Madison Metropolitan School District



GUIDE TO TRANSITION SERVICES

FOR STUDENTS WITH 18-21 YEAR OLD TRANSITION NEEDS & THEIR FAMILY MEMBERS

Transition from high school is an exciting time of life, filled with anticipation and possibility. We understand this can also be a time of uncertainty about what the future holds. We are here to help each student and family navigate the path to college, job training, employment, and independent living that leads to a full and meaningful adult life.

Madison Metropolitan School District Transition Contacts:

Transition Employment Specialist

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- Malisa Schmidt meschmidt1@madison.k12.wi.us or (608) 576-5049

East High School

- Mike Gonzalez, Assistant Principal mgonzalez2@madison.k12.wi.us
- Dr. Scott Zimmerman, Assistant Director of Special Education & 504 Plans slzimmerman@madison.k12.wi.us

LaFollette High School

- Alisha Raabe, Assistant Principal akraabe@madison.k12.wi.us
- Dr. Sean Bielmeier, Assistant Director of Special Education & 504 Plans smbielmeier@madison.k12.wi.us

Memorial High School

- Suzanne Blackamore, Assistant Principal smblackamore@madison.k12.wi.us
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West High School

- Pheng Lee, Assistant Principal plee3@madison.k12.wi.us
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General Timeline of Transition Services

Birth to 14	• Consider long term goals and transition needs • Explore CLTS, CYSHN, LOV Inc., and other disability related supports
Age 14-18	• Consider employment goals and complete transition assessments; develop a Post-Secondary Transition Plan (PTP) as part of your IEP • Review Medical Assistance/Medicaid Eligibility • Apply to DVR (as early as 14 if employment ready, but at least 2 years prior to end of school services) • Apply to ADRC (as early 17 ½, and at least 6 months prior to exit) • Explore guardianship or Supported Decision Making before age 18
Age 18-21	• Choose Long Term Care funding by attending Options Counseling • Explore transition options (school/community-based instruction, Campus Connect, Project SEARCH) • Participate in vocational training, and community work experiences • Regularly review transition goals and align services • Think about ways to braid adult services into their life.
Age 21 **Final year of school**	• Meet with transition team monthly, address transition goals • Explore Supported Employment providers • Complete the passage of employment, volunteer, community experiences on to adult agency support.

School and Community Based Instruction

What:

- The high school will provide community and vocational based instruction where students can further explore their goals, strengths and needs in order to plan for employment, job training, and independent living after high school.
- Instruction may include group or individual volunteer opportunities, paid work experiences, internships, and a variety of community exploration activities, including transportation, independent living, and recreation/leisure skill development.
- Students will have the opportunity to complete vocational assessments and build their resume.

Why:

- MMSD is committed to providing an array of opportunities so that students leave high school with a vision of their future as well as the experiences that will assist in achieving their goals.

When:

- Upon completion of the 12th grade year, including completion of all required academic credits
- During the ages of 18-21

Who:

- Includes, but not limited to, students that qualify for long term supports after high school
- Students who need assistance with obtaining and/or maintaining a paid employment
- Transition teachers, special education assistants, employment specialists, the division of vocational rehabilitation (DVR), and adult service providers collaborate with students and families to support postschool goal achievement.

How:

- The IEP team will determine the need for transition services. Between 9th and 12th grade, the team can consider transition options and discuss if community-based instruction is appropriate for the student. Students with continued transition service needs after 12th grade are eligible to maintain school services through the end of the school year that they turn 21 years of age. School contacts are listed on the first page of this guide.

Project SEARCH

What: Project SEARCH is an employment skills training program designed for students with intellectual and developmental disabilities.

- Project SEARCH is a partnership between the Madison Metropolitan School District (MMSD), Department of Vocational Rehabilitation (DVR), Responsive Employment Services, and the University of Wisconsin & Veterans Affairs Hospitals.
- Each student completes 3 to 4 unpaid internships in the hospital setting with daily classroom instruction. Examples of Project SEARCH-Madison Internships include:
    - Pharmacy: labeling, stocking, checking expiration dates, delivering supplies
    - Central services: picking orders, filling linens, delivering orders
    - Plant maintenance: repairing hospital equipment, project management
    - Kitchen: cleaning produce, portioning food, meal delivery, food preparation
    - Mailroom: sort patient cards, database look-up
    - Laundry: stocking gowns, folding, feeding laundry into industrial machines
    - American Family Children's Hospital: assembling care packages, stocking nurse server stations, preliminary room cleaning, collating informational packets
    - Patient services: collating mailings, sealing envelopes.

