

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: New Hampton High School

School Contact: Matt Manson, Principal: 641-394-2134

IVRS Office: 3420 University Avenue, Waterloo, IA 50701 319-234-0319

IVRS Contact: Katrina Webbeking, 319-429-3815, katrina.webbeking@iowa.gov. Supervisor: Genevieve Shafer, (319) 215-3293, genevieve.shafer@iowa.gov

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.):*

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**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?

Staff will receive communication via email, phone, and in person communication as needed or requested. IVRS will work with staff to provide information through preferred communication methods of their choosing.

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 | Follow-up with the LEA to either obtain access to student records or documentation for students with | AEA administrator serving the district provides support to the team as needed if questions or |

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| Pre-ETS to IVRS as required under WIOA. | disabilities referred to IVRS to apply for services. | 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: IN: Denne Brodbeckd |
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| <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, for-profit, public or nonprofit businesses in your community and/or through web-based resources.</i></p> | <p>LEA will provide assessments to help identify interests and preferences for students on 504's and IEP's.</p> | <p>Counselor will help potentially eligible 504/IEP students and existing IVRS clients by offering labor market information consistent with student interests and preferences identified in their IEP's.</p> | <p>IN will coordinate with IVRS and/or school district to provide information and hands on activities related to exploration of job opportunities, when necessary or as requested, in an individual and/or group setting.</p> |
| <p>Work-Based Learning Experiences</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</i></p> | <p>LEA may connect students to unpaid work experiences.</p> | <p>IVRS Counselor will collaborate with RA and LEA to connect students with area employers for information interviews and job shadows. Counselor will monitor status of work experience- with a focus on existing VR clients.</p> | <p>IN will coordinate with IVRS and/or school district to coordinate work based learning experiences such as job shadows, internships, tours, and guest speakers, as requested, in an individual and/or group setting.</p> |

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| <p><i>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>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></p> | <p>LEA will assist students by helping to educate them on academic competencies required to enter into a vocational training program, 2 year, or 4 year college when additional training or education is appropriate. LEA will assist with college visits for students.</p> | <p>IVRS Counselor may partner with IA Works and Community College Staff to introduce students to a variety of options for post-secondary careers in addition to 2 year and 4 year training; such as an introduction to GAP training, Job Corps, Apprenticeships, UI REACH, Project Search, and the SAVE program. IVRS counselor can offer to have speakers present to students with permission from LEA.</p> | <p>IN will coordinate with IVRS and/or school district to connect students with post-secondary opportunities which may include school visits, reviewing course offerings, assistance with completing FASFA application and student accommodation request, when necessary or as requested, in an individual and/or group setting.</p> |
| <p>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></p> | <p>LEA will facilitate opportunities for students to learn about financial literacy, social skills, when possible.</p> | <p>IVRS Counselor will utilize tools for financial planning and will educate on soft skills through mock interviews.</p> | <p>IN will coordinate with IVRS and/or school district to coordinate work based learning experiences such as job shadows, internships, tours, and guest speakers, as requested, in an individual and/or group setting.</p> |
| <p>Self-Advocacy Instruction <i>*Self-advocacy refers to an individual's ability to effectively communicate, convey, negotiate or</i></p> | <p>LEA will provide students with opportunities to advocate for and identify their needs and interests</p> | <p>Counselor will attend IEP meetings whenever possible, but may send VR assistant in her</p> | <p>IN will coordinate with IVRS and/or school district to provide skills which promote self-</p> |

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| <p><i>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>during IEP meetings and regular classroom instruction.</p> | <p>place as needed. Counselor will discuss self-advocacy in college and work place.</p> | <p>advocacy, when necessary or as requested, in an individual and/or group setting. This may also occur during a work based learning activity such as a job shadow or tour.</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>N/A</p> |
| <p>Job Coaching</p> | <p>Provide and/or pay for job coaching, when needed as part of the instructional component of the IEP.</p> | <p>IVRS will provide job coaching when it is needed for the student's long term career goal as outlined in the IPE.</p> | <p>N/A</p> |

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

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X

LEA Administrator Signature

X _____

MRS Supervisor Signature

X _____

AEA Administrator Signature