

# **2025/2026 Local School Plan for: Dallas Center Grimes**

## **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:

<b>Team Member</b>	<b>Email</b>	<b>Title/Agency</b>	<b>LSP Participation</b>
Misty Christensen	mchristensen@heartlandaea.org	Regional Director/Heartland AEA	In-Person Meeting
Alyson Finley	Alyson.finley@dcgschools.com	Student Services	In-Person Meeting
Toni Reimers	Toni.Reimers@blind.state.ia.us	VR Counselor/Iowa Dept for the Blind	Did Not Participate
Suzanne Busta	Suzanne.busta@iwd.iowa.gov	VR Counselor/Iowa Works/IVRS	In-Person Meeting
Matthew Blackmore	Matthew.blackmore@dcgschools.com	HS Principal	In-Person Meeting
Greg Carenza	Greg.carenza@dcgschools.com	Associate Superintendent	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, and we will share information with all administrators in the district including superintendent and the Oak View principal. We will also share the plan with special education teachers, counselors and AEA staff. The IDB representative was unable to attend, however, provided information prior and the IDB supervisor followed up to ensure accurate data was recorded.

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:

The team met in person and collaborated on each step in the process of writing the LSP.

## 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: 10/2/2025

Individualized Education Programs (IEPs)	Vision Services <small>*Number greater than 0 indicates IDB staff should be invited to attend</small>	504s
71 (Oak View) 97 (HS)	3	21 87

Additional LEA data reviewed:

### IVRS Data:

As of: 10/2/2025

IVRS Status	Individualized Education Program (IEP)	504
Potentially Eligible	17	0
Applicant/Eligible	2	0

Additional IVRS data reviewed:

#### IDB Data:

As of: 10/2/2025

Potentially Eligible	Applicant/Eligible
	2

Additional IDB data reviewed:

IDB is serving one student attending The Iowa School for the Deaf and one student is in the four plus program at Dallas Center Grimes.

#### 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?

The partnership between AEA and VR has strengthened collaboration for the transition team. The AEA and IVRS partnered with the DCG district to provide professional development related to transition including IVRS services. DCG HS has taken part in the transition fair and the Game of Life hosted by Heartland AEA. The increase of support of VR during the last year has been beneficial and Vocational Rehabilitation has been actively involved in IEP meetings and goal planning.

Goals for the future include increasing PE students and active cases prior to transitioning to post-secondary education or workplace.

Continue to partner to strengthen community-based work experiences and opportunities including employer tours, job shadows, volunteer experiences.

## 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:**

Staff will check-in at the front office and provide identification (State ID) in order to sign-in and upon exiting will sign-out of the office.

### 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	The district provides the teachers with necessary resources including technology, transportation, classrooms and curriculum resources. Principals are supervisors of teachers. Support is also provided by central office administrators. The Director of Student Services has participated in planning and preparing professional development.
AEA	The district provides workspace and Wifi access. AEA Regional Director supervises AEA staff. Grouping/small group, individual or classroom opportunities, depending on needs/activity. AEA provides professional development as approved.
IVRS	IVRS Counselor will be on site every other Thursday beginning in October and will be flexible with scheduling other meetings as necessary. IVRS Counselor will provide group/class lessons and individual instruction as needed. IVRS Co will utilize school space as available for lessons/meetings. IVRS Counselor will attend IEP meetings and if not available for the scheduled period, counselor will follow up with teachers for updates and goal planning/transition needs.
IDB	The IDB Counselor will be on site or meet virtually as needed for IEP meetings and scheduled individual and team planning. IDB staff or a contracted provider (i.e. TAP, Sky's the Limit) will meet with students monthly at the school or another location as the plan determines. IDB requests space in the school if available for meeting with

	students. IDB provides individual and group instruction, including offering opportunities to participate in virtual and in person trainings throughout the school year and summer. Additionally, IDB offers weekend retreats throughout the school year.
<b>IVRS Contracted Program(s):</b> <i>Enter Program Name</i>	N/A
<b>Other partner:</b> <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.*

Teachers and AEA points of contact invite IVRS to meetings, IVRS reviews eligibility for students based on parent consent.

