

Local School Plan

The following plan describes how the partners listed will collaborate and implement the Memorandum of Agreement (MOA) developed between the Iowa Department of Education (IDOE) and Iowa Vocational Rehabilitation Services (IVRS); as well as the responsibilities of each entity as outlined within the Workforce Innovation and Opportunities Act (WIOA). For more information about the local school planning process, please refer to the [Local School Plan Implementation Guide](#).

High School: Clear Creek Amana High School

School Contact: Barb Hunt, Director of Student Services

IVRS Office: Iowa City

IVRS Contact: Jessie Sylte

School Year: 2022-2023

Names and Job Titles of individuals who participated in developing the Local School Plan *(Suggested team members include IVRS/IDB staff, teachers, school counselors, AEA staff and administrators, school administrators, contracted program staff, Intermediary Network staff (IVRS or Regional), community partners, businesses, parents and students with disabilities.):*

Barb Hunt, Director of Student Services

Jamie Beedle Vakiner, Grant Wood AEA Special Education Consultant

Kelsey Portwine, CCA TAP Coordinator

James Smith, IVRS Transition Specialist

Natalie Reed, Grant Wood AEA Special Education

Dawn Graber, Parent

**A copy of the completed Local School Plan should be provided to each team member listed above. The team should determine how this plan will be shared.*

How will staff involved in secondary transition at this school be informed on the Local School Plan and VR (IVRS/IDB) services available to students with disabilities?

IVRS Counselor will send completed form to team after approval. CCA will offer link on their website for open access. IVRS Counselor will have meetings every other month with SPED staff to provide updates on services and consultation for any transition needs. IVRS will share referral process, eligibility process and services available at team meetings to gain better understanding of the program.

Responsibilities:

LEA Responsibilities	IVRS Responsibilities	AEA Responsibilities
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Provide access to student records or documentation for students participating in IVRS services (including documentation needed for potentially eligible students).	Follow-up with the LEA to either obtain access to student records or documentation for students with disabilities referred for participation in Pre-Employment Transition Services (Pre-ETS) delivered by IVRS.	AEA support staff member serving the district participates in the local school plan process and provides support and coordination to the local school planning team as needed.
Provide documentation of assessments, work experiences, community experiences, and related Pre-ETS to IVRS as required under WIOA.	Follow-up with the LEA to either obtain access to student records or documentation for students with disabilities referred to IVRS to apply for services.	AEA administrator serving the district provides support to the team as needed if questions or concerns arise.
Refer students to IVRS for assistance with transition service needs and assist in coordination with the parents.	Follow-up on referrals and provide information to the school on student progress and services for inclusion in the IEP, etc. Participate in IEP meetings as requested either in-person or via technology.	
Provide information to IVRS as needed to coordinate and serve the student in transition.	Provide information to the LEA as needed to coordinate and serve the student in transition.	

Service Delivery (If additional columns are needed please use the [Additional Partners Template](#)):

Pre-Employment Transition Services (Pre-ETS)	Provided by LEA	Provided by IVRS	Provided by: Grant Wood AEA
Job Exploration Counseling <i>*Job Exploration Counseling can include a wide variety of activities which assist individuals with career-related issues. Discussion or counseling on job/career options is intended to foster motivation, consideration of opportunities and informed decision-making. Specific to youth, real-world activities ensure that students recognize the relevance of a high school and post-school education to their futures, both in college and/or in the workplace. Job exploration counseling activities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources.</i>	Career & Transition Assessments are offered via Xello etc. Can offer a Work Based Learning Connection Can offer information to students about upcoming and available job shadow opportunities.	Can provide Career Assessments (O'Net, Careerscope, Mynextmove, etc) and guidance on findings May offer labor market information Can offer linkages to Iowa Works	Supports IEP teacher's with administering inventories such as Transition Planning Inventory to identify student career interests and skill sets. Collaborate and brainstorm various accommodations for employment Can provide linkages to community resources

