

7.00 TRANSITION PLANNING AND SERVICES-OVERVIEW

Introduction

NYSCB works with students, families and school districts to facilitate the coordination of appropriate transition services for students who are legally blind and transitioning from school to the world of adult responsibilities and work. NYSCB recognizes that these efforts are critical to enable students to achieve maximum success in employment, post-secondary education, independent living, and community participation and is committed to being an active partner in the transition process. Making the transition from school to the adult world requires careful planning and a cooperative effort among families, school staff and community service providers. Planning will help students, their families and school districts design services to maximize the student's years in school to prepare for full inclusion and integration into society, employment, independent living, and economic self-sufficiency. Transition planning is a team process based upon a student's strengths, preferences, interests and dreams for the future.

The NYSCB vocational rehabilitation (VR) program serves eligible students ages 10 and older by providing an array of services that gives students the tools necessary to enable them to make informed decisions about their future goals. The youth and his or her parents work with the NYSCB counselor to set academic and career goals and put a plan in motion to meet those goals. This often includes gaining work experience before graduating from high school, as well as learning self-advocacy and independent living skills that help lead to future success.

Services are provided through the VR program, in accordance with VR policy and procedures.

Legal Basis/Definitions

Transition services are mandated through two federal laws: the Individuals with Disabilities Education Improvement Act of 2004 (IDEA) and the Rehabilitation Act of 1973, as amended by the Workforce Innovation and Opportunity Act (WIOA).

IDEA is the law providing for the education of students with disabilities. IDEA defines transition services as:

“...a coordinated set of activities for a child with a disability that (A) is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation; (B) is

based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and (C) includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

The Rehabilitation Act of 1973 prohibits discrimination on the basis of disability and applies to any program that receives federal financial support. The legislation provides a wide range of services for persons with physical and cognitive disabilities.

The Rehabilitation Act defines transition as follows:

"A coordinated set of activities for a student, designed within an outcome-oriented process that promotes movement from school to post-school activities, including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post school adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

School Responsibilities in Transition

Schools are required to provide students with disabilities who are eligible for services under IDEA with transition programs and services to promote post-school integrated employment, independent living, community integration, and postsecondary education/training.

Students with disabilities who are identified by the Committee on Special Education (CSE) require an Individualized Education Program (IEP). The IEP is a written statement that specifies the special education goals and services that the school must provide to meet the unique needs of a student with a disability.

IDEA requires transition planning to be initiated no later than when the student is 16 years old. In New York State, transition services must be included in a student's IEP beginning with the school year in which the student turns 15, or younger if appropriate. The school district, through its Committee on Special Education, has the legal responsibility to develop a student's IEP, coordinate transition planning and arrange for transition services.

Students with disabilities who do not have an IEP but require reasonable accommodation while attending school must have a written plan under Section 504 of the Rehabilitation Act of 1973; this is commonly referred to as a 504 plan. School districts are required to provide access to existing programs and services on a basis equal to that provided for students who do not have disabilities. Students in this

circumstance may require the development of academic skills, career preparation services, or social skills in preparation for transition to successful adult life. They may need to work with school personnel, NYSCB and other agencies to access appropriate resources, including existing academic and career preparation curricula, and other services. Each public school should have a person who serves as the school's "504 coordinator" and is responsible for coordinating the development, maintenance, and implementation of 504 plans.

Required Documentation for Students with an IEP

Beginning the school year the student turns age 15, or younger if determined appropriate, the student's IEP must include measurable post-secondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate, independent living skills. The IEP, which must be updated at least annually, also documents a student's transition needs, annual goals and transition services necessary to assist the student in achieving his/her post-secondary goals. The IEP must also include a statement of the responsibilities of the district and when applicable, participating agencies, such as NYSCB, for the provision of transition services.

Age-appropriate transition assessment helps the student learn more about his/her interests, strengths and areas of need. This process also assists the CSE in identifying student strengths and needs and the services necessary to assist the student in accomplishing his/her goals. Age-appropriate assessment results may also identify community supports or linkages that may be beneficial for the student.