Why: The goal of Project SEARCH is for students to obtain competitive integrated employment prior to school exit, working at least 16 hours per week at minimum wage or higher in a job they enjoy.

- Work experience in the community during high school is the best predictor of employment in adult life.
- Young adults and adults with disabilities who work achieve a better quality because they have self-esteem, independence, relationships, and paychecks.

When: Students with disabilities who are in their final year of eligibility for school services (typically after two years of 18-21-year-old transition services).

- Students apply by February the year prior to exit and begin in the fall of their last year, if accepted into Project SEARCH.

Who: The Project SEARCH teacher, two special education assistants, and employment specialists from Responsive Employment Services (a vocational support agency) assist students to learn job skills during internships and then with job search, placement, and support.

How: Talk to your special education case manager or e-mail or call the Project SEARCH teacher, Jason Penticoff, more information. Jason can be reached at jppenticoff@madison.k12.wi.us or 608-575-2712. The application is available at: https://www.madison.k12.wi.us/special-education/transition-planning-for-students-with-disabilities/project-search

Campus Connect

What: Campus Connect is an innovative approach to ***inclusive post-secondary education*** for young adult learners with disabilities who have completed high school graduation requirements, want to attend college, and need more than the traditional level of support to be successful in a college environment.

- The Campus Connect program is a partnership between the Madison Metropolitan School District (MMSD), Madison College, and the Division of Vocational Rehabilitation (DVR).
- The program takes place on the Madison College campus.
- Courses can be taken for credit or audit, but there is a 6 credit minimum requirement. Tuition is the same as other students at Madison College.

Why: MMSD and Madison College believe that all students who want to attend college should have the opportunity to do so, regardless of disability and learning support needs.

- Gaining college experience and credit can lead to better job opportunities.
- Campus Connect has the goal of providing relevant postsecondary academic/vocational preparation leading to paid employment.
- Students who are 18-21 years old and have a disability can expand their content knowledge, social skills, and independence.

When: Students apply at the beginning of their final semester of meeting high school requirements (typically spring of 12th grade).

- To apply, a student must have an IEP, DVR services, and be able to complete high school graduation requirements prior to enrolling at Madison College.

Who: Three full-time MMSD teachers have been established to provide instruction, coordination with the disability resource center, and collaborative accommodation arrangements with course instructors.

How: Ask your special education case manager or visit https://www.madison.k12.wi.us/special-education/transition-planning-for-students-with-disabilities/campus-connect To contact Campus Connect directly, email Eric Hartz at ehartz@madison.k12.wi.us or Jessika Schultz at jlschultz@madison.k12.wi.us or call 608-258-2308 to get more information about the program and application process.

- Funding sources include MMSD, private pay, grant-funding, and/or DVR (if the student qualifies and funding is approved in their employment plan). Students are responsible for purchasing their own books unless prior authorization from DVR is included in the student's Individual Plan for Employment created by the DVR counselor.

Division of Vocational Rehabilitation (DVR)

What:

- The Division of Vocational Rehabilitation (DVR) is a federal/state program designed to assist individuals with disabilities to obtain, maintain, and advance in employment by working with DVR eligible students and families, employers, and other partners.
- DVR will work with your high school transition team to identify goals and services needed to obtain competitive integrated employment.
- Employment is the sole focus for DVR.
- DVR will help you create an Individual Plan for Employment (IPE) and fund service providers needed to implement your plan.
- DVR can also fund adaptive equipment, job training classes, postsecondary classes, and supplies if any of these are required for your IPE.
- Services can also include training and technical assistance to employers regarding disability employment issues.

Why:

- DVR's belief is that anyone and everyone can work, regardless of disability or barriers to employment. The goal of DVR is to help people obtain and advance in competitive integrated employment.

When:

- Apply as early as age 14, but no later than two years prior to high school exit. A student with a disability can have DVR services while still in school. Reach out to DVR when you are ready to start gaining work experience and exploring career options.

