

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

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.

Responsibilities:

LEA Responsibilities	IVRS Responsibilities	AEA Responsibilities
Provide access to student records or documentation for students participating in IVRS	Follow-up with the LEA to either obtain access to student records or documentation for students with	AEA support staff member serving the district participates in the local school plan process and

services (including documentation needed for potentially eligible students).	disabilities referred for participation in Pre-Employment Transition Services (Pre-ETS) delivered by IVRS.	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: TAP
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>	Click or tap here to enter text.	Click or tap here to enter text.	Provides Career Interest Inventories to participants Shares Labor Market Information Explores non-traditional career options with TAP participants
Work-Based Learning Experiences	Click or tap here to enter text.	Click or tap here to enter text.	Can assist with developing workplace accommodations with employers

<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>			May arrange informational interviews, job Shadows & student work experiences May provide short term instructional training as needed
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>	Click or tap here to enter text.	Click or tap here to enter text.	Provides Information on trade/technical schools to participants Coordinates Campus Tours & Placement Testing Links potential college ready students to Student Disability Services Explores Prerequisite coursework for college ready students Assists students and guardians with selected college enrollment process

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>	Click or tap here to enter text.	Click or tap here to enter text.	Can provides soft skills instructions on employer expectations (Hygiene, Behaviors, etc) for TAP participants May offer Job seeking skills training (including Mock Interviewing) Financial Literacy Training offered to students with identified need or request
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>	Click or tap here to enter text.	Click or tap here to enter text.	May provide Instructions on how to request accommodations & disability disclosure etiquette Instruction to increase self-awareness, decision-making, cyber security safety & leadership skills. Provide assistance with connecting students & families to supported employment services as needed.
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	Position may provide short term instructional training for students as needed and appropriate.

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.	Position may provide short term job coaching for students as needed and appropriate.
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Identified gaps in service delivery (including training needs identified by the team):

Click or tap here to enter text.

X

LEA Administrator Signature

X

IVRS Supervisor Signature

X

AEA Administrator Signature