DCG school counselors serve as 504 coordinators and refer students considered others eligible.

Referrals to partner agencies can be communicated to IVRS/IDB counselors via email, phone, in-person or through the IVRS/IDB website.

### 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): COO, JEC, SAI, WRT, WBL	Description
	COO	DCG HS will provide students and families with information and resources to assist them in exploring opportunities in the community for post-secondary training. Teachers may assist in arranging DMACC/Job Corps/Post-secondary campus visits for interested students. DCG will assist students in getting connected to resources needed for a successful transition from high school to a post-secondary training program.
	JEC	All students with an IEP go through a systematic approach to assess interests and work areas to develop a vision beyond high school. Functional assessments will be used to identify preferences and interests for all students. DCG HS will assist with identifying and communicating with students who can benefit from the IVRS summer camp, as well as assist in coordinating transportation and support for students wishing to attend camp.
	SAI	DCG HS students with significant needs will participate in living skills classes to learn and practice living skills. HS teachers and counselors will provide families with information on resources available in post-secondary settings.
	WRT	DCG HS will provide students with instructional training support as needed, and as determined by the IEP team to support paid or non-paid work experience for students and to assist them in building workplace readiness skills. DCG HS may provide a school-based vocational training course focusing on workplace readiness training.
	WBL	DCG HS will provide students with significant needs both building and community non-paid work experience opportunities. All students will be encouraged to find ways to build their resume with work and volunteer opportunities. DCG HS will provide students with instructional training support, as needed, and as determined by the IEP team to support work experience for students. HS based vocational class provides work-based learning skills. DCG HS will encourage and assist students to participate in high school and community opportunities to gain awareness of paid employment. DCG HS will assist students in getting connected to resources needed for the transition from high school.

### **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
Oak View HS	COO, JEC, SAI, WRT, WBL	Provide support to teachers, administrators and director of student services. The AEA also provides resources, coaching, review data, data analysis and problem solving for students in collaboration with teachers and administrators. During initial evaluations and reevaluations for students that are transition age they consider transition needs in living learning and working as part of the evaluation.
IVRS	<i>Enter Activity Area(s)</i>	Transition Fair and/or Game of Life- partnership with Heartland as opportunities arise.
IDB	<i>Enter Activity Area(s)</i>	Partner to provide pre-ets and transition services by attending IEP meetings.

### **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	Provide counseling on financial aid and information regarding post-secondary programs of interest. IVRS will assist students with the support necessary to access accommodations with disability support programs at the post-secondary level.
IVRS	JEC	Provide career interest inventories, assist with setting up job shadow experiences and will host summer programming that offers a variety of job exploration opportunities.
IVRS	SAI	Provide opportunities to learn self-advocacy skills necessary to help them reach employment goals. This

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
		may include guidance on disability advocacy and accessing accommodations.
IVRS	WRT	Assist students with evaluating and developing work readiness and employability skills.
IVRS	WBL	Coordinate with school-based programs to build on skills. Encourage opportunities such as informational interviews, employer research, worksite tours, volunteering, mentoring and job shadows.
IDB	COO, JEC, SAI, WRT, WBL	<p><b>Job Exploration Counseling</b></p> <p>Depending on the individual student, may include activities related to or counseling on topics such as:</p> <ul style="list-style-type: none"> <li>• Administration of vocational interest inventories</li> <li>• Labor market</li> <li>• Career awareness activities related to workplace values</li> <li>• In-demand industries and occupations and non-traditional employment options</li> <li>• Identification of career pathways of interest to the students</li> <li>• PCG playbook module on job exploration counseling</li> </ul> <p><b>Instruction in Self-Advocacy</b></p> <p>Depending on the individual student, may include activities related to or counseling on topics such as:</p> <ul style="list-style-type: none"> <li>• Disability disclosure, effective communication, and problem solving</li> <li>• Goal setting and attainment</li> <li>• Identifying, selecting, and requesting accommodations</li> <li>• Connections to community services (i.e. ADA, Disability Rights, etc)</li> <li>• PCG playbook module on instruction in self-advocacy</li> </ul> <p><b>Counseling on Postsecondary Education Opportunities</b></p> <p>Depending on the individual student, may include activities related to or counseling on topics such as:</p>

