**Partnership Agreement Collaborative**

 **Addendum I**

**Lake Elsinore Unified School District**

**2019 to 2020**

# **Intent/Purpose**

The purpose of this Local Partnership Agreement (LPA) Addendum to the Inland Empire Local Partner Collaborative (IELPC) for Competitive Integrated Employment (CIE) 2018, is to establish a Local Partnership Agreement specific to partners within the Lake Elsinore catchment area. The Lake Elsinore Unified School District - Partnership Agreement Collaborative (LEUSD-PAC) will enhance collaborative partnerships and support seamless delivery of CIE services for youth and adults with Intellectual/Development Disabilities.

# **Identification of Local Core Partners**

Core partners composing the LEUSD -PAC include Lake Elsinore Unified School District (LEUSD), Department of Rehabilitation (DOR), and Inland Regional Center (IRC)

**Department of Rehabilitation (DOR) Office Core Partners**

* Robert Loeun, Regional Director

*Inland Empire District Office:* 2010 Iowa Ave., Ste 100, Riverside, CA 92507; (951) 782-6650

* Joyce Holzer, Staff Services Manager 1

*Temecula Office:* 27555 Ynez Rd. Suite 310, Temecula, CA 92591, 951-693-4451

The Department of Rehabilitation’s mission is to work with consumers and stakeholders to provide services and advocacy resulting in employment, independent living, and equality for individuals with disabilities.

**Lake Elsinore Unified School District:**

* Donna Wolter - Director of Special Education

545 Chaney Street, Lake Elsinore, CA 92530

951-253-7130

* Jennette Diamond – Program Specialist

545 Chaney Street, Lake Elsinore, CA 92530

951-253-7130

Lake Elsinore Unified School District serves approximately 2,800 students with special needs and strives to provide effective and consistent supports and services.

**Inland Regional Center (IRC):**

* + Vince Toms, Community Services Director
	+ Felipe Garcia, Children’s and Transition Director
	+ Brandie Parhm - Program Manager
	+ Beth Crane, Employment Specialist

*Inland Regional Center*: 1365 S. Waterman Ave, San Bernardino, CA 92408; (909) 890-3000

Inland Regional Center is a springboard to greater independence for people with developmental disabilities in the Inland Empire. We are a non-profit agency that provides support to people with intellectual disabilities, autism, cerebral palsy, and epilepsy.

The cornerstone of our service philosophy is person centered planning. Every person is different. They have unique needs, support systems, goals, and preferences. Our service plans reflect that individuality. IRC Service Coordinators work together with our Consumers to create service plans that embody what IRC believes in wholeheartedly: Consumer independence, empowerment, and inclusion.

# **Roles and Responsibilities**

Person-Centered Planning (PCP) is a process-oriented approach to empowering individuals with disabilities. PCP has a primary focus on people and their needs by putting them in charge of defining the direction for their lives, not on the systems which may or may not be available to provide services. This ultimately leads to greater inclusion as valued members of both community and society.

The PCP process is a collaborative effort and includes input from individuals involved in every aspect of the individual’s life including family, friends, school, and support agencies. This process will play a critical role in addressing the individualized vocational needs possessed by those within the ID/DD population. Partners will collaborate and share information by attending meetings, sharing assessment information and reports, and by aligning agency plans to reflect the same vocational and transition goals. Duplication of services will be reduced by defining the roles and responsibilities of each agency partner at different points in the individual’s education and transition to CIE.

Services will be provided to Students with Disabilities (SWD) and Youth with Disabilities (YWD) based on the criteria referenced below

**Inland Regional Center**

**Individual Program Plan:**

The Individual Program Plan (IPP) is created during a meeting with the consumer and their Inland Regional Center Consumer Service Coordinator (IRC CSC). Depending on the consumer’s age, their support team can also include family members, teachers, service providers, etc. It is important for all members of the team to remember that the consumer’s choices and goals guide the IPP. The said approach is consistent with PCP.

