

TRANSITION

AGREEMENT

OCONTO COUNTY

Edited
March 30, 2004
April 20, 2004
May 04, 2004

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE:

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

I. PURPOSE

The purpose of this agreement is to support the transition of students with disabilities from secondary schools to functioning within the community to the maximum extent possible, through improved cooperative and collaborative efforts among relevant services providers including but not limited to: the local education agency, area office of Division of Vocational Rehabilitation (DVR), the Oconto County Human Services, *Wisconsin Technical College System (WTCS)*. This group will function as a "transition team" working together to provide a continuum of services *and post-secondary education*.

II. TARGET POPULATION

The focus of this agreement is all Oconto County resident students, age 14 and older, with disabilities served by the Oconto 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 needing *transitional services* to gain post-secondary education or training.

III. GOALS

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

- A. Provide the opportunity for all participating students to exit high school directly into employment or ready to enter post-secondary training programs.
- B. Implement practices in high school and community 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 educational experience and future goals after high school, and developing 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 recommendations for post-secondary placement options are based on a joint decision making process.
- B. Provide a minimum of 14 days notice to all potential transition team participants.
- 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 inservices.
- F. Preserve the confidentiality rights of students/consumers.
- G. Exchange student, policy and procedural, information with transition team members as needed, and with proper authorization.
- H. Meet at least annually or as needed as determined by the transition team, to review the transition process and future program needs.
- L. Participate in the coordination of job development activities to ensure consistent communication with the business community and avoid duplication of effort.
- M. Share information regarding assessment procedures, eligibility criteria, and factors affecting clients' receipt of services.
- N. Annually participate in a Transition orientation available to each local education district.
- O. Signing of this agreement does not obligate any agency to additional financial commitment.

V. THE LOCAL EDUCATIONAL 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, Human Services and other adult agencies and post-secondary education. 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 *provide transition services to include the following: instruction: community experiences; development of employment and post-school adult living objectives, including post-secondary education; and, when appropriate, acquisition of daily living skills; and functional vocational evaluation.*

Initiate at age 14 if appropriate and update annually, student specific transition plans through the IEP with input from student/parents/guardians.

Secure written permission from student/parent/guardian to share student information with the agencies in the consortium (e.g., current IEP, M-Team and accompanying records, vocational and independent living reports and assessments).

The LEA is encouraged to provide current diagnostic data including cognitive abilities and achievement levels that have been obtained within one year prior to referral. In lieu of current diagnostic data, a summary portfolio identifying strengths and weaknesses would be appreciated.

- E. Schedule and chair IEP conferences and invite with a minimum of of a 14 day notice, parent/family/guardians, Division of Vocational Rehabilitation counselor, Oconto 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 the annual informational meeting for all junior/senior parent/guardians/students to overview community based programs, transition planning and adult service agencies. In addition staff should be encourage to attend this meeting.

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 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 Oconto 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.*
Contact: John Haugh (regular counselor to be named 2004)
District Director Oconto County VR Counselor
920-448-5282 1-800-228-2637
john.haugh@dwd.state.wi.us

VII. OCONTO COUNTY HUMAN SERVICES

Oconto 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. Assist in accessing funding resources necessary for students to receive ongoing support services. (MA, SSI, SSDI, WIA, Badger Care and any other available funding/resource for transition).
- G. 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).
- H. Signing this agreement does not obligate any agency to additional financial commitment.

VIII. *Oconto County Job Center*

- A. *Participate in the coordination of job development activities to ensure consistent communication with the business community and avoid duplication of effort.*
- B. *Share information regarding assessment procedures, eligibility criteria, and factors affecting clients' receipt of services.*
- C. *Annually offer transition oriented resources available at the Job Center to local school districts.*

IX. *Northeast Wisconsin Technical Colleges (NWTC)* *Will for this Oconto 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:	<i>Sandy Barnick</i>	<i>Desiree Franks</i>
	<i>Transition Coordinator</i>	<i>Special Needs Counselor</i>
	<i>NWTC</i>	<i>NWTC</i>
Telephone:	<i>920-498-5755</i>	<i>920-498-6376</i>
Fax:	<i>920-498-6370</i>	<i>920-498-6370</i>
E-mail:	<u>sbarnick@nwtc.edu</u>	<u>dfranks@nwtc.edu</u>

X. 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 30 days prior to the desired meeting for consideration. 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.

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE:

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

SIGNATURE PAGE

LOCAL EDUCATION AGENCY (Please type):

Coleman School District

Phone: _____

Address _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

Gillett School District

Phone: _____

Address _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type)

Lena School District

Phone: _____

Address: _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type)

Oconto School District

Phone: _____

Address: _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type)

Oconto Falls School District

Phone: _____

Address: _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type)

Pulaski School District

Phone: _____

Address: _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type)

Suring School District

Phone: _____

Address: _____

Name of District Contact: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type)

Wabeno School District

Phone: _____

Address: _____

Name of District Contact: _____

Signature: _____ Date: _____

Northeast Wisconsin Technical College

Phone: _____

Address: _____
Name of Transition Contact: _____
Signature: _____ Date: _____

LOCAL EDUCATION AGENCY (Please type):

CESA #8 Phone: _____

Address: _____
Name of Transition Coordinator: _____
Signature: _____ Date: _____

LOCAL OFFICE-DIVISION OF VOCATIONAL REHABILITATION

Address: _____
Phone: _____
Name of Director: _____
Signature: _____ Date: _____

OCONTO County Job Center

Address: _____
Phone: _____
Name of Contact: _____
Signature: _____ Date: _____

OCONTO COUNTY HUMAN SERVICES

Address: _____
Phone: _____
Name of Contact: _____
Signature: _____ Date: _____

DATE OF ANNUAL REVIEW: May 20, 2004 _____

