

April 24, 2002

PART I

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE: LOCAL COOPERATIVE AGREEMENT AMONG PUBLIC EDUCATION K-12 and ADULT SERVICE AGENCIES SERVING RESIDENTS OF SHAWANO 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 of the Shawano County Job Center, members of the Shawano County Transition Action Council and other interested parties.

II. TARGET POPULATION

The focus of this agreement is all Shawano County resident students, age 14 and older with disabilities, served by the Shawano 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 assistance 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 experiences or educational programs.
- B. Implement practices in high school and community-based 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 vocational goals, 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.

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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. Each agency will designate a contact person/coordinator for transition services.
- B. Designate at least one individual to act as agency representative for the IEP team meetings advising or attending as invited, helping to ensure recommendations for transition goals are a joint decision making process.
- C. Disseminate a copy of this agreement as well as other pertinent information to all relevant agency personnel.
- D. Provide a minimum of 14 days notice for joint meetings to all potential transition team participants.
- E. Participate in activities designed to increase student/parent/guardian awareness of rights, legislation, regulations, interagency agreements and services.
- F. Advocate increased opportunities for employment through education and adult service delivery systems.
- G. Enable staff members of cooperating agencies and students/parents/guardians to participate in transition training.
- H. Exchange student, policy and procedural, information with transition team members as needed, with proper authorization.
- I. Meet at least annually or as needed as determined by the transition team, to review the transition process and future program needs.
- J. Participate in the coordination of job development activities to ensure consistent communication with the business community and avoid duplication of effort.
- K. Share information regarding assessment procedures, eligibility criteria, and factors affecting clients' receipt of services.

V. THE LOCAL EDUCATIONAL AGENCY (Public K-12 School System)

The local education agency will initiate the process of the development of the cooperative working relationship among special education, Division of Vocational Rehabilitation, Shawano County Community Programs, Shawano County Social Services, Shawano County Job Center, Northcentral and Northeast Wisconsin Technical Colleges and other adult agencies on behalf of their students with disabilities. 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, community employment.

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- B. Initiate at age 14 and update annually, student specific transition plans through the IEP with input from students/parents/guardians. As part of this effort, a contact with community and county services will be initiated with appropriate authorization.
- 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 two years 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 team meetings and invite with a minimum of a 14 day notice, parent/family/guardians, Transition Agreement agencies and others, as appropriate. The purpose of this IEP meeting will include discussion of individual student transition needs and how identified goals can be achieved.
- F. Co-sponsor with appropriate agencies informational efforts for allowing opportunity for all parent/guardians/students to overview community based programs, transition planning and adult service agencies. School staff should be encourage to attend to such opportunities.

VI. DIVISION OF VOCATIONAL REHABILITATION

The local Division of Vocational Rehabilitation counselor will:

- A. Provide agencies 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. No later than 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 as appropriate, contact/consult with the LEA and 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. 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.
- E. Provide transition services for exiting high school aged students as deemed appropriate and necessary by the IEP and as identified in the IPE.

VII. SHAWANO COUNTY

Shawano County Social 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. As appropriate attend IEP meetings or provide input to the IEP team as requested 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/family assessment, counseling, family therapy, adult protective services, etc. Along with the LEA they will

encourage and assist students and families to become familiar these resources.

- C. Participate in transition planning at the IEP meeting for students in appropriate alternate care placements to ensure access to appropriate services.
- D. Review and respond to appropriate referrals received from the LEA's pursuant to ss.115.85(4).
- E. Assist in accessing funding resources necessary for students to receive ongoing support services. (MA, SSI, SSDI, and any other available funding).

Shawano County Department of Community Programs will:

- A. Provide Transition Team agencies and parents/guardians/students with information on current services, waiting lists, eligibility and information pertinent to successful planning for integrated adult life.
- B. When invited as appropriate, attend IEP meetings or provide input to the IEP committee at least two years prior to the students 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 use community resources.
- C. When/If services are requested, assist student and families in planning for future financial, residential, and community integration needs, along with LEA.
- D. Review and respond to appropriate referrals received from the LEAs.
- E. In the student's final year of school, share responsibility with local education agency for follow along to maintain paid employment consistent with individual's plan to allow for smooth transition.

VIII. Northcentral and Northeast Wisconsin Technical Colleges will:

- A. Designate an individual to represent the College on the Shawano County Transition Action Council, an interagency transition advisory council.
- B. Provide the Council, students, parents and school staff campus experiences and information on programs, prerequisites, admissions process and support services for students with disabilities.
- C. Provide input to individual IEP teams for the benefit of prospective WTC attendees through consultation or team meeting attendance with adequate invitation lead time.
- D. Provide reasonable accommodations when notified of disabilities in accordance with Carl Perkins Vocational Act, Applied Technology Act, 504 and Americans with Disabilities Act (ADA) in these areas: recruitment, enrollment, and support services for students disabilities. The Colleges ensure that support services are available to students who provide documentation of their disability and are registered with the Colleges' Centers for Students with Disabilities.

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IX. THE SHAWANO COUNTY TRANSITION ACTION COUNCIL and SHAWANO COUNTY JOB CENTER

Are covered under this Agreement, section IV. "Responsibilities of All Participating Agencies".

X. EXECUTION AND MODIFICATION OF THIS AGREEMENT

This agreement is effective starting __ June 15, 2002 _____ 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 Transition Action Council 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. Transition Action Council member representatives will review proposed revisions at planning meetings and approve or disapprove them based on simply majority rule. Representatives will review this agreement at least annually.

TRANSITION FROM SCHOOL TO WORK AND ADULT LIFE
SIGNATURE PAGE

LOCAL EDUCATION AGENCY

Antigo School District Phone: _____
Address _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Bowler School District Phone: _____
Address _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Bonduel School District Phone: _____
Address _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Marion School District Phone: _____
Address: _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Pulaski School District Phone: _____
Address: _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Shawano-Gresham School District Phone: _____
Address: _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Tigerton School District Phone: _____
Address: _____
Name of District Administrator: _____

Signature: _____ Date: _____

LOCAL EDUCATION AGENCY

Wittenberg-Birnamwood School District Phone: _____
Address: _____
Name of District Administrator: _____

Signature: _____ Date: _____

SHAWANO COUNTY TRANSITION ACTION COUNCIL

Address: _____ Phone: _____
Name of Representative/Facilitator : _____
Signature: _____ Date: _____

CESA 8 Transition Coordinator Phone: _____

Address: _____
Signature: _____ Date: _____

LOCAL OFFICE-DIVISION OF VOCATIONAL REHABILITATION

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

SHAWANO COUNTY JOB CENTER

Address: _____

Phone: _____
Name of Manager: _____
Signature: _____ Date: _____

SHAWANO COUNTY DEPARTMENT OF COMMUNITY PROGRAMS

Address: _____
Phone: _____
Name of Workshop Manager: _____
Signature: _____ Date: _____

SHAWANO COUNTY SOCIAL SERVICES

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

NORTHCENTRAL TECHNICAL COLLEGE Students with Disabilities Center

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

NORTHEAST WISCONSIN TECHNICAL COLLEGE Students w Disabilities Center

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

DATE OF ANNUAL REVIEW: ___ by June 15th _____