**Addendum**

**Local Partnership Agreement**

**Val Verde Unified School District**

**2021 to 2023**

# **Intent/Purpose**

The purpose of this Val Verde Unified School District - Local Partnership Agreement Collaborative (VVUSD-LPAC) is to establish collaborative partnerships with Department of Rehabilitation (DOR) and Inland Regional Center (IRC) in the Perris/Moreno Valley area leading to improvements in the level and quality of services, which ultimately promotes the preparation and achievement of Competitive Integrated Employment (CIE) for youth and adults with intellectual disabilities/developmental disabilities (ID/DD).

# **Identification of Partners**

Core partners composing the LPAC include: Val Verde Unified School District (VVUSD), Inland Regional Center (IRC), and Department of Rehabilitation (DOR).

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# **Roles and Responsibilities**

Person Centered Planning (PCP) is an ongoing problem-solving process used to help people with disabilities plan for their future. In person centered planning, groups of people focus on an individual and that person's vision of what they would like to do in the future.

**VAL VERDE UNIFIED SCHOOL DISTRICT**

**VVUSD Mission Statement:**

***PROVIDE*** a quality education for all students within a secure and supportive environment.

***PROMOTE*** all students’ independence, academic excellence, social growth, and responsible decision-making.

***PREPARE*** all students to lead productive lives, contribute to their community, establish meaningful relationships and thrive in a diverse global community.

Our Mission will be achieved through the support of our highly trained staff, utilizing evidence-based practices, shared decision-making, and parent and community involvement.

**VVUSD Programs:**

Val Verde Unified School District offers special education services to students who have an IEP, up until age 22 years. Specifically, VVUSD offers two Adult Transition Programs (ATP) for students age 18-21 that specialize in vocational and community based training with functional independent living skills. Students develop social skills, independent living skills, and learn to utilize public transportation independently. The district’s Adult Autism program focuses on the unique needs and challenges individuals with autism face in the community setting. The district’s Bridges program serves students with intellectual disabilities and other developmental disabilities, as well as paid work experience. Students participate weekly at vocational training settings to develop a variety of work-related skills, while also learning other work-related skills in the classroom setting to obtain and maintain a job. The ATP program aims to ready students for their transition into adulthood. Through collaborative efforts, the partners in this collaborative work together to facilitate a seamless transition of services for individuals with ID/DD to receive supportive services throughout adulthood.

**Students in Secondary School**

***16-17:*** Develop and refine an Individual Transition Plan (ITP) based on the information gathered during the PCP process. Provide Pre-Employment Transition Skills (Pre-ETS) training and work experience opportunities as appropriate. Assess progress toward CIE readiness per district grading period. Refer to Career Technical Education (CTE) classes as appropriate. Maintain ongoing collaboration with IRC and DOR.

***18-22:*** Continue services listed above in the adult transition program setting. Facilitate agency linkages and transition services to support agencies. Make referrals to appropriate agencies and or employers as needed.

**Individuals NOT in Secondary School**

Provide assessment information and records gathered to IRC/DOR regarding the student’s readiness for CIE. Provide follow-up regarding the student’s readiness for CIE. Provide agency linkages to support agencies.

**Referral and Intake: Val Verde Unified School District (VVUSD)** will with written consent from the parent or student who has reached the age of majority, invite a representative from the Inland Regional Center to an IEP meeting within the last 9 months of school. The classroom teacher will obtain written consent from the parent or student who has reached the age of majority to release the following documentation to the IRC representative by the end of the IEP Meeting:

* LEA Referral Form to Inland Regional Center Representative
* IEP – including the Individualized Transition Plan (ITP)
* Psychoeducation report
* Summary of Performance (SOP)
* Transition Assessments
* Portfolio (if appropriate)
* Other supporting documents

**INLAND REGIONAL CENTER**

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 Consumer Service Coordinators (CSC) work together with our consumers to create service plans that embody what IRC believes in wholeheartedly: Consumer independence, empowerment, and inclusion.

**Individual Program Plan:**

The Individual Program Plan (IPP) is created during a meeting with the consumer and their 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.