Who:

- Individuals with disabilities who face challenges in obtaining and maintaining employment and are ready to gain work experience, take part in job training, and explore careers of interest. Individuals can work with DVR multiple times over a lifetime. DVR can also help people with a disability who are ready to advance in employment.

How:

- Ask your special education case manager at school to connect you with your school's DVR counselor (there is one counselor assigned for each high school).
- To apply for DVR services, the applicant or referring person must complete a referral form. Your teacher or other school staff can help. https://dwd.wisconsin.gov/dvr/referral/
- Madison Office address: 1801 Aberg Ave. and phone number: 608-242-4800.
- After eligibility, invite your DVR Counselor to IEP and transition meetings.

Supported Employment Providers

(Vocational Supports and Day Programming)

What:

- Supported Employment Providers are the agencies that will support individuals after they exit from high school. They offer a range of services from center-based day programming to fully inclusive supported employment.
- Supported Employment offers case management, job assessment, job development/job search, job coaching, and some agencies can provide transportation.
- Day programming offers opportunities to those who want to build skills to become ready for employment. This option can provide meaningful activities while waiting for a new job or additional work to be found. Activities might be focused on social emotional resilience, recreation and socialization, activities of daily living, and experiences aligned with career goals.

Why:

- Work is an important part of life. MMSD helps students get and hold a job but once a student is no longer with the school, there are many options for people to continue to receive the support they need to keep working.

When:

- Students will further explore agency options during their last year of transition from high school. Once an agency is agreed upon, the student and family will get to know the agency in the environments they will be supported in.

Who:

- This is typically only open to students 18+ who have funding through DVR, IRIS, Family Care, or Family Care Partnership.
- Vocational Support services are for students who want support with employment or recreational activities outside of the home.

How:

- Discuss the options with your student's Transition Employment Specialist through MMSD at their IEP or Transition meeting and with your Family Care Manager or IRIS Consultant. Talking with your Care Manager or IRIS Consultant is important because not all agencies work with all funders.
- You may request a full list of Dane County Supported Employment agencies detailing their respective services from your student's case manager or MMSD Transition Employment Specialists.

Vocational Futures Planning and Support (VFPS)

What:

- An outside agency offers a helping hand to young adults with disabilities and their families as they manage the complex transition from school to work. It is a short-term (typically 10 to 12 months) fee-for-service option available to participants in Family Care, Family Care Partnership, and IRIS.
- VFPS services include an outside Transition Coordinator and/ or Youth Employment Specialist who works with the team to identify assets and barriers to employment, develop a written positive personal profile and a visual resume for each participant, and facilitate transition support planning with the student's family, DVR counselor, Long Term Care funder, and high school transition staff.
- VFPS services also provides individualized consultation around job development for students preparing to exit high school. The goal is always to find sustainable, paid, community-based employment, regardless of the severity of disability faced by the VFPS participant.

Why:

- When a student faces significant barriers to employment and the short timeline in their last year of transition, it is often helpful to include additional experts to the transition team. This can enhance job development and overall outcomes.

When:

- VFPS typically joins a student's transition team the spring/summer prior to their exit year.

Who:

- VFPS is available to students that are within the ages of 18-21, nearing their last year of school services.
- Students must be eligible for Family Care, Family Care Partnership or IRIS
- The service is especially helpful when the student faces significant barriers to employment, a need for customized employment, or when the complexity of the transition process calls for intensive collaboration and coordination.

How:

- Discuss VFPS with your student's Transition Employment Specialist through MMSD. If the VFPS service seems to be the right fit, your Family Care Manager or your IRIS Consultant will need to approve funding for this service.
- Invite VFPS representatives to an IEP/transition-planning meeting to share about the program and respond to any questions the team may have. Contact: Megan Koch, DCHS Employment Specialist, 608-242-6358 or Koch.Megan@danecounty.gov

Aging and Disability Resource Center (ADRC – Dane County)

What:

- The ADRC provides students with disabilities and their families a single-entry point for information and assistance about services, resources, and programs after high school such as:
    - Employment
    - Independent Living Options
    - Respite Care
    - Transportation
    - Social Security benefits
- The ADRC will provide information on the publicly funded Long Term Care options as well as determine students' eligibility for these programs such as:
    - IRIS (Include, Respect, I Self-direct)
    - Family Care
    - Family Care Partnership

Why:

- The ADRC determines eligibility for Long Term Care programs after high school. It is important to apply while in high school because the IEP team can assist with the process, so individuals do not experience gaps in services.

