

Eau Claire County Interagency Agreement

LOCAL COOPERATIVE AGREEMENT AMONG

Altoona School District

Augusta School District

Eau Claire Area School District

Fall Creek School District

Osseo-Fairchild School District

In conjunction with:

The Arc Eau Claire

Aurora Community Services – Vocational Department

Center for Independent Living For Western Wisconsin

Chippewa Valley Technical College

Cooperative Educational Service Agency (CESA) #10

Department of Workforce Development

Division of Vocational Rehabilitation

Eau Claire County Department of Human Services

Eau Claire County Job Center

Lutheran Social Services

Stout Vocational Rehabilitation Institute

Supported Employment Services

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.

March 2004

I. PURPOSE

The purpose of this agreement is to support the transition of Eau Claire County 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 “**Eau Claire County Transition Advisory 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 (ADA); the Rehabilitation Act of 1973, 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 with 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 AND RESPONSIBILITIES

To achieve the stated purpose, the cooperating agencies will work together and/or coordinate activities among all involved segments of the community to accomplish the following goals.

- A. Show a commitment between agencies to collaborate and cooperate to comply with transition.
 1. Designate at least one individual to act as the agency representative on the Eau Claire County Transition Advisory Council. The Council will ensure their agency’s “participation” when appropriate in the development of individual transition service recommendations at IEP meetings.
 2. Respect each other’s informational exchange system and timelines
 3. Participate on ad hoc sub-committees that report to the Transition Advisory Council (TAC).
- B. Comply with policies, procedures and practices to ensure that all eligible students with disabilities receive appropriate transition services.

1. 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.).
 2. Comply with all state and local joint Interagency Agreements (e.g., 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
- C. Describe the activities each agency will undertake to disseminate the information in the agreement and to implement its principals.
1. Disseminate a copy of this agreement as well as other pertinent information, and provide training on its contents to each agency's personnel.
 2. Promote and participate in professional development activities encompassing transition with the TAC, parents, and students.
- D. Outline the provision of transition services to youth with disabilities.
1. Share opportunities that are available within each agency. (See the appendix for specific agency responsibilities.)
- E. Facilitate the transition of students with disabilities from school to employment, post-secondary education and independent living and eliminate gaps in services between the student's exit from school and the provision of adult services.
1. 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.
- F. Promote self-advocacy skills among individuals with disabilities.
1. Seek constituent advice from students and other stakeholders.

IV. IMPLEMENTATION AND MODIFICATION OF THIS AGREEMENT

This agreement is effective April 2004, and shall remain in effect until modified or terminated as stated below:

- A. Regardless of perceived need, agency representatives will review this agreement annually and sign off on a new signature page each year.

APPENDICES

A. **RESPONSIBILITY OF ALL LOCAL EDUCATION AGENCIES (LEA)**

The LEA (local school district) is committed to the intent, policies and procedures of the Individuals with Disabilities Education Act (IDEA) of whatever is the most recent authorization. Transition activities specifically mentioned in IDEA and interpreted by the Wisconsin Department of Public Instruction will guide our resource allocations, **educational programming** and relationships with community agencies. IDEA legislation puts primary responsibility for organizing transition activities with the District; therefore we perceive our role as the primary beneficiaries of improved communication among all potential service providers.

To maintain that role and relationship the LEA will:

1. Actively assume a leadership role on the Transition Advisory Council with multiple staff assigned to the group's activities
2. Join various sub-committee groups whose work will impact directly on school-age students
3. Use the forum of the Transition Advisory Council to constantly refine the communication process among community agencies. Activities may include:
 - a) Shared e-mail access
 - b) Joint training experiences
 - c) Publicity efforts
 - d) Joint advocacy statements to secure resources for our mutual clients
 - e) Disseminate information regarding access to the Point of Entry Manual (POEM).
 - f) Other topics the TAC engages

B. **THE ARC EAU CLAIRE: ADVOCATING RIGHTS OF CITIZENS WITH COGNITIVE DISABILITIES, INC.**

Mission Statement: Promote the general welfare of people with cognitive disabilities and other developmental disabilities and secure for them the opportunity to choose and realize their goals relative to life and living options. The same social and community benefits, opportunities, and accesses to services and programs shall be available to all individuals regardless of whether or not they have a disability.

A representative of The Arc Eau Claire will:

- A. Actively participate on the county transition advisory council.
- B. Promote the independent living philosophy throughout all planning activities.
- C. Attend IEP meeting, 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 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.

C. **AURORA COMMUNITY SERVICES – VOCATIONAL DEPARTMENT**

The goal of Aurora Community Services, Vocational Department as a member of the Eau Claire County Transition Advisory Council is to promote individual independence by

providing quality, accurate, and individualized vocational services specific to each person's needs in a timely and efficient manner. Services are provided to interested individuals by working effectively, within a team approach, with other community agencies and facilities.

