

## 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, SPED Director

**IVRS Office:** Iowa City Area Office

**IVRS Contact:** Jessie Sylte, IVRS Counselor

**School Year:** 2023-2024

**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, community partners, businesses, parents and students with disabilities.*):

Barb Hunt, SpecialEducation Director

Mark Moody, HS Principal

Kelsey Portwine, TAP Specialist

Tom Braverman, 4+ Teacher

Jamie Beedle-Vakiner, GWAEA

Mike Bolger, TAP Job Coach

Janel Brush, GWAEA

Dawn Graber, Parent Advocate

Shannon Reisinger, School Counselor

*\*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?**

This form will be provided to team members attending LSP. It will also be provided to general education, special education and counseling department on HS campus. Information will also be available via the district website and social media will give update that it has been added to this location. Families and students will have access at their request.

**Responsibilities:**

LEA Responsibilities	IVRS Responsibilities	AEA Responsibilities
Obtain signed consent forms and provide IVRS with a copy of educational records for students interested in participating in IVRS services.	Assist with obtaining a signed consent form for students interested in participating in IVRS services. Follow-up with the LEA to obtain a copy of educational 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 obtain a copy of educational 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
<p>Job Exploration Counseling</p> <p><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,</i></p>	<p>Career &amp; Transition Assessments through TPI</p> <p>Work Based Learning Connection</p> <p>Job Shadow experiences</p> <p>Workplace Learning Connection provides opportunities for job shadows and internships</p>	<p>Career Assessments (O'Net, Careerscope, Mynextmove, etc)</p> <p>Labor Market Information</p> <p>Linkage to Iowa Works</p>	<p>Provides consultative support to the IEP team to identify interventions (most often through re-evaluation process) and plan for students to access skills needed to prepare for post-secondary expectations and transition.</p>

<p><i>for-profit, public or nonprofit businesses in your community and/or through web-based resources.</i></p>			
<p><b>Work-Based Learning Experiences</b></p> <p><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></p>	<p>Work Experience for students with modified curriculum through 4+ Program</p> <p>Linkages to the KCC Career Academy</p> <p>Workplace Learning Connection can provide opportunities for Student Internships</p>	<p>Can provide informational interview preparation and follow up support</p> <p>Can assist with setting up and attending job shadows with Pre-ETS and eligible students</p> <p>May assist with arranging Business Tours</p> <p>Can provide linkage to Occupational Skills Training</p>	<p>Provides consultative support to the IEP team to ensure Employability and 21st Century Skills Interventions</p> <p>Ensures goals align to students needs (often during the re-evaluation process)</p>
<p><b>Counseling on Opportunities</b></p> <p><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></p>	<p>Connects CCA Students to College Reps/Coordinating Placement tests (Accuplacer, ACT, SAT) and TGIF Campus Visits</p> <p>Coordinates campus visits with the support of the IEP team</p> <p>May assist with linkages to post-secondary, adult education and Job Corps</p> <p>Counselors are utilizing Xello programming and CLT provides opportunity for focus.</p>	<p>Counseling on College &amp; Financial Resources (FAFSA/ICAN/Scholarships)</p> <p>Supports linkages to Job Training Resources (Iowa Works-WIOA Partners, registered apprenticeships, GAP, KPACE, Job Corps, etc.)</p>	<p>None</p>

<p>Workplace Readiness Training</p> <p><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></p>	<p>May offer a Work Readiness class for students with a modified curriculum</p>	<p>IVRS staff provide Pre-ETS instruction for job seeking skills.</p> <p>This includes job app/resume development and mock interviewing.</p> <p>Linkage to Transportation &amp; Drivers training</p> <p>Can provide linkage for Work adjustment training</p>	<p>Provides consultative support to the IEP team to ensure Employability &amp; 21st Century Skills interventions</p> <p>Ensures that the set goals align with student needs</p>
<p>Self-Advocacy Instruction</p> <p><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></p>	<p>Will provide Medication Management on campus</p> <p>Will provide and maintain 504/Student Health Plans</p> <p>Offers Mental Health resources on campus via School Family Liaison/School Therapist</p> <p>Can offer services from Family Advocate and Family Education Partnership</p> <p>May offer connection to Special Education Social Worker</p> <p>May offer additional coping/support courses for selected students</p>	<p>Can provide Information &amp; Referral to Community Based Agencies to support students &amp; families (waiver, guardianship, conservator, MPOA)</p> <p>May offer Benefits Planning for targeted students</p> <p>Can offer Assistive Technology Consultation</p> <p>May provide linkages to support services for Post-Secondary Training</p>	<p>ASD Consultation</p> <p>SLP/OT Referrals</p> <p>Supports students and families understanding of the IEP process and goals supporting living, learning and working</p>
<p>Instructional Training</p>	<p>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.</p>	<p>None</p>	<p>None</p>

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):**

**Lack:**

Partner Roles and Responsibilities to be added (due to form locked and unable to add in)

**LEA:**

Review and complete IVRS Consent Form in ACHIEVE with parent/guardian of students when needed. When a completed Consent Form is on file in ACHIEVE:

Work collaboratively with TAP to obtain completed Pre-ETS Agreements

Work collaboratively with TAP to identify and refer students to IVRS for assistance with transition service needs and assist in coordination with the parents.

Provide information to IVRS and TAP as needed to coordinate and serve the student in transition.

**IVRS:**

Create referral files 00-0 open in TAP for students with completed releases, once a Completed Consent form is available:

Follow-up with TAP 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.

Follow-up with TAP to either obtain access to student records or documentation for students with disabilities referred to IVRS to apply for services.

Provide information to the school/TAP 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 the school/TAP as needed to coordinate and serve the student in transition.