Student Exit Summary

IDEA 2004 created a new requirement for schools that should help students with disabilities make a smoother transition to post-school employment or education/training and independent living. Schools must now provide a "Summary of Performance", called the Student Exit Summary in New York State, prior to school exit for a student whose eligibility for special education services terminates due to graduation from secondary school with a regular diploma or due to exceeding the age eligibility for a free appropriate public education (FAPE) under State law. This summary must include information on the student's academic achievement and functional performance and include recommendations on how to assist the student in meeting postsecondary goals. Congress intended for this summary to provide specific, meaningful and understandable information to the student, the student's family, and any agency, including postsecondary schools, which may provide services to the student upon transition. Schools are not required to conduct any new assessments or evaluations in order to provide the summary. Prior to leaving school, the student exit summary will be prepared and discussed with the student. The goal is for the student to use the student exit summary as a tool when talking to potential employers and adult services providers. NYSCB counselors may request a copy of the student exit summary from the student for planning purposes.

Coordinating School District and NYSCB Services

School districts have the primary planning, programmatic and financial responsibilities for the provision of transition services. Financial and programmatic responsibility for services, other than those which are mandated for school districts by Federal or State law or regulation, may be shared by other agencies (including NYSCB) that have responsibilities for transition under the Rehabilitation Act. NYSCB's responsibilities lie primarily in providing technical consultation to schools (for example, providing information regarding assistive technology) and preparing students for permanent employment. NYSCB staff should use their knowledge and experience to assist the CSE in identifying appropriate services to prepare students to participate in postsecondary, employment and community living outcomes. While the following services may be provided by NYSCB, the provision of these services should not supplant the school's responsibilities.

As a participant in the school's transition planning process, NYSCB should:

- a. Contribute knowledge of rehabilitation services and outcomes;
- b. Identify the need for involvement by other state agencies, adult service programs, independent living centers, and community based services whose resources can assist students who are legally blind, their families, and education personnel during the transition planning and service delivery process;
- c. Provide information to assist in the selection of vocational goals that are consistent with labor market needs and integrated community living opportunities, including information about:
 1. work site accommodations;
 2. employer expectations;
 3. labor trends and occupational outlooks;
 4. job entry qualifications;
 5. job placement analysis;
 6. work opportunities; and
 7. other vocationally-related issues.

The NYSCB counselor may wish to participate in the student's CSE meeting. Parent consent, or consent of the student if age 18 and older, is required before the CSE may invite outside service providers, such as the NYSCB counselor, to the student's CSE meeting. If the NYSCB counselor cannot attend in person, other alternatives may be used to include them in the meeting, such as telephone conferences. As an active CSE meeting participant, the counselor can provide specific information to the CSE about the NYSCB services available to the student. If appropriate, these services will be included in the IEP.

The Joint Agreement Between the NYSED Office of Special Education and NYSCB provides additional information regarding the overview of purpose, objectives and joint

responsibilities of each party in the provision of transition services for students who are legally blind.

Transition Services Available through NYSCB

Transition services at NYSCB are provided by both Children's Consultants and Transition Counselors. It is expected that youth will be transferred from the state-funded Children's Program to the federally-funded vocational rehabilitation program at age 10. The youth continue to work with their Children's Consultant until age 14 when they are transferred to a Transition Counselor. Both Children's Consultants and Transition Counselors are vocational rehabilitation counselors who specialize in assisting youth who are legally blind.

After receiving an application for vocational rehabilitation services, the NYSCB counselor will make an eligibility determination. An Individualized Plan for Employment (IPE) should be jointly developed by the counselor and the student, based on the student's interests and objectives. The IPE should be completed within 90 days of services depending on individual needs to achieve the planned employment outcome identified on the IPE. See Chapter 6.00 – Individualized Plan for Employment for further guidance.

Federal regulations require that development and approval of an IPE must be completed as early as possible during the transition process, but, at the latest, by the time each student determined to be eligible for VR services leaves the school setting.

Examples of services provided by NYSCB include:

- Evaluations/assessments;
- Vocational rehabilitation planning and counseling;
- Skills development training (orientation and mobility, daily living skills)
- Assistive technology assessments, for post-secondary needs;
- Recreation services to develop social skills and enhance self-confidence
- Support services while completing training;
- Low vision services;
- Employment services such as prevocational training, job-seeking skills, volunteer experiences and work experiences.

The NYSCB Counselor:

1. Provides information, support and guidance to students, parents, and schools to promote effective transition planning and services;
2. Networks with schools and community resources to develop and maintain referral sources to identify and reach students who are legally blind;
3. Assists consumers with developing an Individualized Plan for Employment (IPE);

4. Plans and coordinates skill development and confidence building activities for consumers that may include recreation programs and work experience programs;
5. Acts as a consultant to NYSCB agency staff regarding transition issues;
6. Assists youth in obtaining technology evaluations, recommended adaptive equipment and training in the use of equipment for post-secondary education and/or long-term employment;
7. Attends relevant community transition meetings;
8. Contacts appropriate representatives of other organizations (with appropriate releases from families) to encourage interagency cooperation.

