

Clark County Interagency Agreement

LOCAL COOPERATIVE AGREEMENT AMONG

Abbotsford School District

Colby School District

Granton School District

Greenwood School District

Loyal School District

Neillsville School District

Owen-Withee School District

Thorp School District

Adult Development Service

Center for Independent Living For Western Wisconsin – Menomonie

Chippewa Valley Technical College

Clark County Community Services

Clark County Job Center

Cooperative Educational Service Agency (CESA) #10

Division of Vocational Rehabilitation

Please note: This document acknowledges and supports the correct terminology as “people with disabilities” and “individuals with developmental disabilities” respectively, but have included direct information from laws or regulations which use the former terms, such as the terminology “handicapped” and “developmentally disabled” individuals.

February 2003

I. PURPOSE

The purpose of this agreement is to support the transition of students with disabilities from secondary schools to integrated employment, post-secondary education or training and independent living in the community through improved cooperative and collaborative efforts among relevant service providers. A group of representatives from each agency will subsequently be known as the “**Clark County Transition Action Council.**”

The council will work together to provide transition services for students with disabilities (pursuant to the Individuals with Disabilities Education Act (IDEA), the Carl Perkins Vocational and Applied Technology Education Act, Workforce Investment Act (WIA), School-To Work Opportunities Act, Americans with Disabilities Act; and the Developmental Disabilities Act) while they are enrolled in high school, and prevent interruption of services between the time that a student exits school and when adult services are initiated.

II. TARGET POPULATION

The focus of this agreement is on all students with disabilities, aged 16-21, including those served in special education needing specified transition services for which other community agencies are responsible for providing and/or funding.

Transition services are “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, related services, 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.” (20 U.S.C. 1401(a)(19))

III. GOALS

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

- A. Students with disabilities electing the option of employment upon school exit will be prepared for employment by the school and will be employed in a job appropriate to their preferences, knowledge, skills and abilities through cooperative services from vocational rehabilitation agencies, human service agencies, job centers, independent rehabilitation agencies, and employers.
- B. Students with disabilities so choosing and based on their knowledge, skills, abilities and preferences, will have taken the high school course prerequisites, will be enrolled in post-secondary education or training upon exiting school, and will successfully complete the program through cooperative services from contract participants.

- C. Students with disabilities will, upon school exit, have a plan developed with community agencies to achieve a level of independent community living commensurate with their preferences, knowledge, skills, and abilities through comparative services from the school, vocational rehabilitation agencies, human service agencies, community organizations, and natural support systems.
- 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/guardians will be informed of and instructed on self-advocacy skills to elicit their active involvement in planning their high school experience and transition goals through the Individual Education Plan (IEP), Individual Plan for Employment (IPE), and Individual Service Plan (ISP) processes.
- F. Agencies will expand employment opportunities for students with disabilities through: participation on the districts' School to Work/Tech Prep/Education for Employment Council; the integration of students into co-op programs or Youth Apprenticeship; the development of integrated and/or supported employment programs in the community; the provision of job counseling and job placement services; and coordination with the business community.
- G. Agencies will coordinate activities among all involved segments of the community toward the purposes stated in this agreement.
- H. Develop an interagency transition policy manual that designates the roles and responsibilities of each cooperating agency in the IEP, referral and transition process, and timelines for action and follow-up.

IV. RESPONSIBILITY OF ALL PARTICIPATING SERVICE AGENCIES

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

- A. Designate at least one individual to act as the agency representative on the Clark County Transition Action Council. The Council will ensure their agency's "participation" when appropriate in the development of individual transition service recommendations at IEP meetings.
- B. Disseminate a copy of this agreement as well as other pertinent information, and provide training on their contents to all their agency personnel.
- C. Adhere to the requirements set forth in respective federal and state legislation and rules relative to the provision of transition services for students with disabilities (IDEA, WIA, ADA, Rehabilitation Act, Carl Perkins Vocational and Applied Technology Education Act, Social Security Act, Developmental Disabilities Act, Subchapter V of Chapter 115, Wis. Stats. etc.).

- D. Comply with the policies and responsibilities identified in the state level Joint Agreement between the Department of Public Instruction/Division for Learning Support: Equity and Advocacy, and the Department of Workforce Development/Division of Vocational Rehabilitation.
- E. Participate in activities designed to increase student/parent/guardian awareness of civil rights, legislation, regulations, and service entitlements relative to individuals with disabilities.
- F. Advocate for increased opportunities for supported and integrated employment, independent community living options, long-term support services and adaptations in post-secondary education through presentations, informational brochures and political involvement.
- G. Seek constituent advice from students and other stakeholders.
- H. Enable staff members of cooperating organizations and students/parents/guardians to participate in transition training activities and in-services.
- I. Preserve the confidentiality rights of students/consumers.
- J. Exchange student, as well as policy and procedural, information with the IEP committee as requested in the design of transition services.
- K. Meet on a regular basis, as determined by the Clark County Transition Action Council to review the transition process and future service and program needs.
- L. Coordinate job development and placement activities to ensure consistent communication with the business community and avoid duplication of effort.
- M. Annual review of the interagency agreement.