**Students in Secondary School**

***16-17:*** Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process and ongoing collaboration with the LEA. Provide generic services as appropriate to address vocational barriers while in school.

***18-22:*** Attend exit IEP to determine appropriate transition services. Refer students who have a desire to work to DOR and or to community rehabilitation programs for additional training as appropriate.

 **Individuals NOT in Secondary School**

Develop and refine the Individual Program Plan (IPP) based on the information gathered during the PCP process. Refer students who have a desire to work to DOR and/or to community rehabilitation programs for additional training as appropriate.

***22-24:*** Subminimum wage restriction. For those consumers determined non-CIE ready by DOR. Also requires Career Counseling Information and Referral (CCI&R) from DOR.

**DEPARTMENT OF REHABILITATION (DOR)**

The Department of Rehabilitation will develop an Individualized Plan for Employment (IPE) based on the information gathered during the PCP process. Evaluate data provided by the LEA and/or IRC to determine Competitive Integrated Employment (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.

**Department of Rehabilitation (DOR)**

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

**Students in Secondary School**

***16-17:*** Develop an Individual Plan for Employment (IPE) for students in programs linked to DOR services Potentially Eligible (PE) and Transition Partnership Program (TPP) and provide work experience to the potentially eligible students based on the information gathered during the Person-Centered Planning (PCP) process and collaboration with the LEA.

***18-22:*** 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.

**Individuals NOT in Secondary School**

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.

***22-24:*** Subminimum wage restriction. Requires Career Counseling information and Referral (CCI&R).

**Referral and Intake: Department of Rehabilitation (DOR) and Inland Regional Center (IRC) Referral Process** – A consumer 24 years of age and under, referrals for services will come directly from IRC Consumer Services Coordinators, (CSC) or LEA members at an IEP meeting with an IRC Consumer Services Coordinators present.

* The IRC CSC will finalize the referral packet and send it to the DOR Supported Employment Liaison/Point of contact for the designated unit.
* Referral Packet should include:
	+ DOR Referral form
	+ Consent to release information signed by a consumer
	+ Individual Program Plan (IPP)
	+ Social Assessment
	+ Psychological Assessment
	+ Medical Assessment
	+ CDER
	+ DS1968 signed by consumer and IRC CSC
	+ IEP/ITP/Summary of Performance
* Once the referral is received by the designated DOR Liaison, the consumer will be referred to the DOR for orientation
* A letter will be sent to the consumer with the orientation date, time and location. Orientations are held weekly at each of the local DOR offices.
* A copy of the orientation appointment letter will be emailed to the IRC CSC.
* Once the consumer has completed the orientation, a DOR intake session will be scheduled with the consumer.
* A letter will be sent to the consumer with the intake appointment date, time and location and the name of assigned QRP. Standard practice: the intake meeting is scheduled within two weeks of the consumer attending orientation.
* A copy of the intake appointment letter will be emailed to the IRC CSC.
* Once a consumer attends their intake appointment a case will be opened with the DOR to determine their eligibility for services.
* As appropriate, a referral for a Situational Assessment will be completed by DOR to a Community Rehabilitation Program (CRP) to determine CIE readiness and appropriate employment services.

If consumer is not determined to be CIE ready, DOR will close the case and provide documentation to IRC CSC. CSC will provide appropriate materials and/or additional resources.

# **Communication**

The VVUSD LPA Collaborative 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. Ongoing communication will take place via emails, conference calls and in-person meetings.

# **Goals**

**Goal #1: Educate Stakeholders on Available Services**

**Strategies to obtaining goal:**

1. Establish referral process for IRC/DOR student services
2. Establish eligibility criteria for the various programs
3. Identify and develop local resource partnerships
4. Provide access to information via the district website
5. Provide transition training opportunities for stakeholders annually
6. IRC program manager will provide list of CSCs to LEA to improve communication and attendance at meetings

**Goal #2: Promote Outreach to Families**

 **Strategies to obtaining goal:**

1. Inform families on the Referral process
2. Include members of IRC/DOR at IEP meetings
3. Promote Transition Resource Fairs
4. Develop Informational packet/checklist to present to families of incoming transition students.
5. Provide resources and informational links on district website