Coordinating the IPE with the IEP

The coordination of the IPE with the IEP must be an integral part of the counselor's planning for transition services. Developing an IPE that coordinates closely with the IEP provides continuity of service delivery for those students who will need vocational rehabilitation services. With parental consent and consent of the student if age 18 and older, counselors should request a copy of the student's latest IEP and with parent or student consent, enter it into the Consumer Information System.

Collaboration in assessing student progress and participation in planning with the student, family and school should result in consensus about desired outcomes, goals and services that must be reflected in both planning documents. Information required on the IPE will be written to be consistent with the content of the IEP, including vocational goals, educational and rehabilitation objectives, projected dates and responsibilities for participation in the transition process.

Youth Employment

NYSCB counselors can encourage, and support as appropriate, the student's participation in any of the Work-based learning (WBL) activities offered through the schools. These experiences focus on assisting students develop broad, transferable skills for postsecondary education and the workplace.

NYSCB recognizes the value of employment during high school, and may provide summer and after school youth employment opportunities including work experience training.

Counselors should also coordinate summer youth employment opportunities with existing programs funded by other sources. See Chapter 8.32 – Work Experience Training for further guidance.

Job Coaching

NYSCB will provide job coaching in conjunction with a work experience or summer job outside the school's responsibility. Consideration should be given to whether job coaching is required to enable the student to benefit from the work experience; it should not be provided routinely. (See Chapter 8.38 for additional information about job coaching, including rates).

Child Labor Laws

In New York State, anyone under 18 (minors) must show an employment certificate before they begin work. Many people call these "working papers."

Minors 13 Years of Age

In the State of New York, minors may not begin working in formal paid employment until the age of 14. Work experiences for 10-13 year old youth should be limited to volunteer activities. Youth ages 10-13 may participate in pre-vocational programming provided by community partners that focuses on career exploration and often includes recreation activities.

Minors 14 and 15 years of Age

Working papers serve as an official employment certificate. There are some restrictions about the number of hours students may work, the times they may work, and the type of work they are allowed to do:

- When school is not in session, students may not work more than 8 hours a day and 40 hours in one week;
- When school is in session, students may not work more than 3 hours a day on school days or a total of 18 hours a week, outside of school hours;
- During the school year, students may work between 7 a.m. and 7 p.m. only;
- In the summer (June 21st through Labor Day) students may work from 7 a.m. to 9 p.m.

Refer to www.labor.ny.gov/youth for additional information regarding youth and work.

How Work Experiences Affect SSI

The Student Earned Income Exclusion for SSI states that a blind or disabled child, who is a student regularly attending school, college, or university, or a course of vocational or technical training, may have limited earnings that are not counted against his or her Supplemental Security Income (SSI benefits). The maximum amount of the income exclusion applicable to a student who is legally blind in 2015 is \$1,780 per month but not more than \$7,180 per year. The work experiences that NYSCB youth participate in

during the summer are generally limited to 20 hours per week (or sometimes 25 hours) and students are paid minimum wage. Go to www.ssa.gov for current earning information.

Generally, the youth who work in the summer work programs do not come close to earning enough to impact their SSI. There are also Impairment Related Work Expenses (IRWE) such as transportation that can be deducted from the earnings if the youth earn enough to get closer to the maximum allowable income. If families have concerns about the effect work may have on their child's benefits they should be referred to an approved benefits advisor.

7.01 REFERRAL BY SCHOOL DISTRICTS TO NYSCB

Criteria for Referral to NYSCB VR Services

With parent consent, or consent of the student if age 18 and older, school districts may make a formal referral for a student to NYSCB any time the student is thought to have a severe visual impairment, the student requires additional services to meet the post-secondary goals in the IEP that are not otherwise available through mandated district based or funded programs, or the student is in need of services provided by adult agencies.

Students who are legally blind may already be known to NYSCB. Children's Consultants work with children who are legally blind and their families from birth until they enter the adult service system. The role of the Children's Consultant is to provide educational and life skills consultation to the child and family. The Children's Consultant helps the child access opportunities not readily available in the educational setting with the goal of promoting independence and preparing the child for full integration into society.