During the IPP meeting, the team will discuss various aspects of the consumer’s life including, their home life, school/work, medical conditions/needs, behavioral health, daily living skills, and more. These discussions set the stage for the Desired Outcomes section of the IPP, which defines the consumer’s goals for the year. A complete and detailed IPP helps explain and justify the services and supports that the consumer will receive.

Statement on the Person-Centered Process (Summary of career pathways):

The cornerstone of our service philosophy is person-centered planning. Every person is different. They have unique needs, support systems, goals, and preferences. Our service plans reflect that individuality. IRC CSC work together with our Consumers to create service plans that embody what IRC believes in: Consumer independence, empowerment, and inclusion.

IRC CSC’s roles and responsibilities in the following categories:

Insert IPP

1. **Students in secondary school**

**Ages 16-17:**

1. Evaluate consumer progress and plan as identified in IPP on an ongoing basis.
2. Assure ITP is included in IEP and attend IEP meetings.
3. CSC’s need to familiarize themselves with consumers strengths, career goals regarding work or pursuing college courses.
4. Determine if consumer is on a diploma or certificate of completion track.

**Ages 18-21:**

1. Evaluate consumer progress and plan as identified in IPP on an ongoing basis.
2. Determine if consumer is to remain in school until age 22 (highly influenced by track they have been on). This is discussed at IPP.
3. If leaving at 18, they are a likely candidate for college or individual placement for work. At this point CSC would refer to DOR for both college and work (assess for CIE).
4. If they remain in school, attend IEP meetings and work with family and consumer on career goals for their eventual completion of school at age 22.
5. Paid Internship Program (PIP)- if they remain in school, CSC at an IEP, should discuss the possibility of referring student to PIP to prepare for CIE after leaving school. School or IRC vendor to provide PIP.

**Individuals not in secondary school**

**Ages 18-21:**

* Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP. CSC can also request IRC to fund PIP with an IRC vendor.

**Ages 22-24:**

* Refer to DOR or college courses- depending on abilities and career goals outlined between ages 16-17 or on current IPP. CSC can also request IRC to fund PIP with an IRC vendor

**CSC Expectations:**

* Maintain contact with consumers and their families as required.
* Evaluate consumer progress and plan as identified in Individual Program Plan (IPP) on an ongoing basis.
* Pursuant to the State Department of Developmental Services (DDS) provide advocacy services to consumer and his family. Give high priority to attending all relevant meetings (i.e. IEP, ITP, IHC) and prepare paperwork and notate the IPP as necessary.
* Seek out and effectively utilize generic resources on behalf of consumers. Provide information and referral services.
* Coordinate transportation services at any stage once graduated or exited from school.

**Department of Rehabilitation:**

The Department of Rehabilitation will Develop an Individual Plan for Employment (IPE) based on the information gathered during the PCP process. Evaluate data provided by the LEA and or IRC to determine CIE readiness and appropriate employment services. Placement in a business with needed supports for CIE ready students and refer to community rehabilitation programs for additional assessment and or training as appropriate. Ongoing collaboration with the Workforce Development Board to identify possible employers.

**Lake Elsinore Unified School District:**

Special Education is based upon a couple of fundamental tenets. The first tenet is that every child in California has the right to a free and appropriate public education. Second is the idea that students should be given instruction in the Least Restrictive Environment, which is to say that students with disabilities should be taught alongside their non-disabled peers to the greatest extent possible.

Our department supports school personnel to provide services for Special Education students.

We are committed to ensuring that all students receive the services they require to succeed in our schools. To quote our Strategic Plan, students shall be the highest priority in all we do.

It is also our belief that all individuals should be treated with courtesy, dignity and respect always.

# **Referral and Intake**

**Inland Regional Center**

The assessment process an individual must go through to qualify for IRC services is referred to as “intake.” During this process, IRC will gather social, psychological, and medical information to determine eligibility. The intake process varies slightly depending on the age of the applicant.

