

TRANSITION

AGREEMENT

FLORENCE COUNTY
Revised 2004

April 15, 2004

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE:
LOCAL COOPERATIVE AGREEMENT AMONG AGENCIES AND THE
FLORENCE SCHOOL DISTRICT SERVING RESIDENTS
OF FLORENCE COUNTY

I. PURPOSE

The purpose of this agreement is to support the transition of students with disabilities (as defined by participating agencies and relevant statutes) from secondary schools to functioning within the community to the maximum extent possible, through improved cooperative and collaborative efforts among relevant service providers, including but not limited to: Florence County School District, area office of Division of Vocational Rehabilitation (DVR), the Florence County Human Services Department, Florence County Job Center and Northeast WI Technical College. This group will function as a "transition team", working together to promote a continuum of services between the time that a student exits school and adult services are initiated.

II. TARGET POPULATION

The focus of this agreement is all Florence County resident high school students with disabilities served by the Florence County School District, who are appropriate for adult services, on-going support, post-secondary education and/or training, and/or coordinated transition planning. Students who are likely to benefit are defined as those who, because of their disability:

- A. Are not expected to be able to function successfully in the community without adult services, on-going support, and/or
- B. Are unable to train for, secure, and/or maintain employment without on-going support
- C. Are needing assistance to gain post-secondary education and/or training, including on-campus tours.

III. GOALS

To achieve the stated purpose, the cooperating agencies will work together to accomplish the following goals:

- A. Ensure that all interested students exit high school directly into employment or are ready to enter post-secondary training programs

- B. Implement practices in high school programs that prepare students for

employment, recreation, and leisure activities, as well as develop personal management skills that allow for the greatest level of independence in social, residential, and employment settings.

- C. Ensure that students with disabilities and their parents/guardians are actively involved in planning their high school experience and future goals after high school, and developing self-advocacy skills.
- D. Expand employment opportunities for students with disabilities through placement and/or supported employment programs and coordination with the business community.
- E. Coordinate interagency activities toward the purpose stated in this agreement.

IV. RESPONSIBILITIES OF ALL PARTICIPATING AGENCIES

To establish and maintain understandings needed to achieve the purpose of this cooperative effort, the involved agencies agree to:

- A. Designate at least one individual to act as agency representative on the IEP team. The IEP team will ensure individual recommendations for post-secondary placement options are a joint decision making process.
- B. Disseminate a copy of this agreement as well as other pertinent information to all relevant agency personnel.
- C. Participate in activities designed to increase student/parent/guardian awareness of rights, legislation, regulations, interagency agreements and services.
- D. Advocate increased opportunities for employment through education and adult service delivery systems.
- E. Enable staff members of cooperating agencies and students/parents/guardians to participate in transition training activities and in-services.
- F. Preserve the confidentiality rights of students/consumers.
- G. With proper authorization, exchange student, as well as policy and procedural, information with transition team members as needed.

- H. Meet as necessary as determined by the transition team, to review the transition process and future program needs.

- I. Participate in the coordination of job development activities to ensure consistent communication with the business community and avoid duplication of effort.
- J. Share assessment procedures, eligibility criteria, and factors affecting clients' receipt of services, including vocational evaluation funding from DVR.
- K. Signing of this agreement does not obligate any agency to additional financial commitment.

V. THE LOCAL EDUCATION AGENCY (FLORENCE COUNTY SCHOOL DISTRICT)

The local education agency will play the lead role in the development and maintenance of the cooperative working relationship among special education, vocational education, Division of Vocational Rehabilitation, Developmental Disabilities Center, and other adult agencies. In addition, the LEA will:

- A. Assume primary responsibility for the development, implementation, and cost of educational and vocational programs that are consistent with least restrictive environment principals. These programs will be suited to students' needs, interests and abilities, and will:
 - 1. Develop vocational skills,
 - 2. Develop independent living skills to the greatest extent possible,
 - 3. Maintain data on student work experiences and independent living skills,
- B. Initiate at age 14 and update annually, student specific transition plans through the IEP with input from student/parents/guardians.
- C. Secure written permission from student/parents/guardians to transmit and forward information, to IEP team.
- D. Compile and make available recent diagnostic/work experience/vocational evaluation information to be used in determining eligibility for Division of Vocational Rehabilitation services and in vocational planning.
- E. Inform the transition team agencies on an annual basis as to the number and anticipated special service needs of students exiting high school.

