

July 3, 1995

“THIS AGREEMENT DUE FOR REVIEW AND REVISION 2002”
D. Nass, CESA 8 Transition Coordinator

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE:

LOCAL COOPERATIVE AGREEMENT AMONG
LEA’S SERVING RESIDENTS
OF FOREST COUNTY, WISCONSIN

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 school 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: the local education agencies (Public School Districts), area office of Division of Vocational Rehabilitation (DVR), the Forest County Department of Social Services, and the Tri-County Human Service Center. 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 Forest County resident high school students with disabilities served by the Forest County area public schools, 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 need assistance to gain post secondary education and/or training*

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 the high school directly into employment or 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

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- 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 understanding 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. Participate in any regional project to develop a School to Work and Adult Life Transition Manual that designates the roles and responsibilities of each cooperating agency in the referral and transition process and time-lines for action and follow-up
- F. Participate in the regional development of criteria and methods to monitor transition services and evaluate the effectiveness of this agreement toward accomplishing the stated goals
- G. Enable staff members of cooperating agencies and students/parents/guardians to participate in transition training activities and inservices
- H. Preserve the confidentiality rights of students/consumers
- I. Exchange student, as well policy and procedural, information with transition team members as needed, and with proper authorization
- J. Meet on a regular basis, as determined by the transition team, to review the transition process and future program needs
- K. Participate in the coordination of job development activities to ensure consistent communication with the business community and avoid duplication of effort
- L. Share assessment procedures, eligibility criteria, and factors affecting clients' receipt of services

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- M. Annually participate in a Transition orientation for each local education district
- N. Signing of this agreement does not obligate any agency to additional financial commitment

V. THE LOCAL EDUCATION AGENCY

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,
 - 4. Increase the occurrence of students leaving school in paid, integrated, community employment
- B. Initiate at freshman level and update annually, student specific transition plans through the IEP with input from students/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 should be encouraged to attend these inservices
- H. Seek active participation of the Native American community. Invite representative of the Native American community to I.E.P., M-Team and annual transition meetings

VI. DIVISION OF VOCATIONAL REHABILITATION

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 related to eligibility, integrated and/or supported employment, and other services that may be designed through that office.
- B. During the year prior to student leaving school, attend, as appropriate, IEP meetings for students in special education programs to identify/anticipate or provider service needs. *Special circumstances may be an exception to this for earlier referral*
- C. In accordance with DVR timelines, contact the student/parent/guardian to schedule an appointment to discuss formal DVR application and initiate remaining necessary diagnostic and evaluation services to determine eligibility
- D. Develop an Individual Written Rehabilitation Plan (IWRP) *prior to school exit* with eligible clients and provide (within current funding availability) services as identified to ensure, to the extent possible, vocational success.
- E. Include work experience documentation provided by the school program for assessment and placement purposes
- F. In a timely manner, notify relevant transition team members of student eligibility determination and appeals process. Inform, if possible, school staff of student/family appointments required for DVR application
- G. Provide transition services for exiting high school aged students as deemed appropriate and necessary by the IEP and as identified in the IWRP

VII. THE HUMAN SERVICE CENTER DEVELOPMENTAL DISABILITIES DEPARTMENT

- A. Provide transition team agencies and parent/guardians/students with information on current services, waiting lists for specific services, and information pertinent to successful planning for integrated adult life
- B. 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, independent living placement, etc.
- C. Participate in transition planning at the IEP meeting for students in residential program, in access appropriate residential services, vocational needs, community integration, etc.
- D. Assume case-management responsibilities for eligible students who have graduated from school or have been transferred by the DVR counselor
- E. Acknowledge to the school district, and review, for the purposes of transition planning and developing or providing anticipated services, all individual student referrals made to the DD office by the school district as required by ss.115.85(4). (The school district must, annually, on or before August 15, report to the appropriate county boards, the names of children who reside in the school district, are at least 16 years of age, are not expected to be enrolled in an educational program two years from the date of the report and may require services described under s.51.42 or 51.437(1)(c).')

