

2025/2026 Local School Plan for: Enter School Name

Purpose

The Local School Plan (LSP) is a tool designed to assist Local Education Agencies (LEAs), Area Education Agencies (AEAs), Vocational Rehabilitation (VR) agencies to include Iowa Vocational Rehabilitation Services (IVRS) and Iowa Department for the Blind (IDB), and other partners to provide meaningful and effective transition services to students with disabilities while meeting the transition requirements identified in the Individuals with Disabilities Education Act (IDEA) and the Workforce Innovation and Opportunity Act (WIOA).

The LSP will serve as a written working agreement, unique to the needs of each school, that:

- Defines the responsibilities of each entity within a tiered system of support;
- Promotes the use of data-based decision making to support coordinated efforts between partner agencies;
- Facilitates the implementation of effective transition services, delivery of Pre-Employment Transition Services (Pre-ETS) and use of resources, eliminating the duplication of services;
- Supports the development of an effective partnership that improves employment and postsecondary education outcomes for students with disabilities.

Team Members

The local school team will look different in every district. Suggested team members include VR staff, teachers, school counselors, AEA staff and administrators, District Career and Academic Plan (DCAP) team representation, school administrators, contracted program staff, community partners, businesses, parents and students with disabilities. Reflecting on the purpose of the LSP, the key partners that have been invited include:

Team Member	Email	Title/Agency	LSP Participation
			Select One
			Select One
			Select One
			Select One
			Select One

Does your team have all of the necessary members at the table for the local school planning process? If not, who is missing and how will this be addressed?

The local team is responsible for ensuring the LSP is reviewed and updated at least annually. The process for doing so should be collaborative in nature. The team should consider identifying roles and responsibilities of various team members throughout the process that includes meeting facilitator, note taker, scheduler, signature collection, submission and distribution, etc. The team should decide how often meetings will occur to review progress. The finalized plan is due no later than October 15th each year and is to be uploaded using the following link: [Local School Plan Submission Form](#).

Please describe and identify the team's process for completing these steps:

Data Review and Analysis

As a team, review relevant data essential to the conversation. Each partner entity should prepare the below data, and any other data identified by the team, prior to meeting. Additional data to consider could include employment outcomes, IDEA-Differentiated Accountability (DA) elements, employers/business partners, etc. This information should be used to guide conversation and decision making throughout the planning process.

LEA Data:

As of: [Click or tap to enter a date.](#)

Individualized Education Programs (IEPs)	Vision Services <i>*Number greater than 0 indicates IDB staff should be invited to attend</i>	504s
Additional LEA data reviewed:		

IVRS Data:

As of: [Click or tap to enter a date.](#)

IVRS Status	Individualized Education Program (IEP)	504
Potentially Eligible		
Applicant/Eligible		
Additional IVRS data reviewed:		

IDB Data:

As of: [Click or tap to enter a date.](#)

Potentially Eligible	Applicant/Eligible
Additional IDB data reviewed:	

Other Partner Data:

As of: [Click or tap to enter a date.](#)

As a team, consider/discuss:

- Review of progress over the past year
- What does the data suggest?
- Where does the team see opportunities for growth?
- What additional data might the team need?
- How can the team move forward with our planning based upon this information?
- What gaps still exist? Challenges? Barriers?
- What are the team's shared priorities for the coming year?

Communication and Collaboration

As a team, discuss and develop a process regarding the following:

Describe the building's check-in and safety procedure for visitors (building wide emergency protocol, notification procedures, etc.) and any exceptions that might apply:

Availability/Schedule

As a team, consider/discuss the following:

- Workspaces, technology, and amenities available in the building
- When/how partners will be available for students and collaboration with partners
- Individual, small group, or full classroom opportunities

<ul style="list-style-type: none"> • Ensuring adequate supervision and support for students during on and off campus activities • Opportunities for cross-training and shared professional development • How will changes in the plan/schedule be communicated 	
Partner Agency	Considerations
LEA	
AEA	
IVRS	
IDB	
IVRS Contracted Program(s): <i>Enter Program Name</i>	
Other partner: <i>Enter Partner Name</i>	