Diagnoses that qualify a person for Regional Center services include the following developmental disabilities:

* Autism
* Cerebral Palsy
* Intellectual Disability
* Epilepsy
* Conditions closely related to, and requiring treatment similar to intellectual disability

In addition, to qualify for Regional Center services, a person’s developmental disability must:

* originate prior to age 18
* be expected to continue indefinitely
* be a substantial disability, meaning the person experiences significant limitations in three or more of the following areas:

Self-care, language, learning, mobility, self-direction, capacity for independent living, economic self-sufficiency

**Department of Rehabilitation**

The purpose of the assessment process is to allow the consumer and his/her VR counselor to discuss the following:

• The disability and how it affects the consumer's ability to work.

• The types of DOR services the consumer may need to become employed.

Once the DOR receives complete information about the consumer's disability, the DOR Counselor will notify the consumer in writing about eligibility determination.

If the information received is delayed or incomplete, the DOR counselor and consumer can work together to establish an extension date by which eligibility can be determined.

To be eligible for services, an individual must:

* Have a physical or mental impairment that substantially impedes his or her ability to secure employment and VR services are required to prepare for, secure, retain, or regain employment consistent with the applicant's unique strengths, resources, priorities, concerns, abilities, capabilities, interests, and informed choice.
* Be able to benefit from DOR services in terms of an employment outcome in an integrated setting.
* In the Eligibility process, the consumer and DOR Counselor will:
* Obtain and review medical and other information to determine how the consumer's disability affects your ability to work.

Determine how DOR services can help consumer establish and maintain employment.

**Lake Elsinore Unified School District**

**1. Least Restrictive Environment**

Specialized Academic Instruction (Push-in Model): Adapting the content, methodology, and delivery of instruction to ensure access to the general education curriculum in a push in model. Caseload Limit-28

Co-teaching: Co-teaching occurs when two or more professionals jointly deliver substantive instruction to a diverse, or blended, group of students in a single physical space, meeting core standards and regular education pacing guides. These courses meet the California A-G requirements for college readiness at the high school level.

Pull-out: a small group class taught by a Highly Qualified special educator. Core (or general education) texts with supplemental materials are used to deliver and differentiate instruction. These courses do not meet the California A-G requirements for college readiness at the high school level.

Specialized Academic Instruction (Self-Contained-Mild/Moderate): Adapting the content, methodology, and delivery of instruction to ensure access to the general education curriculum in a self-contained classroom. Caseload Limit (Elementary only)-17

Specialized Academic Instruction-Moderately/Severe: emphasizes communication, mobility and life skills.

Specialized Academic Instruction-Moderate/Severe Autism (H.S. only): emphasizes communication, mobility and life skills for students with autism.

Alternative Programs: emphasizes social/emotional and behavior management systems to assist the student to participate in the core curriculum as an alternative to nonpublic school.

Nonpublic School: Nonpublic schools are privately operated, publicly funded schools that specialize in providing educational services for students with needs so exceptional that they cannot be met in a public-school setting.

Preschool Assessment Center (PAC): includes opportunities for students transitioning from Inland Regional Center (IRC) prior to their third birthday to district, school-based specialized academic instruction and/or related services, if needed.

Adult Transition Program (ATP): includes opportunities in district programs and in addition serves 18-22-year old with severe handicaps, as they transition into adulthood. This includes community-based instruction opportunities.

**2. Related Services**

Speech/Language Services: Part-time instruction and services provided to students with disabilities to enhance development of speech and/or language skills. Services may include assessment, direct individual and/or small group instruction, monitoring of and instruction on the use of assistive communication devices, consultation and collaboration with special education personnel, and communication with parents.

Mental Health Services: Psychological Counseling: Services provided by a credentialed or licensed psychologist pursuant to an IEP.

Behavior Intervention Services: A systematic implementation of procedures designed to promote lasting, positive changes in the student’s behavior resulting in greater access to a variety of community settings, social contacts, public events, and placement in the LRE.

Individual/Group Counseling: Counseling in a group or one-to-one setting, provided by a qualified individual pursuant to an IEP.

