

This a DRAFT document begun in 1996
And revisited in 2000, when an amended,
Shortened version was agreed to with some
Parts listed here, common to most transition agreements, missing.
The missing components should be reconsidered.

DRAFT

TRANSITION

AGREEMENT

MARINETTE COUNTY

September 12, 2000

I. PURPOSE

The purpose of this agreement is to support the transition of students with disabilities from secondary school to integrated employment, post-secondary education or training and independent living in the community through improved cooperative and collaborative efforts among relevant service providers. These providers include, but are not limited to, Marinette County Public Schools, regional office of the Division of Vocational Rehabilitation (DVR), and Marinette County Human Services, Cooperative Educational Service Agency (CESA 8) and coordinated through Marinette County Job Center Management Team. This group of representatives will subsequently be known as the ***Marinette County Transition Advisory Council***. The council will work together to coordinate transition services to students with disabilities, (pursuant to the Individual with Disabilities Act (IDEA), the Carl Perkins Vocational and Applied Technology Education Act, the Rehabilitation Act, and the Workforce Investment Act (WIA), while they are enrolled in high school to prevent an interruption of services between the time they exit secondary school and the time adult services are initiated.

II. TARGET POPULATION

The agreement will include all students who are children with disabilities (CWD), previously exceptional educational needs (EEN) ages 14-21 as identified in IDEA, the Individuals with Disabilities Act reauthorized in 1997, formerly PL 94-142. Students who will benefit are those who because of the nature of their needs are not expected to be able to: function successfully in community living; train for, secure and/or maintain community based employment; apply for, be admitted and successfully complete post-secondary education and training without adult services and/or ongoing support.

III. DEFINITION

Transition services are defined as: "a coordinated set of activities for a student, designed within an outcome-oriented process which promotes movement from school to post-school activities, including post-secondary 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."

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IV. GOALS

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

- A. Students with disabilities, whose desired adult outcome is employment upon exit from school, will be prepared for employment by the school. Students will be employed in a job appropriate to their preferences, knowledge, skills, and abilities through cooperative services from vocational rehabilitation agencies, Job Service, Private Industry Council, and employers.
- B. Students with disabilities, whose desired adult outcome is post-secondary education or training, based on their knowledge, skills, abilities, and preferences, will have taken the high school course prerequisites, and will be enrolled in post-secondary education or training upon exiting school. Students will successfully complete the program through cooperative services from secondary schools, technical and adult education college, institutes of higher education, vocational rehabilitation agencies, human services, and Workforce Investment Act (WIA) services.
- C. Students with disabilities will, upon exit from school, have a plan developed with community agencies to achieve a level of independent community living commensurate with their preferences, knowledge, skills, and abilities through cooperative services from the school, vocational rehabilitation agencies, human service agencies, community organizations, and natural support system.
- D. High schools will implement policies and practices that prepare students for community employment, integrated recreation and leisure activities, as well as develop personal management skills that allow for the greatest level of independence in social, residential, educational, and employment settings.
- E. Students with disabilities and their parents will be informed of transition philosophy and self-advocacy responsibilities to elicit their active involvement in choosing and planning for their desired adult outcome.
- F. Employment opportunities for students with disabilities will be expanded through involvement in "School-to-Work" initiatives, development of integrated and/or supported employment programs in the community, provision of job counseling and job placement services, and coordination with the business community.

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G. Agencies will coordinate activities among all segments of the community toward the purposes stated in this agreement.

V. RESPONSIBILITIES OF ALL PARTICIPATING AGENCIES:

To establish and maintain understanding needed to achieve the purposes of this cooperative effort, the agencies agree to:

A. Designate at least one individual to act as the agency representative on the Marinette County Transition Council. This Council will ensure their agency's "participation", when appropriate, in the development of the individual transition service recommendations at the IEP meetings.

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 and parent/guardian awareness of rights, legislation, regulations, and service relative to individuals with disabilities.

D. Advocate for increased opportunities for supported and integrated employment, independent living options, long term support services, and adaptations in post-secondary education.

E. Develop a Marinette County Transition Policy that designates the roles and responsibilities of each cooperating agency in the IEP, referral and transition process, and timelines for action and follow-up.

F. Establish 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 organization, students, parents and/or guardians to participate in transition training activities and inservices.

H. Preserve the rights of students/consumers.

I. Exchange student, as well as policy and procedural, information with transition/IEP committee members as needed.

J. Meet on a quarterly basis, as determined by the Marinette County Transition Advisory Council, to review the transition process and future service and program needs to include, for example, training/staff development activities and joint conflict resolution.

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K. Coordinate job development and placement activities to ensure consistent

communication with the business community to avoid duplication of effort.