<p>Referrals and Service Coordination</p> <p>As a team, consider/discuss the following:</p> <ul style="list-style-type: none"> • Who and how is it determined when to invite partners providing transition related services to planning meetings (IEP, IPE, 504, etc)? What happens if the partner cannot attend? • How will postsecondary expectations, goals, and services be aligned across service provider plans? • Who oversees the 504 Plans in the building/district? • How will the school connect and refer students that do not have IEPs? • What is the referral process for each partner? <p><i>Reminder: A signed consent to release information is needed for information to be shared between the school and any partner agencies.</i></p>

Service Delivery

The LSP team should be familiar with any Memorandums of Agreement (MoAs), Memorandums of Understanding (MoUs), or Interagency Agreements (IAs) that exist between partner agencies to support decision making in the LSP process. If questions regarding responsibilities arise during the LSP process, the team should first review any applicable formal agreements together. For example, decisions regarding the provision of instructional training and job coaching may be addressed through a formal agreement. Several of these are linked at the bottom of this document for your reference.

LEA Services and Programs

What does the school already have in place to support job exploration counseling (JEC), instruction in self-advocacy (SAI), counseling on post-secondary training opportunities (COO), work-place readiness training (WRT), work-based learning (WBL) experiences?

Program/Service	Identified Pre-ETS Activity Area(s): <i>COO, JEC, SAI, WRT, WBL</i>	Description
	<i>Enter Activity Area(s)</i>	
	<i>Enter Activity Area(s)</i>	
	<i>Enter Activity Area(s)</i>	

AEA Services and Programs

How will AEA contribute towards job exploration counseling (JEC), instruction in self-advocacy (SAI), counseling on post-secondary training opportunities (COO), work-place readiness training (WRT), work-based learning (WBL) experiences?

Program/Service	Identified Pre-ETS Activity Area(s): <i>COO, JEC, SAI, WRT, WBL</i>	Description
	<i>Enter Activity Area(s)</i>	
	<i>Enter Activity Area(s)</i>	
	<i>Enter Activity Area(s)</i>	

VR Services and Programs

How will the school and VR collaborate around job exploration counseling (JEC), instruction in self-advocacy (SAI), counseling on post-secondary training opportunities (COO), work-place readiness training (WRT), work-based learning (WBL) experiences? For example, teams should ensure alignment of Individualized Plan for Employment (IPE) and IEP goals to prevent supplanting and duplication.

VR Agency or Program: <i>IVRS, IDB, or Contracted Program</i>	Identified Pre-ETS Activity Area(s): <i>COO, JEC, SAI, WRT, WBL</i>	Description
<i>Enter VR Agency or Program</i>	<i>Enter Activity Area(s)</i>	
<i>Enter VR Agency or Program</i>	<i>Enter Activity Area(s)</i>	
<i>Enter VR Agency or Program</i>	<i>Enter Activity Area(s)</i>	
<i>Enter VR Agency or Program</i>	<i>Enter Activity Area(s)</i>	
<i>Enter VR Agency or Program</i>	<i>Enter Activity Area(s)</i>	
<i>Enter VR Agency or Program</i>	<i>Enter Activity Area(s)</i>	

Other Partner Services and Programs

How will other partner services and programs collaborate around job exploration counseling (JEC), instruction in self-advocacy (SAI), counseling on post-secondary training opportunities (COO), work-place readiness training (WRT), work-based learning (WBL) experiences?

Partner	Identified Pre-ETS Activity Area(s): <i>COO, JEC, SAI, WRT, WBL</i>	Description
	<i>Enter Activity Area(s)</i>	
	<i>Enter Activity Area(s)</i>	
	<i>Enter Activity Area(s)</i>	

Summer Programming

As a team, reflect on prior summer programming and consider:

- How will LEA and VR partner to provide summer programming for students?
- What other partners will collaborate to provide summer programming?
- How will the team address students' transportation barriers over the summer?
- How will the team ensure students' behavior supports are in place over the summer?