V. RESPONSIBILITY OF ALL LOCAL EDUCATION AGENCIES (LEA)

The local education agency will play the lead role in the development and maintenance of the cooperative working relationship among special education, vocational education, the Division of Vocational Rehabilitation, Clark County Community Services, Clark County Job Center, Chippewa Valley Technical College, Center for Independent Living – Menomonie, Adult Development Services, Cooperative Educational Service Agency (CESA) #10. In addition:

- A. Assume primary responsibility for the development and provision of educational and vocational programs that are consistent with the mandate of a Free and Appropriate Public Education (FAPE) in IDEA. These programs will be developed in the IEP based on the students' needs, interests, and abilities, and will:
 - 1. Address vocational skills;
 - 2. Address independent living skills;
 - 3. Provide community experiences;
 - 4. Conduct functional vocational evaluations if appropriate;

5. Address integrated employment skills;
 6. Prepare students for continuing and adult education;
 7. Provide awareness of adult services and community participation;
 8. Support students leaving school in paid, integrated, community employment;
 9. Support the occurrence of students leaving school having been accepted into post-secondary education programs;
 10. Support the occurrence of students leaving school with specific interagency commitments for the provision of long term support services, including independent living plans; and
 11. Maintain documentation in the IEP of student participation in work experiences, independent living skills; and post-secondary education preparation.
- B. Address transition goals in the IEP at least by age 14, and earlier if appropriate, with input from students/parents/guardians. In addition, address transition services at least by age 16, and earlier if appropriate.
 - C. Invite a representative of any other agency that is likely to be responsible for providing or paying for transition services for the student to the IEP meeting at least two years prior to the student's anticipated exit.
 - D. Secure written permission from student/parents/guardians to maintain the student's records, transmit information, and forward information to community agencies responsible for transition.
 - E. Compile and make available recent diagnostic/work experience/vocational evaluation information to be used in determining eligibility for vocational rehabilitation services and in vocational planning.
 - F. Inform Clark County Community Services, on or before August 15, of the names of children who reside in the school district, who are at least 16 years of age, and are not expected to be enrolled in an educational program two years from the date of the report and may require services described under s. 51.42 or 51.437(1). [ss.115.85(4)].
 - G. Determine annually, through the IEP team, whether a student has met her/his educational goals and objectives and will graduate from high school or will continue to benefit from the education program, with possible collaborative and concurrent adult services up until age 21.
 - H. Provide annual parent/guardian/student information sessions on transition planning, self-advocacy, community agency services, and related issues and invite adult service agencies to participate in disseminating information on existing program options.
 - I. Work cooperatively with adult service agencies in the development of paid jobs for students with disabilities.
 - J. Make the Point Of Entry Manual (POEM) available for IEP teams.

VI. DIVISION OF VOCATIONAL REHABILITATION (DVR)

REGULATORY BASIS:

The goal of the Division of Vocational Rehabilitation, as a member of the transition team, is to provide services to plan for long-term vocational rehabilitation goals and objectives, and the intermediate steps and activities needed to reach these goals. This will include the goal of living independently after leaving the school setting.

POLICIES, PRACTICES, AND PROCEDURES:

- A. DVR will assign a liaison counselor to each school district. As a member of the transition team, the assigned VR counselor will visit all schools covered under this agreement a minimum of once per year to inform appropriate school personnel of the goals and objectives of the VR program, to explain eligibility criteria and encourage referrals, and to identify students who may be in need of VR services.
- B. DVR will provide input into specific IEP's as early as appropriate, but no later than one and one-half years prior to the student's school exit. Prior to referral, the student should have been exposed to the concept of the world of work and daily living skills. Communication and a very positive interagency relationship is critical to ensure that the referral is based on the student's readiness and need for services.

Eligibility for VR services will be determined by VR staff and is based on establishing that the individual:

1. Has a physical or mental impairment,
2. As a result of the impairment has a substantial impediment to employment,
3. Can benefit in terms of an employment outcome, and
4. Requires vocational rehabilitation services to prepare for, enter, engage in, or retain gainful employment.

DVR would like to work with all individuals who have a disability. However, we do not have enough staff or funds to do so.

Therefore, DVR uses a process (Order of Selection) that allows persons with more severe functional limitations to be served before those with less severe limitations. DVR evaluates each eligible applicant to determine the severity of his or her functional limitations. This Order of Selection may indefinitely delay services to some individuals. The Division will notify all eligible persons for whom services will be delayed.