Wrap Around Services:

Adapted Physical Education: A physical education program designed and taught by a credentialed APE specialist to meet the individual developmental and physical needs of students with disabilities. Services may include assessment, direct instruction, and/or consultation/collaboration with special education personnel.

School-based Occupational Therapy: provides children with various needs with positive, fun activities to improve their cognitive, physical, and motor skills and enhance their self-esteem and sense of accomplishment with the school-based model.

**3. Low Incidence Services**

Deaf/Hard of Hearing develops effective communications systems for the pupil while developing academic, social and emotional skills.

Orthopedically Impaired: reflects the core curriculum as presented in the regular classroom with modification dictated by the individual's physical limitations.

Visually Impaired (VI) Itinerant: Itinerant teaching services which may include direct instruction to students who are visually impaired, adaptations to regular and/or individualized curriculum materials into large print or Braille, monitoring of low incidence materials and equipment, consultation and collaboration with regular and special education personnel.

Assistive Technology: Assistive technology is technology used by individuals with disabilities in order to perform functions that might otherwise be difficult or impossible. Assistive technology can include mobility devices such as walkers and wheelchairs, as well as hardware, software, and peripherals that assist people with disabilities in accessing computers or other information technologies. For example, people with limited hand function may use a keyboard with large keys or a special mouse to operate a computer, people who are blind may use software that reads text on the screen in a computer-generated voice, people with low vision may use software that enlarges screen content, people who are deaf may use a TTY (text telephone), or people with speech impairments may use a device that speaks out loud as they enter text via a keyboard.

Orientation and Mobility: Individualized instruction in basic travel techniques which may include pre-cane skills and use of the long cane for students who are visually impaired. These services are provided in a variety of environments, including the classroom, school site, residential and commercial areas.

Nursing Services: May include assessment; consultation with parents, teachers and other staff members; training of support personnel (e.g., instructional aides) and certificated staff in specialized physical health care needs and procedures; monitoring medications and health status of individual students; consultation regarding adaptations/modifications to the regular or special education program; and/or direct services to students with disabilities; consultation with physicians.

**4. Other Services**

Job Coaching: provides work experience, employment skills, for secondary students with disabilities.

Extended School Year: serves eligible students as determined by the IEP team to maintain critical skills through summer.

Community Based Instruction:

Intensive Individual Services: 1:1 support aide used when students have severe medical/safety concerns.

Applied Behavior Analysis (ABA): is an intensive behavior modification treatment program sometimes utilized with young children who have a diagnosis of autism. Research indicates that an ABA program is most likely to be effective with children who begin a program prior to 5-6 years of age. The intent of the early intensive ABA program is to help young children with a diagnosis of autism achieve more independent functioning. The objectives of the program typically focus on developing each child’s skills in the areas of imitation, attention, compliance, and generalization.

Verbal Behavior Associates (VBA): LEUSD’s contracted agency for ABA.

Transportation: Bussing for students who require access to their special education program.

# **Communication**

The LEUSD-PAC will maintain ongoing communication amongst all core partners. Meetings will be established at mutually agreed upon intervals for the purpose of dialogue related to training opportunities, best practices and sharing resources. Will communicate through continuous emails, conference calls and quarterly meetings.

# **Goals**

1. **Goal: Introduce Services to School Administrators -**
	1. Potentially Eligible (PE)
	2. We Can Work (WCW)
	3. Work Experience (WE)
	4. Student Services
	5. Transitional Partnership Program (TPP)
	6. Mental Health TAY services
	7. Paid Internship Program (IRC)
	8. Customized Employment (CE)

**Strategies to obtaining goal:**

* 1. Identify referral process for IRC/DOR student services
	2. Vendor Process
	3. Identify and develop local resources
1. **Goal: Cross Training**

**Strategies to obtaining goal:**

* 1. Develop training / Cross Training Material
	2. Identify training schedule for core partners – Annually
1. **Goal:** **Outreach to Families:**

**Strategies to obtaining goal:**

* 1. Identify the Referral process
	2. Participation in IEP meetings
	3. Provide Resource Transition Fairs – Parent Power Network Meetings