- F. Schedule and chair IEP conferences and invite (with adequate notice), to the conference parent/family/guardians, Division of Vocational Rehabilitation counselors, Developmental Disabilities Center staff, as appropriate. The purpose of this IEP conference will be to discuss individual student needs and determine

how identified goals can be met through adult services.

- G. Co-sponsor with appropriate agencies inservice for all staff to overview community based programs, transition planning, and adult service agencies. In addition, parent/guardians/students will be encouraged to attend these inservices.

VI. DIVISION OF VOCATIONAL REHABILITATION, SERVICES FLORENCE COUNTY

The local Division of Vocational Rehabilitation counselor will:

- A. Provide agencies clearly involved with IEP, defined information regarding office of Division of Vocational Rehabilitation policies and procedures as they relate to eligibility, integrated and/or supported employment, and other services that may be designed through that office.
- B. At the beginning of the second semester of the year prior to student leaving school, attend, as appropriate, IEP meetings for students in special education programs to identify/anticipate or provide service needs. Special circumstances may be an exception to this for earlier referral. *Use the internet site to request an information packet regarding referral. A link is provided through www.dwd.state.wi.us/dvr/default.htm or The Florence County POEM—Point of Entry Manual at www.wsti.org under CESA 8.*
- C. *Once referral is made, the DVR counselor will contact the student, parent, and/or referring person to set up an appointment to discuss the nature of the student’s disability, DVR services, and application procedure, if deemed appropriate. Applications can be obtained through DVR, Internet, school guidance or transition staff. The DVR counselor will notify the student and/or parents of the student, of eligibility, time lines and the appeals process. Notification will take place after the application has been processed, an interview conducted, and eligibility documentation obtained.*
- D. Develop an Individual *Plan for Employment (IPE)* prior to school exit *if possible* with eligible clients and provide (within current funding availability) services as identified to ensure, to the extent possible, vocational success, *with communication assistance from LEA or other TAC team members.*
- E. *DVR will promote joint information sharing within the TAC members, with parental or adult student’s written consent, to enhance the coordinate development of quality IEPs and IPEs for students with disabilities.*
- F. *DVR will work together to share, when authorized, existing data to provide and evaluate the effectiveness of transition and subsequent services.*

4

Contact: John Haugh Judith Campbell
 District Director Florence County VR Counselor
 920-448-5282 715-732-7855
 john.haugh@dwd.state.wi.us judith.campbell@dwd.state.wi.us

VII. FLORENCE COUNTY HUMAN SERVICES DEPARTMENT

The Florence County Human Services Department provides services to individuals with disabilities within the limits of State and Federal funding. County funds are necessary to match those funds.

The HSD is organized by areas of service. Long Term Support and Community Programs staff provide services to individuals with developmental disabilities regardless of age. These same staff also provide the various Medicaid Waiver services to children and adults with physical and mental disabilities. Children with physical and mental disabilities, who do not qualify for any of the MA Waiver programs or the Family Support Program, would be served by the Child and Family Services unit. This unit provides Child Welfare, Child Protective Services, and Juvenile Court Services. The DD Social Worker and the Child and Family Services Worker will participate on the transitions team. The HSD will communicate and coordinate around all referrals to assure that client needs are appropriately met. Transfers from one unit to another or from one worker to another will be coordinated to avoid or minimize client adjustment problems.

- A. The Development Disabilities staff will (for those who meet service criteria):
1. Provide transition team agencies and parent/guardian/students with information on available resources, current services, and waiting lists for specified services, and other information pertinent to successful planning for integrated, successful adult life.
 2. When invited to participate, attend IEP meetings or provide input to the IEP committee at least two years prior to the student's anticipated school exit, for those students who are expected to require developmental disabilities services such as long term support, Community Integration Program services, guardianship and/or protective placement services, residential services, vocational services, etc.
 3. Acknowledge to the school district, and review for the purpose of transition planning and developing or providing anticipated services, all individual student referrals made to the HSD by the school district as required by WI STAT 115.95(4).
 4. Assist in identifying and accessing funding resources necessary and available for students to receive ongoing community services.
 5. Cooperate with the school district in students' last year of school to assure coordinated efforts at placement, training, and employment as appropriate in individual cases.