Referral Information

Preferred documentation includes descriptions of the student's current abilities, work-related limitations and service needs in functional terms. Examples include, but are not limited to, the following:

- the most current IEP or 504 plan;
- student medical and health screening reports including the most current ophthalmological, psychological, psychiatric reports, or other specialist's disability assessment, if available and relevant;
- reports from related services (e.g., rehabilitation teaching, orientation and mobility, occupational therapy, social work);

- reports indicating special equipment or other accommodations needed (e.g., communication needs, modes of reading and writing, proficiency in braille and visual functioning aids);
- indicators of academic achievement, such as transcripts, grades, academic achievement testing; and
- age-appropriate transition assessments.

Counselors may request and obtain additional school records if further information is required for eligibility determination or planning purposes. Written consent of the parent, or consent of the student if age 18 and older, must be obtained before any documentation is shared.

Eligibility Criteria

With the appropriate consent, schools are encouraged to refer any student who is known or believed to be legally blind.

A student must meet the same eligibility criteria as other NYSCB consumers (see NYSCB VR Manual).

To the maximum extent possible, information from school records will be used to determine eligibility if the records are received in time for an eligibility decision to be made (60 days from the time of application). This includes using information from career and vocational assessment and in which the student already participates.

7.02 TRANSFER FROM NYSCB CHILDREN'S SERVICES TO NYSCB ADULT SERVICES

Family Preparation

In order to prepare the family for the transition from children's services to VR services and begin planning for the future, the Children's Consultant should meet with the child and family during the child's 9th year and discuss that the child will be referred to the Vocational Rehabilitation Unit at the appropriate age. The discussion with the family should take place during each annual plan review until the transfer occurs and should be documented in the child's Electronic Case File (ECF).

Transfer Guidelines

All children who are expected to graduate by age 18 and who clearly have vocational potential must be referred to the vocational rehabilitation program during the year after the child's 9th birthday. Exceptions to this rule should be discussed with the Children's

Consultant's supervisor and documented in the ECF. The Children's Consultant will discuss the case transfer with the child and his/her parent(s) or legal guardian before transferring the case to the Vocational Rehabilitation Program.

Children's Consultants will complete an "Indicators of Employability" form for all children who remain on their caseloads after the child has turned 14. The form was developed to evaluate whether youth with multiple disabilities can benefit from vocational rehabilitation services. The form should be completed by the Children's Consultant with input from the child's teachers and parents. The completed form should be submitted to the Children's Consultants supervisor for review and signature.

Children for whom the Children's Consultant and supervisor are **unsure** of vocational potential should be referred to the specialized Transition Counselor no later than the year they turn 18. Referrals can take place any time between the child's 14th year and 18th years. Children's Consultants should complete the "Indicators of Employability" for each year for these youth and review the outcome with their supervisor to determine the child's progress/vocational potential.

Children who have habilitation needs only as indicated on the initial "Indicators of Employability" form should remain open with the Children's Consultant until age 21. Linkages with the Office for People with Developmental Disabilities (OPWDD) should be in place before the child leaves school. The "Indicators of Employability" form should be completed no less than every three years for these youth, until their case is closed at age 21.

Referral/Transfer Meeting

As part of the transfer to the Vocational Rehabilitation Unit, the Children's Consultant will schedule a meeting with the Senior Counselor and the Vocational Rehabilitation Counselor expected to be working with the student, if known. The meeting may also include other rehabilitation professionals who are familiar with the child and family. The Children's Consultant should be prepared to provide a description of the child's disability and its impact on the child's functioning, a social summary, education information, relevant work experience, if any, and a summary of daily living skills. If possible, a date for transfer from the Children's Consultant to the Vocational Rehabilitation Counselor should be established at the meeting.

Procedures for Transfer

Once a counselor has been assigned, the Children's Consultant should follow this procedure:

- a. Make an entry in the ECF summarizing the referral meeting, indicating the response of the child and family, and status change;
- b. Close the case using the Progress Report, indicating the reason for closure;
- d. When possible, obtain signed Application for Services form;

- e. Inform the child's Teacher of the Visually Impaired of the transfer of NYSCB management responsibilities to the specified rehabilitation counselor;
- f. Assign the ECF to the Senior Counselor or counselor if know.

The children's consultant should remain available for consultation upon request.