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
		<ul style="list-style-type: none"> <li>• Career paths offered through different programs and training required</li> <li>• College application processes and entrance requirements</li> <li>• Resources that may be used to support student success (i.e. disability support services)</li> <li>• Campus visits and set up meeting with disability office</li> <li>• How to request accommodation for entrance exams (i.e. ACTs, etc.)</li> <li>• PCG playbook module on counseling on PSE opportunities</li> </ul> <p><b>Workplace Readiness Training</b></p> <p>Depending on the individual student, may include activities related to or counseling on topics such as:</p> <ul style="list-style-type: none"> <li>• Social and interpersonal skills such as communication, positive attitude, teamwork, etc.</li> <li>• Independent living skills such as time management, using a cell phone, accessing community services and supports, etc.</li> <li>• Soft skills necessary for employment</li> <li>• PCG playbook module on work-place readiness training</li> </ul> <p><b>Work-Based Learning Experiences</b></p> <p>Depending on the individual student, may include activities related to or counseling on topics such as:</p> <ul style="list-style-type: none"> <li>• Job shadows and informational interviews</li> <li>• Workplace tours</li> <li>• Career mentorship</li> <li>• Internships, on-the-job training, apprenticeships or other short-term employment or volunteer opportunities</li> <li>• PCG playbook module on work-based learning experiences</li> </ul>

**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): COO, JEC, SAI, WRT, WBL	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?

IVRS offers summer camp opportunities that include Pre-ETS instruction as well as on-site job exploration experiences. IVRS Counselor is also available to meet with students individually as needed to provide Pre-ETS.

IVRS will coordinate with DCG to provide summer programming registration information to students and families in the spring of 2026 and will consider options for providing resources for transportation.

IDB will partner with the school team to assist with summer programming as appropriate. In addition, IDB offers LEAP, a summer program offered at IDB that includes multi-week sessions throughout the summer months and focuses on the 5 pre-employment transition services. Additional summer programming is done through Sky's the Limit, Dale Carnegie, and other contracted providers. These programs may be offered virtually or in person to students who are blind, have low vision or are deafblind.

Partner Agency	Communication of Programs and Services How are the above services and programs communicated out to staff, students/families, and partner agencies?
LEA	Information is provided to families via referral

<b>Partner Agency</b>	<b>Communication of Programs and Services</b> How are the above services and programs communicated out to staff, students/families, and partner agencies?
AEA	Information is provided to families via referral, professional development, IEP meetings and career fair.
IVRS	IVRS provides referral information to teachers, attends IEPs, presents to transition team during professional development and attends the career fair.
IDB	IDB shares information during meetings with the client and families, at IEP meetings and during Vision Discipline meetings. IDB sends out information through emails and fliers about upcoming Pre-ETS programming and other transition related activities and youth events. IDB also posts information on our website and sends information out through GovDelivery and social media.
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:**

The IVRS counselor will provide signed copies to LEA and AEA once completed.

**Additional notes, action items, next steps:**

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> )	 Matthew Blackmore <small>Matthew Blackmore (Oct 8, 2025 08:25:04 CDT)</small>	10/08/2025
IVRS Area Office Supervisor ( <i>required</i> )	 Kali True <small>Kali True (Oct 8, 2025 09:01:03 CDT)</small>	10/08/2025
AEA Regional Administrator ( <i>required</i> )	 Misty Christensen	10/08/2025
IDB VR Program Administrator (Required if IDB-VR is included on this plan)	 Keri Osterhaus	10/07/2025

## 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.

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