DVR will look at how the following areas affect your ability to work:

1. Getting from one place to another (Mobility)
2. Talking and listening to others, reading and/or understanding printed materials (Communication)
3. Taking care of yourself (Self-Care)
4. Making plans or carrying out your plans (Self-Direction)
5. Getting along with other people (Interpersonal Skills)

- 6. Having the skills to work (Work Skills)
 - 7. Needing changes at work to do a job (Work Tolerance)
- C. DVR will ensure that eligible and interested students leave the school system with a completed IPE. The VR counselor will continue as part of the Transition Team as long as the student is enrolled in a secondary education program. DVR cannot be the primary responsible entity for the IEP (education plan). DVR will be responsible for the consumer's IPE (individual plan for employment). In the provision of services, the Division of Vocational Rehabilitation will make every effort to assist the student in acquiring financial resources for the implementation of the planned services. The source of these funds may be from one of the transition team agencies or through sources of comparable benefits.
- If the student is found ineligible for VR services, a written response with the reasons for the decision may be provided to the school.
- D. When the student is an active client, VR will ensure the involvement of a DVR counselor in the IEP committee meeting through attendance, providing written consultation, and/or conversing with the committee via telephone.
 - E. DVR will establish transition-related case process time frames to meet the particular needs of students with disabilities.
 - F. Provide inservice training to school staff, community agencies, and parents to apprise them of DVR's eligibility and services to facilitate appropriate DVR referrals.
 - G. Inform TAC of ongoing changes in DVR and potential effect on referrals.

ADDITIONAL CONSIDERATIONS

The VR counselor may provide annual information on students' status and service outcomes. Such information may be part of any transition team survey conducted to evaluate the effectiveness of policies, curriculum, and procedures as an ongoing process to improve these practices.

It is also agreed that the Division of Vocational Rehabilitation will follow confidentiality procedures outlined in the Federal Family Educational Rights and Privacy Act of 1974 as amended, and the Education for All Handicapped Children Act of 1975 as amended. It will also follow confidentiality regulations outlined under Section 361.49 of the Vocational Rehabilitation Federal Regulations and Section 47.40 (13) of the Wisconsin Statutes s. HSS 258 Wisconsin Administrative Code.

VII. CLARK COUNTY JOB CENTER

The local WIA Service Delivery Area (SDA) will:

- A. Work with the teachers and guidance counselors of the local school districts to identify/screen and determine eligibility for WIA services of students with disabilities age 14-21 needing transition services. However, this does not prevent students being referred through other resources.

- B. Attend and participate in IEP meetings for students enrolled in or interested in WIA programs.
- C. Subject to the eligibility of WIA funding, Workforce Resources may develop an Individual Service Strategy (ISS) with eligible students and provide job training and support services.
- D. To the extent scheduling permits, provide in-service training (to which parents and community agency staff are invited) for all secondary education staff (regular educators, vocational educators, pupil services staff, special educators and administration), which describes WIA's role in the provision of job training programs for students with disabilities. Attend other agencies' in-service training regarding services for students with disabilities.
- E. Workforce Resource may share responsibilities for a WIA enrolled student with LEA for job placement, training, and follow-up services in order to assist the student in securing and maintain paid employment consistent with (IEP, IPSS, IPS).

VIII. CHIPPEWA VALLEY TECHNICAL COLLEGE

The local technical college will:

- A. Designate at least one individual to act as the college representative on the Clark County Transition Action Council.
- B. Provide the Clark County Transition Action Council and parents/students/guardians with information on current WTCS programs, WTCS program prerequisites, services for students with disabilities, admissions process, exploratory classes, entrance requirements, Tech Prep programs, Compulsory School Attendance Options, Youth Apprenticeship Programs, placement services, and other information pertinent to students with disabilities needing transition services.
- C. Collaborate with secondary schools to provide informational sessions and in-service training to secondary staff, parents and community agency people with relevant issues regarding WTCS/CVTC role in the education and training programs for people with disabilities.
- D. Provide informational meetings and campus experiences for parents, students with disabilities, community based agencies, and high school staff to inform them of CVTC programs, services, and expectations.
- E. Provide input to the IEP committee for those students who are exploring WTCS programs and could benefit from transition services.
- F. Participate in the development of the IEP and the individual student contract for those high school students with disabilities attending the WTCS as part of their high school program under the Compulsory School Attendance Law.

- G. Provide reasonable accommodations in accordance with the Carl Perkins Vocational Act, Applied Technology Act, 504, and ADS in the areas of recruitment, enrollment, and support services to students with disabilities. Chippewa Valley Technical College will ensure that supplementary services are provided to students who provide documentation of their disability and register with the CVTC Disability Services Department (including HSED and Youth Options).
- H. Abbottsford School District reserves the option to develop an agreement and/or be partial to using NCTC.