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- F. Assist in accessing funding resources necessary for students to receive on-going support services (MA, SSI, SSDI, etc.)
- G. Share responsibility, in students' final school year, with local education agency for placement, training, and follow-along to secure and maintain paid employment consistent with individual plans. (IEP, IWRP, ISP, Work Employment/Training Plan)

VIII. HUMAN SERVICE CENTER: Mental Health Services will be provided for eligible clients as follows:

- A. Provide transition team agencies and parent/guardians/students with information on the types of mental health services which are available and waiting list for these services when applicable
- B. When requested, assist the IEP Committee and students/parents/guardians in obtaining a psychiatric evaluation/assessment to determine what current and future mental health services will be needed to support the transition from secondary schools to community
- C. Assist the IEP Committee and students/parents/guardians in accessing appropriate mental health services and funding resources

IX. DEPARTMENT OF SOCIAL SERVICES

The Department of Social Services will accept responsibility for the determination and provision of social services for eligible persons

If additional or more up-to-date information is required to determine human services eligibility, the Department of Social Services is responsible for obtaining such materials

- A. An intake assessment will be conducted and will include assessing future living arrangements, financial assistance needs, and community integration needs, etc.
- B. If services or if future financial assistance is needed, the case may be opened, dependent on availability of funding
- C. The Department of Social Services and the area school districts will encourage and assist students and their families to visit community resources including Department contracted facilities

X. NICOLET AREA TECHNICAL COLLEGE

Nicolet Area Technical College Special Needs Support Program (NATC-SNSP) will:

- A. Provide the county Transition Team and parents/students/guardians and school personnel with clearly defined information on current Wisconsin Technical College system (WTCS) programs, high school course prerequisites, supplementary and related services and costs for students with disabilities, admissions process, entrance requirements, Tech Prep programs, Compulsory School Attendance Options, Youth Apprenticeship programs, Post-secondary Options, At Risk, job counseling and placement services

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- B. Attend IEP meetings, when invited, or provide input to the IEP committee ideally at least two years prior to the student's anticipated school exit for those students who are expected to attend the Wisconsin Technical College System (WTCS) upon graduation and will need transition services to be successful
- C. Provide reasonable accommodations in accordance with the Carl Perkins Vocational Act, Applied Technology Act, 504 and Americans with Disabilities Act (ADA) in these areas: recruitment, enrollment, and job placement services to students with disabilities. NATC will ensure that supplementary services are provided to students who provide documentation on their disability and are registered with the NATC Special Needs Support Program (SNSP)
- D. Provide contracts that describe the supplementary and related services and costs to the high school for the following programs: GED or HSED preparation, Compulsory School attendance, Post-secondary Options, the At Risk program, and 38.14 contracts
- E. Provide informational meetings and campus experiences for parents, students with disabilities, and high school staff to inform them of the WTCS programs and expectations
- F. Assist eligible students in obtaining financial aid through referral to NATC's Financial Aid Office (365-4423) and provide accommodations to facilitate the financial aid process

XI. EXECUTION AND MODIFICATION OF THIS AGREEMENT

This agreement is effective July 3, 1995 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

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TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE:

LOCAL COOPERATIVE AGREEMENT AMONG LEA'S SERVING RESIDENTS OF
FOREST COUNTY, WISCONSIN

SIGNATURE PAGE

LOCAL EDUCATION AGENCY (Please type):

Crandon High School Phone: _____
Address: _____
Name of District Administrator: _____
Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Goodman-Armstrong Creek School District Phone: _____
Address: _____
Name of District Administrator: _____
Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Laona School District Phone: _____
Address: _____
Name of District Administrator: _____
Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Wabeno School District Phone: _____
Address: _____
Name of District Administrator: _____
Signature: _____ Date: _____

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LOCAL EDUCATION AGENCY (Please type):

Nicolet Technical College Phone: _____

Address: _____

Name of Special Needs Director: _____

Signature: _____ Date: _____

LOCAL SERVICE AGENCY (Please type):

Forest County Human Services Phone: _____

Address: _____

Name of Agency Administrator: _____

Signature: _____ Date: _____

LOCAL SERVICE AGENCY (Please type):

WI Division of Vocational Rehabilitation (DVR) Phone: _____

Address: _____

Name of Director: _____

Signature: _____ Date: _____

**Additions made in April of 1996 are in Italics*