

2025/2026 Local School Plan for: Chariton High School

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
Heidi Hammann	Heidi.hammann@iwd.iowa.gov	IVRS Counselor	Virtual Meeting
Tracy Hall	tracy.hall@chariton.k12.ia.us	Principal	Virtual Meeting
Michelle Deshler	michelle.deshler@gpaea.org	AEA Coordinator	Asynchronous Feedback
Sue Curnutte	sue.curnutte@chariton.k12.ia.us	School Counselor	Virtual Meeting
			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?

Yes

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:

Voc Rehab will send an email towards the end of Summer/beginning of school year to all parties to coordinate a date/time that works best for everyone. Each team member can take notes, ask questions as needed, etc. VR will primarily type up the LSP document and will allow all team members to review for any feedback/updates before submitting final plan. VR will obtain signatures and submit plan. Principal will oversee distribution for school plan once finalized.

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: 10/13/2025

Individualized Education Programs (IEPs)	Vision Services <i>*Number greater than 0 indicates IDB staff should be invited to attend</i>	
50	0	12
Additional LEA data reviewed:		

IVRS Data:

As of: 10/13/2025

IVRS Status	Individualized Education Program (IEP)	
Potentially Eligible	14	0

IVRS Status	Individualized Education Program (IEP)	504
Applicant/Eligible	0	0
Additional IVRS data reviewed:		

IDB Data:

As of: 10/13/2025

Potentially Eligible	Applicant/Eligible
0	0
Additional IDB data reviewed:	

Other Partner Data:

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

N/A	N/A

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?

Completed some great PreETS activities with students last year. VR has continued to meet with students that graduated last May who have open files. Data suggests that we need to try to obtain additional PreETS/Consent Forms. Some challenges would be employment due to limited places for students and no public transit. Some other ideas would be to increase awareness of VR. We discussed that teachers have tried to involve parents in the past and refer students to VR. That process has led to some successful open files!

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:

Visitors will ring the bell, sign in and wear visitors' badge. When leaving, stop by the office to sign out. Safety procedures are posted throughout the school. Fire – go to parking lot. Tornado – go to an internal room. VR is usually assigned in the conference room and that is an internal room. Lockdown/Threat – stay in conference room and listen for next steps. Staff are going to check to make sure there is a safety procedure posted inside the conference room. VR will wear IowaWorks Identification badge during visit.

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
- 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	School has internet and a workspace for VR to meet with students individually and/or in a group setting. School and teacher are fine with VR meeting with both individual and group activities with students.
AEA	The AEA core team is in the district on specific days and are available to collaborate with teachers and Voc. Rehab
IVRS	VR will supply laptop to provide services/activities, along with paper copies of activities. VR will have activities ready unless the school/teacher would like to work on a particular topic. If any changes occur with scheduled dates that VR will attend, VR will coordinate with school and teachers with those updates to reschedule visits (illness, weather, etc.) VR will connect with local business to see about any tours, speakers, etc. to occur during the school year.
IDB	N/A
IVRS Contracted Program(s): <i>Enter Program Name</i>	N/A
Other partner: <i>Enter Partner Name</i>	N/A

Referrals and Service Coordination

As a team, consider/discuss the following:

- 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?

Reminder: A signed consent to release information is needed for information to be shared between the school and any partner agencies.

Principal oversees 504's. We discussed that if parents/guardians would like to know more about PreETS or an open file, then VR can reach out or school can give them CO Heidi Hammann's contact information or guide them to our website <https://workforce.iowa.gov/vr/students-schools/pre-ets> or <https://workforce.iowa.gov/vr/about-vr>. This can also be part of an open file referral. If school or teacher feels a student may benefit from an open file, VR will coordinate with parents. School will have conversation with parents about VR, PreETS activities and referring contact information for an open file. AEA will help support the referral process and connect with parents.

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
High School	JEC, COO	Career Fair, school utilizes Career system Xello
High School	WRT, WBL	REAL – Relevant Engaged Applied Learning
High School	WBL, COO	Manufacturing Program in Industrial Tech – projects in Community. Building Trades Program – Dual Credit w/IHCC Health Academy Program – Dual Credit w/IHCC

Program/Service	Identified Pre-ETS Activity Area(s): <i>COO, JEC, SAI, WRT, WBL</i>	Description
		Child Development and Mentorship Program – Dual Credit w/IHCC
High School	JEC, WRT	CTE Program – Resumes, Applications, Mock Interviews Job Shadows at local businesses
High School	JEC	Special Education Programs – Job Shadows
High School	WRT	Skip the Trip Program & Driver's Ed

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
AEA	WRT	Work Readiness Assessments
	<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
IVRS	COO	VR can assist students with understanding the accommodation process in college, discuss Post Secondary opportunities in various career fields, look at programs & course offerings in their programs of interest, etc.

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
IVRS	JEC	VR will work individually with students to discuss and identify career paths and look at LMI. VR will assist with scheduling speakers to come to the school.
IVRS	WBL	VR will set up tours for students to go to businesses or employers in the area and coordinate with school. VR will attend local Job Fairs to get information on other business in the area or set up tours/speakers. VR will coordinate with the school for any community-based work experience information.
IVRS	WRT	VR will bring activities on work readiness skills, social skills, communication skills, financial literacy and employment skills. VR can assist with Skip the Trip (permit and drivers license testing). VR can do mock interviews with students.
IVRS	SAI	VR will work with students on knowledge of accommodations in the workplace, decision making, how to request or ask for help, problem solving, etc.
<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
N/A	<i>Enter Activity Area(s)</i>	N/A
	<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?

VR and school staff will discuss ideas for summer activities. School does not have transportation available for Summer Programs. For any Summer Program - once activities are planned, VR will distribute fliers, email information, etc to students/school/teachers to invite students to these events throughout the Summer. There will be enough VR staff to assist with the activity and behavior support. AEA will also help spread the word about summer programming.

Partner Agency	Communication of Programs and Services How are the above services and programs communicated out to staff, students/families, and partner agencies?
LEA	School will discuss VR PreETS services during IEP meetings, hand out brochures, and send home PreETS Agreements and Consent Forms for parents to sign and return. School will distribute any summer program flier to students to send home for information about events.
AEA	AEA will support in referring students to VR and can help spread the word about summer programming.
IVRS	VR will discuss services during IEP meetings, answer questions in relation to Voc Rehab services and PreETS activities, hand out brochures and Agreements when needed. For summer programs or other events, VR will hand out fliers to students and teachers.
IDB	N/A
IVRS Contracted Program(s): <i>Enter Program Name</i>	N/A
Other partner: <i>Enter Partner Name</i>	N/A

Signatures on LSP

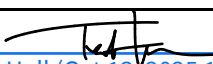
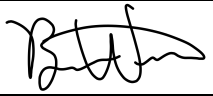
A finalized plan can be shared publicly, however, at minimum it should be made available to secondary staff, partner agencies, families, and students. This will be accomplished in the following ways:

The principal will add LSP to the school website.

Additional notes, action items, next steps:

School hours/days - Mon, Tues, Thurs, & Fri 8:05am-3:25pm; Wed 8:05am-1:55pm. VR will schedule 1 day a month to come visit with students.

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>	 Tracy Hall (Oct 13, 2025 13:18:13 CDT)	10/13/2025
IVRS Area Office Supervisor <i>(required)</i>		10/14/2025
AEA Regional Administrator <i>(required)</i>	 Michelle Deshler (Oct 13, 2025 12:23:50 CDT)	10/13/2025
IDB VR Program Administrator <i>(Required if IDB-VR is included on this plan)</i>	N/A	

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