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CIRCLES Conceptual Model

CIRCLES
- Collaboration Theory
- Self-Determination Theory

Student Impact
- Increased Student Involvement
- Increased Student Self-Determination

In-School Outcomes
- Higher Academic and Behavior Outcomes
- Greater Satisfaction

Post-school Outcomes
- Higher Rates of Employment and Postsecondary Education
- Greater Level of Independent Living
Multi-Level Approach to Interagency Collaboration

Positive Post-School Outcomes

Community Level

School Level

Individual Team

Positive Post-School Outcomes
A Higher Point on the Continuum

- Record exchange and simple networking
- A formal protocol for collaboration
“No one can do it alone. Improving the quality of life and the education of children with disabilities and their families requires the collective knowledge, skills, experience and expertise of all family members and professionals. It requires that the community and all service systems work together to achieve the goals of the child and the family”

Circles is Relationship Driven
• Increased student involvement in the transition planning process and IEP development
• Higher levels of self-determination
• Improved connections between IEP transition plans and resources outside of the school
• More effective use of community and government resources and staff time
• Enhanced parent satisfaction
• Enhanced understanding among services providers, agencies, and schools about available programs and services for students with different needs.
Community Level Team

A group of administrative level professionals from the school system and adult service provider agencies within the community that meet on a regular basis to oversee the quality of transition services. This team does not address individual student needs.
Members

Education
- Public Schools (e.g. EC Director, CTE Director)
- Community College (e.g. Disability Services Coordinator, Career Services, Academic Services)

Rehabilitation
- Vocational Rehabilitation
- Independent Living
- Department of Juvenile Justice

Advocates
- ARC
- Autism Society

Political
- County Commissioners
- School Board

Business
- Chamber of Commerce
- Job Link Center

Service Agencies
- Mental Health
- Social Services (e.g. Foster Care, Adult Services, Financial Assistance)
- Transportation Authority

Religious Groups
- Church Groups

Community Groups
- Recreation (YMCA, Special Olympics, Recreation Department)
- Arts Council
Community Level Team Responsibilities

Values, Mission, and Vision
( Teams must have a reason to exist to continue to exist )

- Program Evaluation
- Information Sharing
- Resource Mapping and Management
- Service Coordination
- Role Clarification
- Problem-Solving and Advocacy
- Interagency Agreements
- Clarifying Eligibility Among Agencies

What’s in it for me?
School Level Transition Team

A group of front-line professionals from the school system and adult service provider agencies who meet regularly with students and representatives from his/her support system to assist with transition planning.
School Level Transition Team

Core Team Members – stays the same

School Specific Team Members - related to each school

Student Specific Team Members – changes for each student
Recommendations to the IEP Team for PS Goals and Transition Activities
School Level Transition Team
Core Team Members

- Vocational Rehabilitation (VR)
- Mental Health (LME-MCO)
- Community College
- Social Security Administration (SSA)
- Community Rehabilitation Program (CRP)
- Residential Provider(s)
- Transition Coordinator

- Recreation Representatives
- Department of Social Services (DSS)
- Department of Juvenile Justice (DJJ)
- Advocacy Groups
School Level Transition Team
School Specific Members

- Career Technical Education (CTE) teachers and staff
- Regular Educator(s)
- School Administrator
- Special Education Teacher(s)
- Compliance Managers
- Guidance Counselors
- Social Workers
School Level Transition Team
Student Specific Members

- Student and family Members
- Friends
- Job Coach
- Care Coordinator
- Paraprofessional(s)
- Employer
- Natural Supports
- Therapists
School Level Transition Team

• One team can serve several schools.
• Students being presented to the teams should be primarily those that will require additional support after graduation.
• Students should be presented formally to the team no later than the first semester of the junior year.
• Some type of activity should be planned for sophomores to expose them to the adult service provider agencies.
• Students should have a leading role in the team meeting
Agenda

- Prior to student presentation-prep SLT
- Introduction of Team Members
- Purpose of Meeting
- Student Achievements
- Post-School Goals
- Strategies/Ideas for Accomplishing Post-School Goals
- Team Assignments and Timelines
- Summary/Review
- Plans for IEP Meeting
Student Presentations

These are my limitations...

- I can’t sit still for very long.
- Sometimes I blurt things out and distract others.
- Sometimes I try to do too much at once.
Establish Operating Procedures/Norms to Help Ensure Sustainability

- Participant Training
- Frequency, time, and length of meetings
- Environmental arrangements
- Breaks and refreshments/lunch
- Meeting reminders
- Member absences
- Agenda development

- Ground Rules
- Documentation of discussion/decisions
- Clarification of team member roles
- Celebration

Ensure Sustainability
Student Level (IEP Team)

- Bring pre-planning information from School-Level Team back to the IEP meeting
- Discuss student progress and needs
- Finalize post-secondary goals and transition activities
- Develop IEP

IEP Required Members and Others as needed
Steps to Successful Community Level and School Level Team Meetings

In Advance
- Prepare the student
- Prepare school personnel
- Prepare the parent/guardian
- Prepare the agency representatives

Near the Day of the Meeting
- Pre-Plan the day
- Prepare the environment

On the Day of the Meeting
- Make sure things run smoothly on the day of the meeting
- Get the meeting off to a good start
- Keep things focused during the meeting

After the Meeting
- Conduct follow-up within a reasonable timeframe
• An interagency agreement signed on an annual basis serves to “rejuice” the commitment
• Agencies need to see the benefits reaped from the collaboration. Celebrate successes.
• Institutionalize the process – don’t let it be built about a single person but ensure that someone is the designated organizer and cheerleader.
• Ensure everyone involved (e.g. parents, students, team members understand the purpose) and facilitate empowered engagement
• Have a process for integrating new members into the team
• Follow-up on decisions/recommendations in an efficient and expedient manner
Inter-Agency Collaboration = Positive Post School Outcomes

Community Level Team

School Level Team

IEP Team

Positive Post School Outcomes for Students with Disabilities
Resources

- CIRCLES Federal Grant Website: https://circles.uncc.edu/