IX. CLARK COUNTY COMMUNITY SERVICES

Clark County Community Services will:

- A. Provide transition team agencies and parents/guardian/students with information on current services, waiting lists for specific services, and information pertinent to successful planning for integrated adult life.
- B. When invited to participate, attend IEP meetings or provide input to the IEP committee by age 16 or at least two years prior to the student’s anticipated school exit, for those students who are expected to require developmental disabilities services.
- C. Assume case management responsibilities at the time that eligible Developmental Disabilities (DD) student becomes an “open case” with Community Services, i.e. the student has come off of the D D Long Term Support waiting list and funding is available to provide the necessary services and supports for that student. At that time, the DD Program Manager will assign a county case manager who will contact the student and his/her family in order to determine and organize necessary services and supports that the student will need after graduation. If the funding is not available, the student will remain on the waiting list until such funding does become available. During the time that the student is on the waiting list, the DD Program Manager will act as a resource person for the student and his/her family.

X. CENTER FOR INDEPENDENT LIVING FOR WESTERN WISCONSIN – MENOMONIE (CILWW)

The goal of the Center for Independent Living as a member of the Clark County Transition Action Council is to provide quality, consumer driven independent living services to interested students, family members, schools, and other agencies through advocacy, information and referral, peer support, and independent living skills training.

A representative of the CILWW will:

- A. Actively participate on the county transition action council.
- B. Promote the independent living philosophy throughout all planning activities.
- C. Attend IEP meetings, as invited by the student or parent/guardian, for the purpose of advocating for requested accommodations, assisting the family and student in

understanding their rights and responsibilities during the IEP process, providing information on possible services and resources available, and providing any other information or assistance needed.

- D. Provide updated information to the council regarding the ADA and potential changes in legislation affecting people with disabilities of any age.
- E. Provide assistance to all students and/or parents/guardians referred for independent living services by participating schools and agencies.

XI. ADULT DEVELOPMENT SERVICE OF CLARK COUNTY

Adult Development Service, a Community Rehabilitation Program offers a variety of services and support to persons with disabilities, and is constantly upgrading programs to meet the changing needs of this population.

Adult Development Service offers the following support to the Clark County Transition Action Council, and agrees to the following: 1) a representative will participate in the county transition action council. Upon request 1) a representative will attend IEP meetings, 2) offer tours of our center facilities, 3) provide information about Adult Development Service and our available services including:

Vocational Evaluation, Work Adjustment Training, Sheltered Employment, Functional Assessment, Job Development, Placement, Job Training, Coaching, and ongoing support.

XXI. COOPERATIVE EDUCATIONAL SERVICE AGENCY #10

Cooperative Educational Service Agency (CESA) #10 will:

- A. Designate at least one individual to serve as the agency representative on the Clark County Transition Action Council.
- B. Provide the Clark County Transition Action Council with pertinent transition-related information.
- C. Collaborate with local schools to provide information and in-service training to secondary staff, students, parent/guardian and community agency representatives.
- D. Assist in developing linkages among the local districts and community agencies.
- E. Serve as consultant to IEP teams regarding transition issues, when appropriate.

XIII. EXECUTION AND MODIFICATION OF THIS AGREEMENT

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

- A. The parties may terminate this agreement in whole or in part by submitting a thirty (30) day written notice to other parties.

- B. The parties may request revision of this agreement at any time by submitting a thirty (30) day written notice to other parties.
- C. Agency representatives, parents, consumers/students, and other relevant participants will review proposed revisions at planning meetings and approve or disapprove them based on simple majority rule.
- D. Regardless of perceived need, agency representatives will review this agreement annually, prior to December 1, and sign off on a new signature page each year.

Signature Page

Abbotsford School District – Marcia Hochhalter, District Administrator

Colby School District – Terry Downen, District Administrator

Granton School District – Gerald Nelson, District Administrator

Greenwood School District – Michael Beighley, District Administrator

Loyal School District – Graeme Williams, District Administrator

Neillsville School District – John Gaier, District Administrator

Owen-Withee School District – James Friesen, District Administrator

Thorp School District – Barkley Anderson, District Administrator

Adult Development Service – Signature & Title of Administrator:

Center for Independent Living for Western Wisconsin (Menomonie) – Kay Sommerfeld, Assistant Director

Chippewa Valley Technical College – Carolyn Dunning, Manager of Special Services

Clark County Community Services

Clark County Job Center

Cooperative Educational Service Agency (CESA) #10 – Terry J. Olson, CESA #10 Administrator

Cooperative Educational Service Agency (CESA) #10 – Gregory S. Dietz, Director of Special Education

Division of Vocational Rehabilitation – Randy Sommerfield, WDA8 DVR District Director

Signature Date: _____ Review Date: _____