7.50 SERVICES TO INDIVIDUALS WHO ARE DEAFBLIND

Introduction

It is recognized that NYSCB maintains responsibility to serve individuals who are legally blind. However, under certain circumstances, individuals who are receiving services from the Office of Vocational and Educational Services for Individuals with Disabilities (VESID), who become legally blind may wish to continue receiving services from VESID.

This section outlines procedures for transferring responsibility for service coordination and, for sharing resources and services available to meet the needs of severely hearing impaired individuals who are found to have a severe visual impairment while being served by VESID.

Definition of Deafblindness

For purposes of this agreement, the term "deafblindness" shall refer to the combination of:

1. severe hearing impairment or deafness and
2. severe visual impairment or blindness.

Impact of Deafblindness

The combination of these two sensory impairments is generally considered to result in effects upon functioning that are more than the sum of the effects produced by each disability.

Together they impact upon the person's ability to:

1. communicate with others
2. attain independence in activities of daily living
3. achieve psycho-social adjustment, and/or
4. pursue a vocational goal.

Description of Components of Deafblindness

1. Severe hearing impairment involves at least a 55db loss in the better ear, unaided, measured as:
 - a. an average loss in the speech range of 500, 1000 and 2000 HZ, or
 - b. a speech discrimination score of 40% or less.
2. Deafness involves:
 - a. a primary reliance upon visual communication (sign language, lipreading gestures), or
 - b. the inability to understand most speech with optimum amplification.
3. Severe visual impairment involves:
 - a. a visual acuity of 20/70 or less in the better eye with best correction, or
 - b. a visual field of no greater than 40 degree in the better eye.
4. Legal blindness involves:
 - a. a visual acuity of 20/200 or less in the better eye with best correction,
 - b. a visual field of no greater than 20 degree in the better eye.
5. Deafblind (Services Provided by NYSCB or VESID)

Persons who are unable to understand most speech with optimum amplification and who meet the criteria for legal blindness.
6. Deaf-Visually Impaired (Services Provided by VESID)

Persons who are not able to understand most speech with optimum amplification and who have a severe visual impairment which does not constitute legal blindness.
7. Blind-Hearing Impaired (Services Provided by NYSCB)

Persons who are legally blind and who have a severe hearing impairment which is not deafness.
8. Hearing Impaired-Visually Impaired (Services Provided by VESID)

Persons who have a severe hearing impairment which is not deafness and who have a severe visual impairment which is not legal blindness.

Assessment of Visual Impairment

In order to assure that severe visual loss is recognized as early as possible, VESID will obtain comprehensive ophthalmological examinations, including visual fields, for all individuals who are hearing impaired or deaf found:

1. eligible for VR services, or
2. to need an extended evaluation.

When a person with a severe hearing-impairment is suspected (or known) to have developed a severe visual impairment while being served by VESID, the VESID counselor will obtain a comprehensive ophthalmological examination, including visual fields, to determine the extent of visual impairment.

Procedure

If the individual is diagnosed as legally blind, then the VESID counselor will follow the procedure for "Conference to Determine Appropriateness of Transfer" see pages 7.51.01 - 7.51.03.

If the individual is diagnosed as severely visually impaired, but not legally blind, then the VESID counselor will follow the procedure for "VESID/NYSCB Shared Resources and Services" see pages 7.52.01 - 7.52.02.

Preparation for Transfer or for Obtaining Services

After an individual is diagnosed as having severe visual impairment or legal blindness, the VESID counselor will:

1. review critical rehabilitation factors:
 - a. individual's awareness and acceptance of the visual loss
 - b. age at onset of hearing loss
 - c. mode of communication preferred by the individual (oral, sign language, written, etc.)
 - d. history of education and communication skill training, and
 - e. individual's self-identity/socialization (does the individual consider him/herself as "deaf"?).
2. discuss with the individual whether he/she is experiencing vision-related functional problems in the areas of:

- a. travel in and outside of the home
- b. activities of daily living, and
- c. education or employment activities.

VESID counselors may wish to consult with the VESID central office coordinator for the deaf or NYSCB staff to obtain information or advice.

7.51 CONFERENCE TO DETERMINE APPROPRIATENESS OF TRANSFER

Procedure for Transfer Conference

The VESID counselor will follow this procedure in arranging a conference to discuss the appropriateness of an individual transferring from VESID to NYSCB:

1. inform the individual of the availability of NYSCB services and the desirability of his/her participation in a conference to discuss the appropriateness of a transfer.
2. complete the Interagency Service Request Form (see page 7.53.01).
3. forward the form to the district manager.