Work-Based Learning Experiences <i>*Work Based Learning (WBL) is an educational approach or instructional methodology that uses the workplace or real work to provide students with the knowledge and skills that will help them connect school experiences to real-life work activities and future career opportunities. It is essential that direct employer or community involvement be a component of the WBL to ensure in-depth student engagement. These opportunities are meant to engage, motivate and augment the learning process. These WBL opportunities can be done in conjunction with private, for-profit, public or nonprofit businesses in your community and/or through web-based resources. In addition, work-based learning requires in-depth engagement of youth and an evaluation of acquired work relevant skills.</i>	Provides linkage to Transitions Program where students can participate in supported work experience. Coordinates Work Based Learning Connection Internships Provides information to students and families about the KCC Career Academy	May provide coordinated Informational Interviews, Job Shadows and Business Tours	None
Counseling on Opportunities <i>*Counseling opportunities for enrollment in comprehensive transition or post- secondary educational programs at institutions of higher education. It is essential that students and their family members be provided information and guidance on a variety of post-secondary education and training opportunities.</i>	Connects CCA students to College Representatives Coordinates Placement tests (Accuplacer, ACT, SAT) and TGIF Campus Visits Informs students of programs such as VITAL and Job Corps.	Counseling on College & Financial Resources (FAFSA/ICAN/ Scholarships) Connects students with job training opportunities through programs such as: Iowa Works-WIOA Partners: GAP, KPACE, Apprenticeships, Job Corps Can provide linkages for Occupational Skills Training	Supports IEP teacher's with administering inventories such as Transition Planning Inventory to identify student career interests and skill sets. Collaborate and brainstorm various accommodations for employment Can provide linkages to community resources

Workplace Readiness Training <i>*Workplace readiness traits describe a number of commonly expected skills that employers seek from most employees. Work readiness skills are a set of skills and behaviors that are necessary for any job. Work readiness skills are sometimes called soft skills, employability skills, or job readiness skills.</i>	Provides linkage to CCA Career Program for eligible IEP students with instruction in Work Readiness and Job Seeking Skills. May provide supported work experiences for eligible students Will provide Personal Finance Class to students starting Sophomore year.	IVRS staff provide Pre-ETS instruction on job seeking skills. This may include job app/resume development and mock interviewing. Linkage to Transportation & Drivers training Can provide linkage to Work adjustment training	Supports IEP teacher's with administering inventories such as Transition Planning Inventory to identify student career interests and skill sets. Collaborate and brainstorm various accommodations for employment Can provide linkages to community resources
Self-Advocacy Instruction <i>*Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or assert his/her own interests and/or desires. Self-determination means that individuals with disabilities have the freedom to plan their own lives, pursue the things that are important to them and to experience the same life opportunities as other people in their communities. It means taking the responsibility for communicating one's needs and desires in a straightforward manner to others. The development of self-advocacy skills should be started at an early age. These skills will be needed in education, workplace and community settings.</i>	Will offer Medication Management on campus 504/Student Health Plan regulation Will offer school-family liaison to support students with mental health & behavior needs. Use of the Xello for assessments and activities for soft skill training. Offering of Freshman Seminar to eligible students	May offer Information & Referral to Community Based Agencies to support students & families (waiver, guardianship, conservator, MPOA) Can offer Benefits Planning Can offer Assistive Technology Consultation May offer Counseling and Linkages w/support services for Post-Secondary Training	Supports IEP teacher's with administering inventories such as Transition Planning Inventory to identify student career interests and skill sets. Collaborate and brainstorm various accommodations for employment Can provide linkages to community resources
Instructional Training	When a student requires additional support staff to learn job skills, learn about the world of work, and explore occupations to make an informed decision about a future work goal, it is the responsibility of the district to provide the staff required for this support.	None	None

Job Coaching	Provide and/or pay for job coaching, when needed as part of the instructional component of the IEP.	IVRS will provide job coaching when it is needed for the student's long term career goal as outlined in the IPE.	None
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Identified gaps in service delivery (including training needs identified by the team):

Childcare to allow for parents to attend planning bi-yearly planning meetings and transition nights, CCA teachers and SPED department can connect with students to earn extra credit/silver cord/volunteering hours by assisting in the activities.

Communication; CCA will upload and share this plan on their website for all to access

Plan a Transition Night for outreach, opening up the invitation to middle school transition students in an effort to share information about options and resources available for students 14 and up.

Xello Programming for Transition programming is being used by the school starting in the Fall of 2022 for better communication and transition planning.

IVRS and SPED to begin meeting every other month to collaborate and to learn about the referral and eligibility process as well as local services that are available for students.

IVRS and TAP to collaborate in connecting with students and families to learn about programming

CCA Middle School and High School Counselors and MS Principal will be invited to SPED staff meetings with TAP and IVRS to discuss services and the referral process.

IVRS can share links and invites to SSA meetings offered to parents to be added to their website or mass BCC emails.

Parent request and team agreement for multiple formats of communication to connect with parents and students. IVRS Counselor will obtain copies and add them to CCA shared resource guides.

X

LEA Administrator Signature

X

IVRS Supervisor Signature

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AEA Administrator Signature