



Putting The “I” In IEP

Preparing for Life After High School

During the presentation...

- Jot down questions for later
- Pop questions into the chat box
- REMEMBER: This is all general information. We cannot speak to individualized, student specific concerns today.



Mission



The Methacton School District, with its strong tradition of excellence, will challenge all students to achieve their greatest potential and create a vibrant community of learners who appreciate diversity and will lead and succeed in a dynamic global society.

Learn, Lead, Succeed — Together



What We All Know

The Closing Of One Chapter, The Beginning of A New One

Our Staff



Students

Parents

General and Special Education Teachers

Building Principals

Transition Coordinator

School Counselors and a K-12 Career Counselor

Related Service Providers

District Administrators (Pupil Services, Curriculum, Special Education, etc.)

North Montco Technical Career Center Personnel

Montgomery County Intermediate Unit

Community Personnel

Quick Facts About Methacton High School



- Number of Rigorous Courses - 23
- High School Graduate Rate – 93.6% (4 year) 97.4% (5 year) Students with Disabilities (85%)
- Career Standards Benchmark - 98.1% of Our Students Exceed Performance (Statewide Average is 86.2%)
- 95.8% of Students With Disabilities Meet The Career Standards Benchmark
- 36% of Students With Disabilities Participate in Industry Based Learning
- 2.9% of Students With Disabilities Score Advanced on Industry Based Learning Assessments (State Average is 1.9%).

PA School Profile

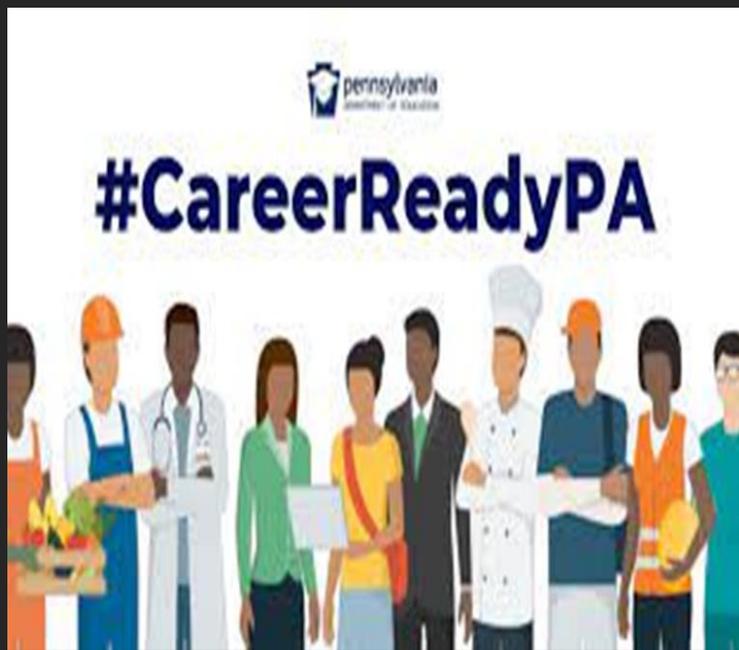
Quick Facts About Methacton High School



Students with Disabilities Upon Graduation:

- Post Secondary Education and Training -62%
- Enlisted in The Military – 12%
- Workforce – 26% (Approximate – Insufficient Sample Data Across All Subgroups)

CareerReadyPA



Learners across the state will be prepared for meaningful engagement in postsecondary education, in workforce training, in career pathways, and as responsible, involved citizens.

Secondary Transition: ESSA PA 339 IDEA



ESSA	PA 339	IDEA
All Students	All Students	Individual Student
Career Readiness Indicator	K-12 Comprehensive Plan	IEP Transition Plan from Age 14
Career Portfolio	Career Education Work (CEW) Standards <ul style="list-style-type: none"> • Career Awareness and Preparation • Career Acquisition • Career Retention and Advancement • Entrepreneurship 	Specific Individual Goals <ul style="list-style-type: none"> • Postsecondary Education/Training • Employment • Independent Living
Collaboration between teachers, school counselors, and community workforce	Advisor counsel with interagency and community representation	IEP/Transition team with interagency involvement
Accountability measure demonstrating that all students are participating in the development of career plans and portfolios	Comprehensive curriculum, information collected, ability to organize resources	Individualized to meet the unique strengths and needs

High School Courses



- Academic classes
- Advance Placement/Honors Courses
- Arts
- Business
- Computers/Technology/Business
- Career and Technical Educational Education
- Drivers Education
- Family Consumer Science
- Special Programs (Dual Enrollment, Community Service, Mentorship, Work Study)

Driver's Education Classes



Classroom semester 1(age 16 prior to Feb. 14 of school year)

Classroom semester 2 (age 16 after Feb. 14 of school year) Offered in grades 9*-12 .25 credits

Class meets 3 periods per cycle, 1 semester

Requirement: Highly recommended in grade 10,
*available to older students in grade 9 that will apply for permits while in 9th grade.