Partner Agency	Communication of Programs and Services How are the above services and programs communicated out to staff, students/families, and partner agencies?
LEA	
AEA	
IVRS	
IDB	
IVRS Contracted Program(s): <i>Enter Program Name</i>	
Other partner: <i>Enter Partner Name</i>	

Signatures on LSP

A finalized plan can be shared publicly, however, at minimum it should be made available to secondary staff, partner agencies, families, and students. This will be accomplished in the following ways:

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Additional notes, action items, next steps:

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By signing below, each partner agency agrees to the plan as laid out above. We commit to collaboratively addressing any questions or issues that arise related to implementation of this plan.

Partner Agencies Identified in this LSP	Signature	Date
LEA Administrator <i>(required)</i>		
IVRS Area Office Supervisor <i>(required)</i>		

Partner Agencies Identified in this LSP	Signature	Date
AEA Regional Administrator <i>(required)</i>		
IDB VR Program Administrator <i>(Required if IDB-VR is included on this plan)</i>		

Resources

- [Local School Plan: Intent and Collaboration](#)
Training resource that supports staff knowledge and capacity in the LSP process.
- [Local School Plan: Template Training](#)
Training resource that outlines each section of the LSP template.
- [Memorandum of Agreement \(MoA\) between IVRS and Iowa Department of Education](#)
This MoA is between IVRS, a Division of Iowa Workforce Development, and the Iowa Department of Education. The purpose of this agreement is to facilitate the integration and coordination of transition services.
- [Memorandum of Agreement \(MoA\) between IDB and IVRS](#)
This MoA is between Iowa Department for the Blind (IDB) and IVRS, a Division of Iowa Workforce Development. The purpose of this agreement is to minimize duplication of effort and maximize the use of both agencies' resources and facilities in serving individuals with disabilities.
- [Pathways to Vocational Rehabilitation and Pre-ETS](#)
This resource outlines the services available to potentially eligible and IVRS eligible students.
- [IVRS Pre-Employment Transition Services \(Pre-ETS\)](#)
This is the link to the IVRS website that further explains Pre-ETS including the link to the form needed to begin these services.
- [Work-Based Learning Definition and Reporting: Iowa Department of Education](#)
This document provides information on the definition of work-based learning, per Iowa Code, and reporting requirements.
- [DE/LEA/IDB/IVRS Collaboration Frequently Asked Questions \(FAQ\)](#)
This FAQ provides answers to frequently asked questions in the field regarding the collaboration between the Iowa Department of Education (DE), Local Education Agencies (LEAs), Iowa Department for the Blind (IDB) and Iowa Vocational Rehabilitation Services (IVRS). This resource also provides a list of commonly used acronyms.
- [Secondary Transition Services for Students with Vision Loss: Support for Educators, Vocational Rehabilitation Staff and other Partners](#)
This resource provides clarification on the coordination of services for students who are blind or have low vision.
- [ASK Resource Center](#) and [Transition Iowa](#)
ASK Resource Center provides resources and support to families, educators, and partner agencies.
- [Iowa IDEA Information: disclosures that require consent](#)
This resource explains when schools must have written permission from the parent or eligible student in order to release any information.
- ACHIEVE: [Consent to Release Information](#)

The linked slides provide a step by step guide for the IEP Facilitator to complete a Consent to Release Information in ACHIEVE. Additionally, when completing a release to IVRS specifically, the IEP Facilitator should use the “[Consent to Release Information to and from IVRS](#)” in ACHIEVE.

- [Home and Community-Based Services \(HCBS\) Waivers Program | Health & Human Services](#)

This resource explains the seven Home and Community-Based-Based Services (HCBS) Waiver programs in Iowa. Waivers assist people to remain in their own homes instead of residing in an institutional setting.

Additional Resources for LSP Team
May consider sharing: DCAP, IDEA-DA, contracted service providers statements of work, parent night flyers