When:

- Individuals should contact the ADRC at age 17 ½.
- The ADRC will complete a process called the Functional Screen and gather additional information to determine if your student is eligible for long term support.

Who:

- This service is for people with developmental disabilities, intellectual or physical disabilities, who experience limitations in performing activities of daily living including, but not limited to, self-care, self-advocacy, and employment.
- Individuals need to qualify for Medicaid/Medical Assistance in order to access Long Term Care programs. If an individual does not have Medicaid, the ADRC can help a person apply.

How:

- Students and/or their guardian should contact the Aging and Disability Resource Center (ADRC) of Dane County at:
    - 2865 N Sherman Ave, Madison, WI 53704
    - 608-240-7400
    - https://www.daneadrc.org/Youth-Transition

- Detailed information about planning for the future is also available in "Living My Dream" resource guide at https://adrcnwwi.org/wp-content/uploads/2020/05/Living-My-Dream-Manual.pdf

Adult Long Term Care Programs: IRIS, Family Care, Family Care Partnership

What: There are three Long Term Care Programs for adults with intellectual/ developmental or physical disabilities in Dane County:

- **Family Care**
  - In this program you choose the Managed Care Organization (MCO) and they assign the team a Care Manager who assists with Long Term Care decisions.
  - Family Care does **not** pay for health care services (unlike Family Care Partnership). Participants must use Medicare and Medicaid for their health care.
  - Family Care in Dane county includes but is not limited to MyChoice WI and Community Care.
- **Family Care Partnership**
  - Partnership integrates health and long-term support services, and includes home and community-based services, physician services, and all medical care. This means that health care services **are** included (unlike Family Care).
  - Partnership is team-based care management where the member, his or her physician, and a team of nurses and social workers work together to develop a care plan. The team coordinates all service delivery. Members often keep their own physician who, in most cases, is added to the Partnership provider network.
  - Family Care Partnership in Dane county includes but is not limited to iCare.
- **IRIS** (Include, Respect, I Self-Direct)
  - In this program you develop a self-directed plan for services and supports within an individual budget. A person is able to self-direct all Long Term Care services including recruiting, hiring, and scheduling or purchasing services from a provider.
  - IRIS Consulting Agencies in Dane county include but are not limited to PCS, TMG, Connections and First Person.

When:

- Apply through the Aging and Disability Resource Center (ADRC) at age 17 ½.
- The ADRC will complete an assessment called the Functional Screen and gather additional information to determine if your student is eligible for Long Term Care.

Who:

- Any person that is found eligible through the ADRC has access to this resource.
- Individuals need to qualify for Medicaid/Medical Assistance in order to access Long Term Care programs. If an individual does not have Medicaid, the ADRC can help a person apply.

How:

- Apply to the ADRC. IEP Case Managers or Transition Specialists can help.
  - www.daneadrc.org
  - 2865 N Sherman Ave, Madison, WI 53704 - 608 - 240-7400
- Once the ADRC finds a person eligible, the ADRC will discuss these three programs and help individuals understand their options. This is called Options Counseling. After Options Counseling, you will have the opportunity to seek additional information from the program representatives.

Transportation

What: During high school, a student should have access to transportation training that utilizes the available options in the area such as Madison Metro or Madison Metro Paratransit. Transportation training should include experiences with walking and street crossing, taking the public bus or specialized bus, as well as exploring private transportation companies or taxi cabs. Transportation training can also include learning the methods of scheduling rides and troubleshooting problems when they arise.

Why: A variety of transportation experiences increases a student's independence, especially when their goals include employment and access to community resources. Students need to have transportation in place that can continue after school services end, since specialized transportation through the school district will not be available after the student graduates.

When: Transportation training can occur anytime during high school. Specific transportation arrangements should be planned during the last year of school.

Who: All students should have support to explore transportation options and training. School and Long Term Care supports work together with families to figure out transportation.

