

**TAYLOR COUNTY INTERAGENCY AGREEMENT  
AMONG**

Gilman School District  
Medford Area Public School District  
Rib Lake Public School District  
Division of Vocational Rehabilitation  
Black River Industries  
Mid-State Independent Living Consultants  
Northcentral Technical College  
Northwest Wisconsin CEP, Inc.  
Taylor County Human Services  
Cooperative Educational Service Agency (CESA 10)

## **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 related service providers . This group of representatives will subsequently be known as the “Taylor County Transition Advisory Council.”*

*The Council will work together to prevent an interruption of services between the time that a student exits one service and enters another service.*

## **II. TARGET POPULATION**

*The focus of this agreement is on all high school age students with disabilities including those served in special education and those not requiring special education who are enrolled in participating school districts determined by the student’s IEP team to need specific transition services for which other community agencies are responsible for providing and/or funding. This includes students with orthopedic impairments, cognitive disabilities, hearing impairments, visual impairments, speech/language impairments, learning disabilities, emotional/behavioral disabilities, autism, traumatic brain injury, other health impairment and those requiring a 504 plan.*

*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 vocation evaluation.” (20 U.S.C. 1401(a)(19))*

## **III. GOALS**

*To achieve the stated purpose, the cooperating agencies will work together to assist students in the following:*

- A. 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 Individualized Education Plan (IEP), Individual Plan to Employment (IPE), and Individual Service Plan (ISP) processes.*
- B. Students with disabilities if so choosing and based on their knowledge, skills, abilities and preferences will be enrolled in post-secondary education or training upon exiting*

*school, and will successfully complete a program through cooperative services from contract participants.*

- C. *Expand employment opportunities for students with disabilities through placement and/or supported employment programs, integration of students into work study, coop, and Youth Apprenticeship programs, provision of job counseling and job placement services, and coordination with the business communities.*
- D. *Students with disabilities electing the option of employment upon school exit will be prepared for employment by the school in a job appropriate to their preferences, knowledge, skills, and abilities through cooperative services from vocational rehabilitation agencies, human service agencies, job centers, independent living sectors, workforce development boards, and employers.*
- E. *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 coordinated services from the school, vocational rehabilitation agencies, human service agencies, community organizations, and natural support systems.*
- F. *Implement practices in high school programs that prepare students for employment, recreation and leisure activities, as well as develop personal management skills that allow for the greatest level of social, residential and occupational independence.*
- G. *Identify barriers in accessing community employment, post-secondary education and independent community living services and implement coordinated activities among all segments of the community toward the purposes stated in this agreement.*

#### **IV. RESPONSIBILITY OF ALL PARTICIPATING SERVICE AGENCIES**

*To establish and maintain understanding 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 Taylor County Transition Advisory Council. The designated representative 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 appropriate agency personnel.*
- C. *Adhere to requirements set forth in respective federal and state legislation and rules relative to the provision of transition services for students with disabilities (IDEA,*

*ADA, WIA, 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 Department of Public Instruction/Division for Learning Support: Equity and Advocacy, and the Department of Workforce Development/Division of Vocational Rehabilitation.*
  - E. *Seek constituent feedback from students and other stakeholders.*
  - F. *Enable staff members of cooperating organizations and students/parents/guardians to participate in transition training activities and inservices.*
  - G. *Preserve the confidentiality rights of students/consumers.*
  - H. *Exchange student information, as well as policy and procedural, information with the IEP committee as requested in the design of transition services.*
  - I. *Meet on a regular basis, as determined by the Taylor County Transition Advisory Council to review the transition process and future service and program needs.*
  - J. *Coordinate job development and placement activities to ensure consistent communication with the business community and avoid duplication of effort.*
  - K. *Review annually the interagency agreement.*
  - L. *Adhere to Transition Flow Chart (see **Appendix A**).*
  - M. *Participate in activities designed to increase student/parent/guardian awareness of civil rights, legislation, regulations, and service entitlements relative to individuals with disabilities.*
  - N. *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, information brochures and political involvement.*
- 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, Taylor County Human Services, Wisconsin,*

*Northcentral Technical College, Center for Independent Living, and Cooperative Education 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. *When appropriate, invite a representative of any other agency that is likely to be responsible for providing or paying for transition services on the part of the student to the IEP meeting.*
  
- D. *When appropriate, 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. *If necessary, 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. *Determine annually, through the IEP team whether a student has met his/her 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.*

- G. *Through the IEP team process, 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.*
- H. *When appropriate, work cooperatively in the development of school supervised and work-based learning opportunities for students with disabilities.*
- I. *Inform Taylor County Human 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 §51.42 or 51.437(1), [§ 115.85(4)].*
- J. *Make the Point of Entry Manual (POEM) available for all IEP teams and parents/guardians.*

