul>	<p>OVR will attend meetings for the development of an IEP when invited, with appropriate consent, and depending upon availability. The OVR Counselor should prioritize attendance to an IEP meeting as follows (listed in no particular order):</p> <ul style="list-style-type: none"> <li>• A student who has been determined OVR eligible and has an approved Individualized Plan for Employment (IPE);</li> <li>• A student with a disability who is in their first year of high school and has been referred for Pre-ETS;</li> <li>• A student with a significant disability requiring complex support needs;</li> <li>• When a family member has requested OVR participation in the IEP meeting and has completed and signed an OVR Pre-ETS Release/Referral Form;</li> <li>• A student with a disability who is in their final year of high school and needs additional supports and services to access post-secondary education/training or employment; or</li> <li>• A student with a disability who is significantly at risk of dropping out of high school.</li> </ul> <p>When invited to an IEP meeting, the OVR Counselor will confirm attendance and inform the LEA how they plan to participate within three (3) business days. The OVR Counselor will make every effort to participate in one of the following ways:</p> <ul style="list-style-type: none"> <li>• In-person meetings at the school;</li> <li>• In-person conferences via technology compatible with LEA guidelines and policies; or</li> <li>• By conference call.</li> </ul>

continued . . .

LEA Responsibility	OVR Responsibility
	<p>If OVR is unable to attend an IEP meeting for an <b>eligible student</b>, the LEA and OVR will communicate in writing regarding the student's IEP and IPE goals. With parental consent, progress towards IPE goals will be shared with the LEA.</p> <p>If OVR is unable to attend an IEP meeting for a <b>potentially eligible student</b>, OVR staff will provide OVR informational brochures and videos, and contact information.</p>
<p>LEAs should document on the IEP if they are not inviting OVR to the IEP meeting and why.</p>	<p>If OVR is not invited to an IEP meeting, no action is required from OVR since the IEP team has determined a referral is not appropriate at this time.</p>
<p>The LEA is ultimately responsible for all services indicated in the IEP. If OVR is written into the IEP as the agency for providing the service/activity and, for any reason, OVR is unable to provide the transition services described in the student's IEP, the LEA must reconvene the IEP Team and identify alternative strategies to meet the transition activities outlined in the transition (grid) of the IEP for the student (e.g., make alternative arrangements for the provision of the service or amend IEP to reflect current needs and activities).</p>	<p>OVR's responsibility is based on three criteria:</p> <ul style="list-style-type: none"> <li>• A student's eligibility for services;</li> <li>• Customary service (typically provided by LEA vs. OVR); and</li> <li>• Whether the purpose of the service is to meet the student's IPE goals or the student's IEP goals.</li> </ul> <p>Coordination with the student's goals, objectives, and services listed in the IEP should be considered in developing an IPE for an eligible student. The OVR counselor should:</p> <ul style="list-style-type: none"> <li>• Obtain a copy of the most current IEP plan;</li> <li>• Review the post-secondary goals listed on the IEP;</li> <li>• Consider the student's current abilities, needs, measurable annual goals, and objectives identified in the IEP when developing the IPE employment goal and services needed to achieve that goal; and</li> <li>• Determine who is responsible for providing and paying for services on the IEP and IPE.</li> </ul> <p>OVR will communicate with the LEA about students' progress in transition services so the IEP can be updated as appropriate.</p>