



## What Can You Expect from Supports Coordination in the Transition from School to Work and Community Life Years (16 to 21 years of age)

- Cordiality and discussions with the Support Coordinator that are kind and civil
- Return phone calls (Typically within 24 to 48 hours)
- Updating the PUNS and Service Preference Packets
- Raising knowledge about the Philadelphia Transition Planning Project
- Attendance at the Individual Education Plan (IEP)/Transition Meeting if invited three weeks in advance by the parents of the Person/Student. Support Coordinators will participate actively in the IEP meeting
- Knowledge about current educational law including PL 110-476, Pa. Chapter 14 Regulations, the Oberti Standards, the Gaskins Settlement and the expectation of inclusion, least restrictive environment and specially designed services and supports
- Raising knowledge of community integrated employment as a viable option for people in their adult life and discussing this at IEP/Transition Meetings.
- Assist the caregiver and school personnel to make referrals to the Office of Vocational Rehabilitation (OVR) and other resources for possible funding for services, supports and equipment
- Provide information about other service options that promote competence into adulthood including summer jobs, assistive technology, transportation and community resources
- Request a psychological from your school that includes information that is accurate and adequate for enrollment into waiver funding for mental retardation services and supports.

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