## **VI. HUMAN SERVICES AGENCY**

*The Taylor County Human Services Department will:*

- A. *Participate in any informational forums designed to inform students, families, and schools of programs and services administered or provided by the department.*
- B. *Assist students, families, and school personnel in locating possible resources for students of any age.*
- C. *Attend, when invited, the IEP meeting for students who are at least 16 years of age, expected to exit the school system within two years, and who are expected, because of a disability, to require vocational or day services, independent living skills training, supported employment, guardianship, psychiatric or psychological care or counseling, residential or other services typically provided by the department. The primary purpose of this involvement will be to become familiar with the student's needs, in order to appropriately begin planning for future service needs. Funding of services will be based on availability of funding.*
- D. *When appropriate an assessment will be completed and a case manager will be assigned to work with the student who meets program criteria, their family, and school personnel to jointly develop a transition plan for the student. The plan will consider appropriate community resources available for integrated living and working opportunities, and will be designed to assist the student and the family to achieve a smooth transition from school to post-school life, whatever that may involve.*

- E. *Services are provided within the limits of federal, state, and county funding. If funding is not immediately available, the student will remain on the waiting list until such funding does become available. During that time, the Program Manager will be available as a resource person for the student and family.*

## **VII. DIVISION OF VOCATIONAL REHABILITATION**

*The local DVR office will:*

- A. *Provide the Taylor County Advisory Council with information regarding DVR policies and procedures.*
- B. *Interview referrals no later than the second semester of a student's junior year of high school or age 19 if the student is staying in school until age 21.*
- C. *Develop an "Individualized Plan for Employment" with eligible and interested students prior to their leaving the school system.*
- D. *Participate in IEP meetings (by phone or in person) as possible.*
- E. *Refer students to other service providers, when appropriate, for joint services.*
- F. *Act as information/referral source regarding disability-related issues.*
- G. *Participate in activities, forums, etc. designed to further the goals of this inter-agency agreement.*

## **VIII. MIDSTATE INDEPENDENT LIVING CONSULTANTS**

*The mission of Midstate Independent Living Consultants is "working for persons with disabilities towards empowerment to make informed choices." Midstate Independent Living Consultants will:*

- A. *Provide information of available services.*
- B. *Provide disability resources as requested.*
- C. *Attend IEP meetings as requested by students and parents.*
- D. *Participate in activities sponsored by Taylor County.*

## **IX. BLACK RIVER INDUSTRIES (BRI)**

*The goal of Black River Industries, Inc. is to provide integrated, diverse vocational opportunities, residential training and social integration to adults in Taylor County with physical, developmental and chronic psychiatric disabilities. We will provide people with*

*disabilities opportunities to achieve the highest level of independence possible, vocationally, residentially and socially. A representative of BRI will:*

- A. Actively participate on the Taylor County Transition Advisory Council.*
- B. Promote individualized services.*
- C. Attend IEP meetings, when appropriate.*
- D. Disseminate information on services that we may be able to provide.*
- E. Collaborate with all pertinent participating service agencies and local educational agencies to provide assistance to all students and/or parents/guardians, who have been referred.*

## **X. NORTHCENTRAL TECHNICAL COLLEGE**

*Northcentral Technical College will:*

- A. Designate at least one individual to act as the college representative on the Taylor County Transition Advisory Council.*
- B. Provide the interagency transition team and parents/students/school personnel with clearly defined information on current Wisconsin Technical College System (WTCS)/NTC programs, high school course prerequisites, admissions process, entrance requirements and support services for students with disabilities.*
- C. Provide input to the IEP committee (upon invitation and availability) prior to the student's anticipated high school exit for students expected to attend NTC upon graduation, and for whom transition services could be beneficial.*
- D. Provide reasonable accommodations in accordance with the Carl Perkins Vocational Act, Applied Technology Act, 504 and Americans with Disabilities Act (ADA) in these areas: recruitment, enrollment, and support services for students with disabilities. NTC will ensure that support services are available to students who provide documentation of their disability and are registered with NTC's Center for Students with Disabilities.*
- E. Provide informational meetings and campus experiences for parents, students with disabilities, community-based agencies and high school staff to inform them of NTC programs, services and expectations.*

## **XI. COOPERATIVE EDUCATION SERVICE AGENCY 10**

*Cooperative Education Service Agency (CESA) 10 will:*

- A. *Designate at least one individual to serve as the agency representative on the Taylor County Transition Action Council.*
- B. *Provide the Taylor County Transition Action Council with pertinent transition-related information.*
- C. *Collaborate with local schools to provide information and inservice 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.*

## **XII. IMPLEMENTATION AND MODIFICATION OF THIS AGREEMENT**

*This agreement is effective May 1, 2004, and shall remain in effect until modified or terminated as s*

- 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.*
- C. *Regardless of perceived need, agency representatives will review this agreement annually, prior to May 1, and sign a new signature page each year.*

## **SIGNATURE PAGE**

Medford Area Public School District - Angela Woyak

Rib Lake School District - Dan Boxx

Gilman School District - Roni Tobias

Division of Vocational Rehabilitation - Gwen Steele

Taylor County Department of Human Services - Susan Hady

Black River Industries - John Prindle

Northcentral Technical College - Carolyn Michalski

Northwest Wisconsin CEP, Inc. - Jon Chara

Mid-State Independent Living Consultants - Jenny Fasula

CESA 10 - Terry Olson