Academic Standards for Career and Work

- Chapter 4 of Title 22 of the State Board of Education Regulations of Required Education for ALL Students
- Describe what students should know and be able to do across grade levels to build a solid foundation in Career Education and Work

Academic Standards for Career Education and Work



Pennsylvania Department of Education

Regular Education Initiatives

Chapter 339 Plan

A written plan on file, approved by the board of school directors, for the development and implementation of a comprehensive, sequential program of counseling services for all students in grades kindergarten through 12th grade.

The 339 Plan addresses three counseling domains: Academic, Career and Personal/Social.

It is a working document that provides the framework for ensuring our students experience success in school while preparing them to lead fulfilling, post graduate lives as responsible members of society.

The 339 Plan is aligned to the PA Career Education and Work Standards.

The 339 Plan must include procedures to provide for guidance services to Career and Technical Centers (CTC).

The 339 Plan is reviewed annually and goals are updated.

Chapter 339 Plan

Components of career and college readiness begins in kindergarten and continues until graduation or when a student exits special education.

For each grade level, there is an action plan of identified goals and objectives as it relates to the general education curriculum.

Methacton
SCHOOL DISTRICT



1001 Kriebel Mill Road
Eagleville, Pennsylvania
19403



Chapter 339 Plan
2018/19

Grade 6 Sample Activities



- Introduction to Naviance
- Goal setting lesson with a smart goal added to Naviance
- Lesson on employability skills
- Resume - first electronic resume completed in Naviance
- Career Day participation and reflection
- Career research and informative slideshow on a chosen career

Grade 7 and 8 Sample Activities



- Career Key assessment
- Getting a Job lesson
- STEAM Day participation and reflection
- Job Shadow and presentation uploaded to Naviance
- Game Creation and fundraising presentation
- Child Development lab reflection