How: The IEP team will consider the transportation needs and options and plan for training. Families can contact the Dane County Transportation Call Center at: 608-242-6489 or TransportationCallCenter@CountyofDane.com, or visit https://www.danecountyhumanservices.org/Disability-and-Aging/Transportation. Or check out the TRIP Toolkit: https://www.danecountyhumanservices.org/documents/pdf/Transportation/trip-toolkit.pdf

LOV Inc. (Living Our Visions Inclusively)

What: LOV Inc. supports families and individuals with disabilities to collaborate and design their own solutions to challenges and barriers that come up in their lives. Many events are free or offered for a minimal cost. There is no membership fee to participate in these LOV Inc. activities. Projects currently only available in the Madison/Dane County region of Wisconsin include a variety of events for families and supports such as:

- Bridge Builders - Support to youth and adults with disabilities to connect to interests and passions and increase independence.
- Peer Support Network - Monthly gatherings for small groups of young adults with disabilities to build relationships and skills.

Why: To unite people with developmental disabilities to engage and build their best lives.

When: Families and young adults can reach out to LOV Inc. to find out about activities and events at any point that they wish to expand their network and community connections.

Who: A network of families of adults with disabilities throughout the state of Wisconsin committed to sharing community connections and supporting full and meaningful lives.

How: To get connected with LOV Inc., contact info@lovinc.org or call 608-843-7906 to figure out where to start or sign up to attend an event.

Children & Youth with Special Health Care Needs

What: The Southern Regional Center for CYSHCN collaborates with national, state and community-based partners to link children to appropriate services, close service gaps, reduce duplication and develop policies to better serve families. CYSHCN helps families get answers, find services, and connect with community resources to:

- Screenings for developmental delays
- Medical conditions, diagnoses, and Medical Home (what to expect from a primary care)
- Educational information – Birth to 3, Special Education, 504 Plans, Transition to Adulthood, Homeschooling, Private Schools, Cooperative Education Service Agency
- Funding for services – public/private insurance, waivers, reimbursement, Supplementary Security Income (SSI), Health Coverage Help, Family Support Program

Why: Children are best served within their families, in their community.

When: Birth through adulthood.

Who: Children and youth with special health care needs and their families.

How: To contact, call 800-532-3321, email: cyshcn@waisman.wisc.edu , or visit https://cyshcn.waisman.wisc.edu/

Children's Long-Term Support (CLTS) Waiver Program

What: A home and Community-Based Service Waiver that provides Medicaid funding for children who have substantial limitations in their daily activities and need support to remain in their home or community. Funding can be used to support a range of different services based on an assessment of the needs of the child and his or her family.

Why: This waiver program can serve families who need support with identifying and paying for services such as respite workers and personal care, as well as helping make connections to community resources. CLTS services can assist children and youth with significant disabilities to gain skills for activities of daily living and community participation.

When: Families can apply anytime from birth, however, the program ends at age 22.

Who: Eligible children include those with intellectual and developmental disabilities, emotional behavioral, and physical disabilities. To participate in the CLTS Waiver Program, your child must meet certain criteria.

How: https://www.dhs.wisconsin.gov/clts/index.htm or https://www.danecountyhumanservices.org/Disability-and-Aging/Children's-Disability-Services/Children's-Long-Term-Support

Supported Decision-Making

What: Supported Decision-Making is an alternative to guardianship that empowers individuals with disabilities to make informed decisions with help from people they trust while protecting their rights to safety and privacy. When a person, along with her/his/their team chooses this option, an agreement is developed and signed by family and friends who are named as "supporters." Supporters work together to help the person with a disability consider and weigh options without giving up the power to have the final say in life-impacting decisions.

Why: Supported Decision-Making is an alternative to Guardianship that offers an option for people with disabilities who want to retain all or some decision-making authority over their life decisions but need assistance from others to do that.

When: An ideal time to pursue Supported Decision-Making is prior to age 18, however, a person with a disability can choose this option at any point in life. It is easier to switch from Supported Decision-Making to Guardianship than the other way around.

Who: Any person with a disability who needs assistance making complex decisions (medical, financial, legal).

How: Identify one or more "supporters," determine responsibilities and limitations of Supported Decision-Making for your life, and develop an agreement. The Wisconsin Board for People with Developmental Disabilities created this comprehensive resource: https://wi-bpdd.org/index.php/supporteddecision-making/.

Guardianship

What: Guardianship is a legal relationship created by a court after the person seeking guardianship provides evidence that significant assistance is required by the person with the disability to maintain reasonable health and safety. After the petitioner proves the necessary facts with evidence from a school or doctor's report, and the proposed ward has been provided due process rights, guardianship can be appointed pursuant to Wis. Stats. Ch. 54 5.