A representative from the Vocational Department of Aurora Community Services will:

- A. Actively participate on the county transition advisory council.
- B. Inform interested agencies of the services Aurora provides.
- C. Promote individualized services, specific to the individual's vocational needs.
- D. Provide vocational information including but not limited to the assessment process, community employment, ADA regulations, services provided, and resources provided by other agencies.
- E. Attend all meetings specific to each consumer.
- F. Provide guidance and recommendations to each individual concerning their vocational goal and independent living needs.

D. CENTER FOR INDEPENDENT LIVING FOR WESTERN WISCONSIN (CILWW)

The goal of the Center for Independent Living as a member of the Eau Claire County Transition Advisory 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 advisory 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.
- F. Provide information, when requested, regarding employment services.

E. CHIPPEWA VALLEY TECHNICAL COLLEGE

The local technical college will:

- A. Designate at least one individual to act as the college representative on the Eau Claire County Transition Advisory Council.
- B. Provide the Eau Claire County Transition Advisory 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 ADA in the areas of recruitment, enrollment, and support services to students with disabilities. Chippewa Valley Technical College will ensure that supplementary services and appropriate accommodations are provided to students who provide current and valid documentation of their disability and to CVTC Disability Services Department (including HSED and Youth Options).

F. 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 Eau Claire County Transition Advisory Council.
- B. Provide the Eau Claire County Transition Advisory 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.

G. 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.

POLICIES, PRACTICES, AND PROCEDURES:

- A. DVR will assign a liaison counselor to each school. As a member of the transition team, the assigned DVR counselor/liaison will visit the assigned school 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 IEPs 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.
- 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. It is understood that sufficient notification of meetings will be given.
 - 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.

H. EAU CLAIRE COUNTY DEPARTMENT OF HUMAN SERVICES

Eau Claire 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 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 the Department of Human Services, i.e. the student has come off the waiting list and funding is available to provide the necessary services and supports for that student. At that time, the DD supervisor 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 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.

I. LUTHERAN SOCIAL SERVICES

Lutheran Social Services of Wisconsin and Upper Michigan (LSS) is a dynamic, multifaceted social service agency providing a variety of education, support, intervention, prevention and treatment services for families, adults and children. One of the largest not-for-profit social service agencies in the nation, it offers services in more than 90

Wisconsin communities and serves more than 100,000 people each year. With over 120 years of experience, LSS continues its commitment to caring and quality in every aspect of services offered.

Lutheran Social Services will:

- A. Designate one individual to act as the agency representative on the Chippewa County Transition Advisory Council.
- B. Participate in activities designed to increase awareness of services offered.
- C. Attend IEP meetings as requested by the parent or guardian, to provide information on possible services and resources available.
- D. Provide information, when requested, regarding supported employment, community living arrangements, residential, assessment, day services, and case management.

J. STOUT VOCATIONAL REHABILITATION INSTITUTE

SVRI services provide placement, vocational evaluation, and assistive technology to individuals with disabilities.

SVRI will:

- 1. Designate at least one individual to act as a representative to the Eau Claire Transition Advisory Council.
- 2. Attend IEP meetings for students in their senior year who are seeking employment upon graduation and have been referred to Projects With Industry (PWI) for placement services.
- 3. Provide updated information on the services available, and grant funded projects and proposals.
- 4. Assist in the development of job shadowing and work experience sites for students that meet PWI grant eligibility criteria or are referred by the Division of Vocational Rehabilitation.
- 5. Participate in activities designed to increase awareness of SVRI services.
- 6. Attend other agencies in-service training regarding services for students with disabilities.

K. SUPPORTED EMPLOYMENT SERVICES (SES)

The goal of Supported Employment Services as a member of the transition team is to provide information to interested students, family members, teachers, and other agency representatives regarding assessment, job placement, and long-term support services in the Chippewa Valley.

A representative from SES will:

- A. Participate in activities and discussion on the Transition Advisory Council.
- B. Attend IEP meetings if requested to do so.
- C. Provide information regarding the processes involved in a functional assessment, job development, and job coaching/long term support services.
- D. Provide information regarding the transition of vocational services between agencies for long-term support coverage.
- E. Provide information pertaining to work incentives and points of access with the Social Security Administration.
- F. Assist consumers in obtaining information regarding needed programs available at the state, county, and local levels.

Signature Page

Altoona School District – Greg Fahrman, District Administrator

Augusta School District – Steve LaFave, District Administrator

Fall Creek School District – Michael Schoch, District Administrator

Eau Claire Area School District – William Klaus, District Administrator

Eau Claire Area School District – Fred Weissenburger, Executive Director of Student Services

Eau Claire Area School District – Todd Teske, Director of Exceptional Education

Osseo-Fairchild School District – Kerry Jacobsen, District Administrator

The Arc Eau Claire – Barbara Shafer

Aurora Community Services (Vocational Department) – Terri Bollinger, Department Director

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

Chippewa Valley Technical College – Larry Doyle, Manager of Special Services

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, DVR District Director

Eau Claire County Department of Human Services

Lutheran Social Services – Teresa Bell Stone

Stout Vocational Rehabilitation Institute – Al Noll

Stout Vocational Rehabilitation Institute – Dave Swan

Supported Employment Services – Dennis Mathson