High School Sample Activities

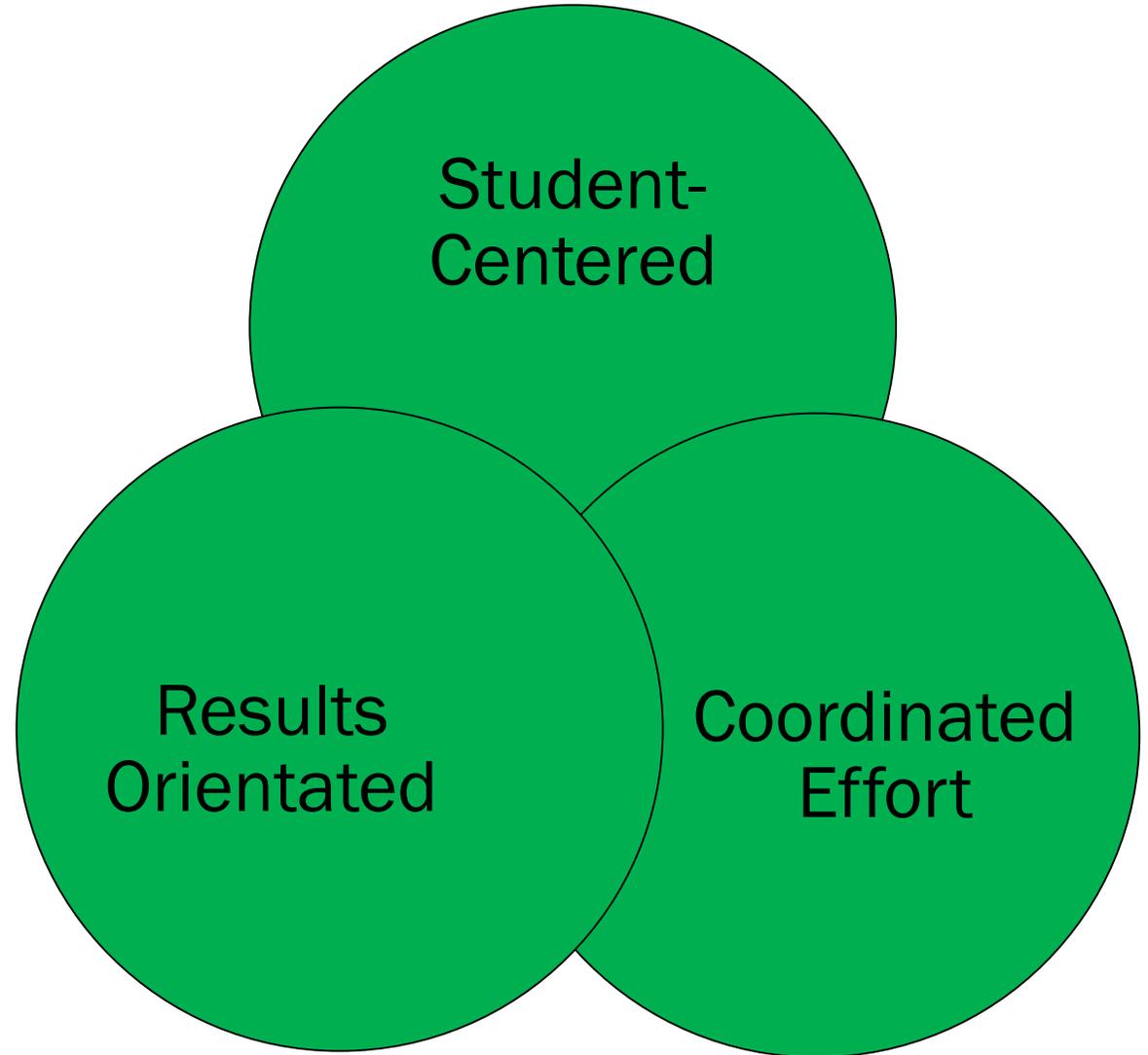


- PSAT Day
- Spirit Week
- Junior Achievement Career Fair
- Naviance
- Business Leaders
- Program Planning
- College Board
- Cover Letter, Resume, Applications
- Business Partnerships
- Teacher in the Workplace

What Is Secondary Transition?

“a coordinated set of activities for a child with a disability that is designed within a result-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child’s movement from school to post-school activities, including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation.”

The Transition Process



What Does Secondary Transition Planning Accomplish



Makes education/training, employment and independent living accessible to students with disabilities

Helps students/families think about the future and jointly plan with school and supporting agencies

Planning For Transition Services Begins...

Transition services must be addressed in the IEP of the student in the year in which the student turns **14** years of age.



Assessment is....

- A process of gathering relevant information to plan, evaluate, or make decisions (academic assessment, transition assessment, career and vocational assessment).
- Information gathered from multiple people and places over time.
- Different for every student



Understanding Assessment



Even with the best plans...

- Lives change
- Plans change with time.
- Assessment is an on-going process

Areas of Assessment



ACADEMIC SKILLS (READING,
WRITING, MATH)



LIFE SKILLS (SELF-
SUFFICIENCY, BANKING,
MONEY MANAGEMENT,
TRANSPORTATION)



VOCATIONAL SKILLS (CAREER
READINESS, JOB ANALYSIS,
ENVIRONMENTAL, SKILL
PERFORMANCE)



NON-COGNITIVE SKILLS (SELF-
DETERMINATION,
PERSISTENCE, SELF-EFFICACY,
PROBLEM-SOLVING)

Types of Assessments

- Formal
- Informal
- Academic Achievement
- Functional Performance
- Self-Determination
- Values
- Interests & Preferences
- Learning Style Preferences
- Temperaments, Personality & Worker Styles
- Aptitudes & Abilities
- Skills & Transferable Skills