The VESID district manager will forward the form to the NYSCB district manager, with a copy to the state coordinator for the deaf in VESID central office, who in turn will send a copy to the NYSCB state coordinator for the deafblind.

4. arrange a date for the conference at the earliest possible convenience for all participants. Participants should include the:
 - a. VESID counselor
 - b. NYSCB counselor and/or senior counselor
 - c. individual and/or the individual's parents/legal guardian
5. at the conference, discuss with the participants
 - a. critical rehabilitation factors related to the
 1. hearing impairment
 2. visual impairment
 - b. services available through NYSCB and VESID, particularly in relation to the sensory impairments

- c. the individual's preference to continue to be served by VESID or to transfer to NYSCB
6. decide with the individual which agency should provide primary services and maintain responsibility for coordinating service delivery.
7. inform the individual of:
 - a. the decision regarding the transfer, and
 - b. his/her right to appeal the decision

Transfer to NYSCB

If the decision is that the individual will transfer to NYSCB, the VESID counselor will:

1. prepare the record of services for case closure and transfer to NYSCB
2. write a summary case note which provides essential information about the individual and about issues discussed at the transfer conference.
3. close the individual's case.
4. send copies of appropriate information from the individual's record of services with a referral memo to the senior counselor in the NYSCB district office for assignment to the appropriate rehabilitation counselor.

NYSCB Receipt of the Transfer Information

The NYSCB counselor who will be working with the individual will:

1. develop a record of services and enter disability codes, on the Client Profile Form as follows:
 - a. legal blindness as the primary disability
 - b. severe hearing impairment or deafness as the secondary disability

Note: All other disabilities should be considered tertiary for reporting purposes.

2. meet with the individual to obtain an application for service (if not included with the transfer information) and complete other forms required by NYSCB in order to provide services.
3. review medical and other assessment information in order to proceed with a determination of eligibility.

Individuals Continuing Services With VESID

When a decision has been made that an individual will continue to be served by VESID, the VESID counselor may wish to:

1. continue to use consultant services of the VESID state coordinator for the deaf, NYSCB state coordinator for the deafblind or NYSCB district office rehabilitation counselling staff
2. refer the individual to private agencies for the blind or private vendors approved by NYSCB
3. refer the individual to the NYSCB district office for rehabilitation teaching or orientation and mobility assessment/training in areas where NYSCB has direct service staff in their office.

7.52 NYSCB/VESID SHARED RESOURCES AND SERVICES

Introduction

An individual being served by VESID who has been diagnosed severely visually impaired, or diagnosed legally blind and has decided to continue to be served by VESID, may require special services related to his/her visual loss.

VESID/NYSCB Shared Resources

NYSCB and VESID have agreed to share resources with each other in order to better serve individuals who are deafblind. NYSCB Central Office will forward to VESID copies of:

1. contracts for VR services developed with private agencies for the blind
2. listings of private vendors approved to provide services such as
 - a. orientation and mobility
 - b. rehabilitation teaching
 - c. communications instruction
 - d. social casework
 - e. psychological assessment

3. listings of NYSCB district offices and staff

VESID Central Office will forward to NYSCB information regarding:

1. contracts with generic agencies, especially those with experience serving individuals who are hearing-impaired
2. lists of individual approved to provide interpreter services for individuals who are hearing-impaired
3. agreements with private agencies specifically serving individuals who are deaf and hearingimpaired
4. VESID district offices and Rehabilitation Counselor's for the Deaf (RCD's)

Each Central Office unit will be responsible for sharing this information with appropriate staff.

Rule

Whenever possible, VESID counselors will be required to use services available through private agencies or vendors. Only when such services are not available, will the VESID counselor request the services of NYSCB direct service staff.

Referral To NYSCB For Direct Services

A VESID counselor may make a referral to NYSCB direct service staff for assessment and/or training in the areas of:

1. rehabilitation teaching, and/or
2. orientation and mobility.

The following procedure will be used by the VESID counselor:

1. complete the Interagency Service Request Form.
2. forward the form to the NYSCB district manager through the means described in Step 3, page 7.51.01 Procedures for Transfer Conference.

NYSCB Receipt of Referral For Direct Services

Upon receipt of the Interagency Services Request Form, the NYSCB district manager will forward the request to appropriate NYSCB direct service staff.

The NYSCB direct service staff person will:

1. contact the individual and provide assessment and/or training
2. submit report(s) on assessment and/or training to the VESID