**TAP:**

Participate in IEP meetings and support the Consent Form process

Work collaboratively with school staff to complete Consent Forms and Pre-ETS Agreements. Once a completed Consent Form is on file:

Work collaboratively with school staff to complete Pre-ETS agreements

Provide IVRS with student records or documentation for students participating in IVRS services (including documentation for potentially eligible students)

Provide school staff with information and updates on student progress and services for inclusion in the IEP

Work collaboratively with school team to identify and refer students to IVRS for full services

Serve as liaison between IVRS and School to coordinate services for the student in transition

**• Additional Notes of Interest:**

Recommendation to invite school counselors, general education teachers and all SPED teachers to next session. It was also requested that a student receiving services be invited to provide feedback and guidance of planning. Scheduling guest speakers from the trades would be a benefit for all to better understand the reality of employment in the area.

Discussion was held on how this information will best be communicated. LSP will be posted on the district website and the schools and utilize social media to alert families that it has been posted there and why. Additionally, alert can be added to schools and district newsletters stating where information can be found. TAP will attend meetings with GWAEA to educate 8th graders about programming when they transition to the high school setting.

Areas of concern also included: taking on TAP for all of the high school. With growth comes opportunity and barriers can be overcome. There are lots of moving parts and people so we want to make sure we are conveying the same message. It is important to have consistent language, multiple communication methods and applicable ways to share information with students and families. Future goals are to look into how WPL connections and TAP can collaborate to meet the needs of students. Creating a visual of the basics can help students and teachers better understand everyone's roles, who can participate in activities and how they can get connected to the right program that fits

the students needs.

#### Pre-Employment Transition Services (Pre-ETS)

Provided by: TAP

##### Job Exploration Counseling:

- TAP staff will provide additional interest inventories to students with disabilities followed by enhanced review of the results and labor market information in their interest areas.
- TAP will work with school teams to provide additional small group and individualized services to assist students in exploring a variety of career options.
- TAP will provide students with disabilities information on non-traditional employment options.

##### Work-Based Learning Experiences:

- TAP staff will partner with businesses to set up paid/unpaid work-based learning experiences/internships for students with disabilities in the community to build employability skills.
- TAP staff will provide both on and off-site instructional training to students who require additional support for the work-based learning experience.
- TAP staff will assist businesses with identifying accommodations necessary for students to be successful with a work-based learning experience.
- TAP staff will arrange informational interviews and other unpaid work-based learning experiences needed to explore identified career interest areas.
- TAP staff will collaborate with special ed teachers and school staff to enhance programming for students participating in multiple work-based learning services.
- TAP will coordinate with local businesses and agencies to provide students with opportunities to engage in apprenticeships.

##### Counseling on Opportunities:

- TAP staff will assist students in identifying a variety of training opportunities available to them in the post-secondary setting, including information on trade/technical schools and non-traditional post-secondary opportunities.
- TAP staff will discuss testing scores for training programs, as applicable, and how scores affect career planning.
- TAP staff will set up tours of post-secondary training options based on student interest (local community college, Job Corps, etc.).
- TAP staff will link students with disability support services at the post-secondary institution.
- TAP staff will work with the IEP team to assure students who qualify are considered for CTE classes that align with their IPE goal.
- TAP staff will assist students in completion of paperwork for post-secondary training such as FAFSA, college applications, etc.

##### Workplace Readiness Training:

- TAP staff will train students on how to fill out job applications and provide instruction on how to make follow-up phone calls.
- TAP staff will provide students assistance with developing a resume and in understanding the application process, complementing what students are learning in classes as appropriate, to avoid duplication of services.
- TAP staff will assist students with mock interviewing.
- TAP staff will discuss job descriptions and work expectations with students.
- TAP staff will meet with students to discuss appropriate workplace behaviors, social skills, hygiene, attendance, etc.
- TAP staff will assist students in understanding/completing the necessary paperwork once jobs are obtained.
- TAP staff will provide students financial literacy training and/or enhance the financial literacy training being provided by the school district.
- TAP staff will develop/provide activities focused on communication and interpersonal skills needed in the workplace.
- TAP staff will engage in conversation and planning on how to expand work-readiness training including connection to CTE courses for students with disabilities.
- TAP will collaborate with community partners for services needed for the student to be successful with employment.

##### Self-Advocacy Instruction:

- TAP staff will work with students to learn about accommodations necessary in the workplace and how to advocate for these accommodations.
- TAP staff will train students with disabilities on their rights and responsibilities.
- TAP staff will develop/provide activities to students with disabilities focused on decision-making, self-awareness and leadership.
- TAP will expand outreach to middle and high school students and families and inform them of community resources available to them for transition services.
- Provide students with supported short term paid work experiences.
- Provide short-term instructional training when needed.
- Place students in occupations that match their stated employment goal in their IPE.

- Provide supported employment services utilizing the IVRS supported employment services process (if the student's needs are beyond what TAP is able to provide, the student will be discharged from TAP and referred to a Community Rehabilitation Provider [CRP] for services).
- Provide short-term job coaching to students that require on-the-job supports to be successful in maintaining employment.
- Provide assistance to students and employers to address and resolve any work-related behaviors.
- Update IRSS Interface within five business days or by the end of the quarter, whichever occurs first.

X Barbara A. Hunt  
Barbara A. Hunt (Oct 5, 2023 09:41 CDT)

LEA Administrator Signature

X Monica Brockway

IVRS Supervisor Signature

X Shane Boeve  
Shane Boeve (Oct 5, 2023 12:30 CDT)

AEA Administrator Signature

Kelsey Portwine  
Kelsey Portwine (Oct 5, 2023 14:58 CDT)

Jayla  
Jessica Sylte (Oct 11, 2023 10:26 CDT)