**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.](https://ivrs.iowa.gov/high-school-students/local-school-plan)

**High School:** Click or tap here to enter text.

**School Contact:** Click or tap here to enter text.

**IVRS Office:** Click or tap here to enter text. **IVRS Contact:** Click or tap here to enter text.

**School Year: 2024-2025**

**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.):*

Click or tap here to enter text.

*\*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?**

Click or tap here to enter text.

**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*](https://ivrs.iowa.gov/sites/default/files/2022-06/Additional%20Partners%20Template%202022-2023.docx)*)***:**

|  |  |  |  |
| --- | --- | --- | --- |
| **Pre-Employment Transition Services (Pre-ETS)** | **Provided by LEA** | **Provided by IVRS** | **Provided by:** Click or tap here to enter text. |
| Job Exploration Counseling*\*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.* | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Work-Based Learning Experiences*\*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*. | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Counseling on Opportunities*\*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.* | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Workplace Readiness Training*\*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.* | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| Self-Advocacy Instruction*\*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.* | Click or tap here to enter text. | Click or tap here to enter text. | Click or tap here to enter text. |
| 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 | Click or tap here to enter text. |
| 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. | Click or tap here to enter text. |

**Identified gaps in service delivery (including training needs identified by the team):**

Click or tap here to enter text.