Why: In Wisconsin, which is an "Age of Majority" state, all persons become their own legal guardian at age 18, unless a legal guardian is deemed necessary and appointed by the court.

When: The person must be at least 17 years and 9 months old when the guardianship order is issued. Guardianship can be sought at any point in the lifespan.

Who: A guardian may be needed if a person is determined to need substantial assistance to make decisions that will keep them healthy and safe.

How: A person or agency is appointed by a court to act for an adult who has been found to have a functional impairment in decision-making that meets the applicable legal standards. For more information, go to Greater WI Agency on Aging Resources at gwaar.org.

Financial Education and Planning

What: A financial plan helps a person with a disability prepare for future security and may include appointing a Representative Payee and/or setting up a Special Needs Trust.

Why: A Representative Payee ensures expenses for needs, such as housing, utilities, medical expenses, and food, are consistently paid. Financial plans, support, and trusts should afford an individual with a disability control over decisions to the greatest extent possible.

When: Prior to high school graduation is the ideal time to develop a financial plan.

Who: Any person with a disability and income or other financial resources should engage in budgeting and financial planning.

How: Agencies that support people at home, work, and in the community can assist with day to day money management. Fiscal Assistance Inc. will help when someone needs a Representative Payee and their contact information is: https://fiscalassistance.org/rep-payee-services/ or 855-201-4230. Wispact, Inc. is a non-profit option for assistance setting up a Special Needs trust and they can be reached at: Wispact.org or 608-268-6006.

Work Incentive Benefits Analysis

What: A Work Incentive Benefits Analysis is different from a Benefits Analysis. While these have similar names, they have very different purposes. A Work Incentive Benefits Analysis (WIBA) helps a person with a disability understand how earned income will work together with public benefits to provide optimal financial resources and quality of life.

Why: Public benefits, including SSI or SSDI payments and Medicaid health insurance, interface with earned income. The vast majority of people come out ahead financially and gain independence, personal satisfaction, and other positive rewards by working. It is, however, important to understand how earned income impacts public benefits through a WIBA.

When: A person with a disability should seek a Work Incentive Benefits Analysis when starting a new job, increasing hours at a job, or when income or benefits change.

Who: Social Security beneficiaries age 14 to full retirement age are eligible for WIBA.

How: Contact your DVR counselor about funding a WIBA. They will provide a list of local agencies to choose from.

Housing/Independent Living

What: When an individual with a disability considers moving out of their family home, they must explore the available options such as an Adult Family Home, Supported Living arrangement, or living alone or with a roommate with assistance as needed. These options are best discussed with Long Term Care providers or other funding sources. However, students should be practicing independent living skills throughout their high school experience. After high school, there are additional resources, such as ACCESS to Independence, to help build skills.

Why: Being a part of the community and living as independently as possible are among the most important values and goals shared by people with disabilities and their families/advocates.

When: Considering housing and independent living options can occur anytime when a person wants to move out of their family home or there is a need to make a change in a living situation.

Who: Individuals with a disability interested in increasing their independence by seeking a new place to live or who wish to seek a supported living situation should explore their options.

How: Communicate with your Care Manager or IRIS Consultant. For skills training, contact ACCESS to Independence at accesstoind.org or 608-242-8484

Community Resources for Behavioral & Mental Health Needs

Community TIES

Community TIES is a UW-Waisman Center behavioral support program serving primarily children/families, adolescents, and adults with developmental disabilities (DD) who live in the community. The mission of Community TIES is to address behavioral, psychological, and emotional needs using therapeutic approaches that assure continued participation in supported community life.

Website: https://cow.waisman.wisc.edu/ties

Comprehensive Community Services (CCS)

Comprehensive Community Services (CCS) is a program that helps individuals of all ages live their best life by providing supports that address their unique needs related to mental health and substance use. CCS is intended to assist individuals in need of care outside of inpatient settings, but who may have ongoing needs that, if left unaddressed, could result in hospitalizations during times of crisis. Eligibility for CCS is determined through a screening process conducted by the county-based or tribal-based provider organization.

Website: dhs.wisconsin.gov/ccs/index.htm

TRANSITION PLANNING NOTES

MADISON METROPOLITAN SCHOOL DISTRICT

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