6. Provide case management services as appropriate.
- B. The Child and Families staff will (for those students who are not eligible for DD services):
1. Provide transition team agencies and parents/guardians/students with information on the types of resources and services that are available in the local community. This would include information and referral to pertinent services.
 2. Assist in identifying and accessing funding resources necessary and available for students to receive ongoing community services as appropriate.
 3. Arrange for referrals of adult students to long term support, LTS and Community Services staff as appropriate.
 4. Provide case management services as appropriate.
 5. HSD staff will complete independent living assessment when requested and as able.

VIII. FLORENCE COUNTY JOB CENTER

The Florence County Job Center operates the WIA Younger and Older Youth programs through Forward Service Corporation. It will offer employment and training opportunities for eligible youth residing in Florence County, including those with disabilities. The availability of these programs are subject to an annual bid process and to the availability of funding. Referrals are also made to other area services such as Job Corps and Challenge Academy.

IX. TECHNICAL COLLEGE

Will for this Florence County Transition Agreement

- A. *Designate at least one individual to act as the representative on the Transition Action Council(TAC).*
- B. *Provide the TAC and IEP team members with clearly defined information for the Wisconsin Technical College System (WTCS) programs, high school course*

prerequisites, supplementary and related services and costs for students with disabilities, admissions process, entrance requirements, Compulsory School Attendance Options, Tech. Prep .programs, and job counseling and placement services.

- C. Provide input to the IEP team for those students who are expected to attend the WTCS upon graduation and need transition services to be successful. IEP involvement will be considered two years prior to the student's anticipated high school exit**
- D. Provide reasonable accommodations in accordance with the Carl Perkins Vocational Act, Applied Technology Education Act, Section 504 of the Rehabilitation Act, the Workforce Investment Act (WIA), Americans with Disabilities Act (ADA) and other resources in these areas: recruitment, enrollment, and support services to students with disabilities. NWTC will ensure that supplementary services are provided to students who provide documentation of their disability and register with the NWTC Special Needs Office.**
- E. Provide informational meetings and campus experiences for parents, students with disabilities, community based agencies, and high school staff to inform them of NWTC programs services, and expectations.**
- F. Provide the NWTC specified options on the Transition to Technical Colleges information sheet.**

Contacts:	Sandy Barnick	Desiree Franks
	Transition Coordinator	Special Needs Counselor
	NWTC	NWTC
Telephone:	920-498-5755	920-498-6376
Fax:	920-498-6370	920-498-6370
E-mail:	sbarnick@nwtc.edu	dfranks@nwtc.edu

X. EXECUTION AND MODIFICATION OF THIS AGREEMENT

This agreement is effective May 13, 2004 and shall remain in effect until modified or terminated as stated below:

- A. An individual party may terminate this agreement in whole or in part by submitting a thirty (30) day written notice to the other parties.
- B. An individual party may request revision of this agreement at any time by submitting a thirty (30) day written notice.
- C. Agency representatives will review proposed revisions at planning meetings and approve or disapprove them based on simple majority rule.

7

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE: LOCAL COOPERATIVE
AGREEMENT AMONG AGENCIES SERVING RESIDENTS OF FLORENCE COUNTY, WI
SIGNATURE PAGE

FLORENCE COUNTY HUMAN SERVICES DEPARTMENT

Address: Florence County Courthouse, PO Box 170, Florence, WI
Phone: 715-582-4396 54121

Name of Director: Robert Macaux

Signature: _____ Date: _____

FLORENCE COUNTY Job Center

Address: P. O. Box 232 Florence, WI 54121

Phone: 715-528-4251

Name of Contact: Nancy Pelligrini

Program Manager: Cheryl Neuns

Signature: _____ Date: _____

FLORENCE COUNTY SCHOOL DISTRICT

Address: PO Box 440, Florence, WI 54121

Phone: 715-528-3217

Name of Director: Jeff Koehn, Director of Special Education

Signature: _____ Date: _____

WI DIVISION OF VOCATIONAL REHABILITATION

e-mail Address: john.haugh@dwd.state.wi.us

Phone: 920-448-5282

Name of Director: John Haugh

Signature: _____ Date: _____

NORTHEAST WISCONSIN TECHNICAL COLLEGE

Address: 2740 W. Mason Street, Green Bay, WI 54303

Phone: 920-498-5755

Name of Contact: Sandy Barnick, Transition Coordinator NWTC

Signature: _____ Date: _____

DATE OF REVIEW: _____