L. Share specific agency procedure and policy, eligibility criteria, or other factors that may affect a student's opportunity to receive services.

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VI. THE LOCAL EDUCATIONAL AGENCY

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

- A. Assume primary responsibility for the development, implementation of educational and vocational programs that are consistent with least restrictive environment principles. These programs will be suited to student needs, interests, and abilities, and will:
 - 1. Develop vocational skills,
 - 2. Develop independent living skills,
 - 3. Maintain data on student work experiences and independent living skills,
 - 4. Increase the occurrence of students exiting school, into paid, integrated, community employment.
- B. Initiate at age 14 and update as appropriate, student specific transition plans through the IEP with input from students/parents/guardians.
- C. 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 one year from the date of the report and may require service.
- D. Make available recent diagnostic/work experience/vocational evaluation information to be used in determining eligibility for services and in vocational planning.
- E. Schedule and chair IEP conferences and invite with a minimum of a 14 day notice, parent/family/guardians, Division of Vocational Rehabilitation counselor, Marinette County Human Services staff, or other agencies 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.
- F. Co-sponsor with appropriate agencies information meetings for all parent/guardians/students to overview community based programs, transition planning and adult service agencies.

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VII. 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 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.
- 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 Plan for Employment (IPE) 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.

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VIII. MARINETTE COUNTY HUMAN SERVICES

Marinette County Human Services will:

- A. Provide Transition team agencies and parents/guardians/

students with information on current services, waiting lists for specific services, and information pertinent to successful planning for integrated adult life.

- B. 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 services such as long term support, case management, independent living, vocational services, counseling, AODA services, family therapy, adult protective services, etc. Along with the LEA they will encourage and assist students and families to visit community resources.
- C. Assist students and families in planning for future financial, residential and community integration needs, along with the LEA.
- D. In cases where services are indicated, a family assessment will be completed.
- E. Participate in transition planning at the IEP meeting for students in residential programs, to ensure access to appropriate services.
- F. Review and respond to referrals received from the LEA's pursuant to ss.115.85(4).
- G. Assist in accessing funding resources necessary for students to receive ongoing support services. (MA, SSI, SSDI, and any other available funding).
- H. Share responsibility with local education agency for placement, training, and follow-along to secure and maintain paid employment consistent with individual plans. (IEP, IPE, ISP, Work Employment/Training Plan).

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IX. EXECUTION AND MODIFICATION OF THIS AGREEMENT

This agreement is effective starting _____ and shall remain in effect until modified or terminated as stated below:

- A. An individual party may request revision of this agreement at any time by

submitting a written request to other team members with the request being at least thirty days prior to the desire meeting for considerations. The meeting shall be arranged and coordinated by the party requesting the revision.

- B. Agency representatives will review proposed revisions at planning meetings and approve or disapprove them based on simply majority rule. Agency representatives will review this agreement at least annually.

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NORTHEAST WISCONSIN TECHNICAL COLLEGE (NWTC)

NWTC Special Needs Support Program will:

- A. Designate at least one individual to act as the college representative on the Marinette County Transition Advisory Council.

- B. Provide the interagency 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 and support services.
- C. Provide input to the IEP committee prior to the student's anticipated high school exit for those special needs students who are expected to attend the Wisconsin Technical College System (WTCS) upon graduation and will need transition services to be successful. Utilize an Individual Transition Plan checklist to track special needs students' progress from their senior year of high school to enrollment at NWTC.
- D. 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 support services to students with disabilities. NWTC will ensure that supplementary services are provided to students who provide documentation on their disability and are registered 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 the WTCS programs, services, and expectations.

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TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE:

LOCAL COOPERATIVE AGREEMENT AMONG
LEA'S SERVING RESIDENT OF
MARINETTE COUNTY, WISCONSIN

SIGNATURE PAGE

LOCAL EDUCATION AGENCY (Please type):

Beecher-Dunbar-Pembine School District Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Coleman School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Crivitz School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Goodman-Armstrong School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Marinette School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Niagara School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Peshtigo School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Wausaukee School District

Phone: _____

Address: _____

Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Other affiliated agency

Phone: _____

Address: _____

Name of _____ : _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

CESA 8

Phone: _____

Address: _____

Name of Administrator: _____

Signature: _____ Date: _____

LOCAL OFFICE-DIVISION OF VOCATIONAL REHABILITATION

Address: _____

Phone: _____

Name of Director: _____

Signature: _____ Date: _____

MARINETTE COUNTY HUMAN SERVICES

Address: _____

Phone: _____

Name of Director: _____

Signature: _____ Date: _____

DATE OF ANNUAL REVIEW: _____