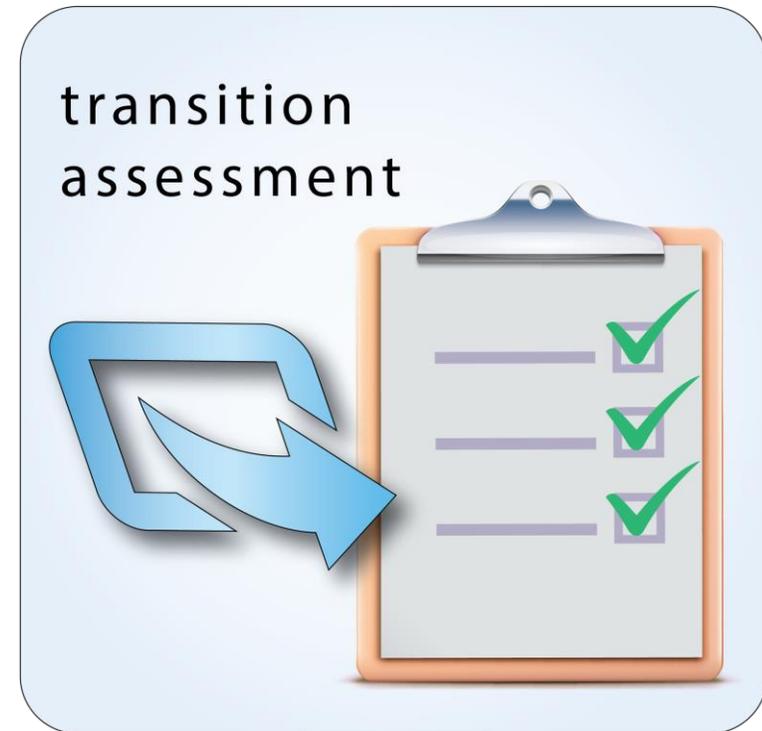
Assessment Helps a Student Answer...

- What are my unique talents and interests?
- What do I want in life, now and in the future?
- What are some of life's demands that I can meet now?
- What are the main barriers to getting what I want from school and my community?
- What are my options in the school and community for preparing me for what I want to do, now and in the future?



Students are Involved in Transition Assessment by...

- Developing an understanding of their disability, including its impact on learning, living, and employment
- Discussing their strengths, abilities, and needs for a long-range vision for their life.
- Discussing effective studying, test-taking, time management, and social skill strategies
- Understanding personal information, such as school and medical records



How Families Become Involved in Their Child's Transition Planning

What are my child's strengths?

What is my child interested in doing now and in the future?

What is my child good at doing?

In what areas does my child struggle?

What are my child's academic, employment, and independent living goals?

What is the gap between what my child wants to do and how he or she currently functions?

Planning For Post-Secondary



- College and Career Readiness
- Middle School Courses of Studies
- High School Courses of Studies
- North Montco Programs
- Transition Planning – Individualized Educational Program
- Montgomery County Community College
- MCIU Program

What Are Post-Secondary Goals?



- Based on age-appropriate transition assessment (interests, preferences, skills and abilities)

- Not the same as IEP measurable annual goals or events occurring in High School

- Statements that reflect what the student plans to do **AFTER** High School in each of the three areas:

- *Post-Secondary Education/Training

- *Employment

- *Independent Living

Postsecondary Education Goals



Postsecondary Education and Training Goal:

Following Graduation, Rayna has a goal of attending a college/university to pursue a career in the field of education.

Measurable Annual Goal
Yes/No
(Document in Section V)

* Denotes measurable annual goal

Courses of Study:

Biology, English 3, American History, Algebra I, Art and Design

Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
Service: *Improve skills in solving algebraic equations and inequalities	High School Academic Classes and Resource Room	During the school day	10/4/17	10/3/2018	LEA, General and Special Education Staff
Service: *Increase writing fluency and willingness to write.	High School Academic classes and Resource Room	During the school day	10/4/17	10/3/2018	LEA, General and Special Education Staff
Activity: Expand use of word processing and graphic organizer software to complete assignments	High School Academic classes and Resource Room	During the school day	10/4/17	10/3/2018	LEA, General and Special Education Staff

Training vs. Education

Training is the process of learning something with a goal of performing a specific skill or behavior.

Education is the systematic process of learning something with a goal of acquiring knowledge. In education, a person learns facts, concepts, and theories.

<i>Training</i>	<i>Education</i>
Pursuit of ability	Pursuit of knowledge
Improves performance and productivity	Develops a sense of reasoning and judgement
Method of skill development	Method of gaining knowledge
Teaches certain tasks	Teaches general concepts
Practical application	Theoretical orientation
Short-term process	Long-term process
Narrow scope	Wide scope
Related to employment	General learning
Prepares for present job	Prepares for a future job

Training and Educational Opportunities

- Gap Year Program
- On the Job Training
- Adult Education
- Workforce Training Programs
- Certification Programs
- Apprenticeships
- Technical Schools
- Post-Secondary Comprehensive Transition Programs
- Bridge to College
- Power Program
- Community College Programs
- Educational Programs (2 or 4 year)

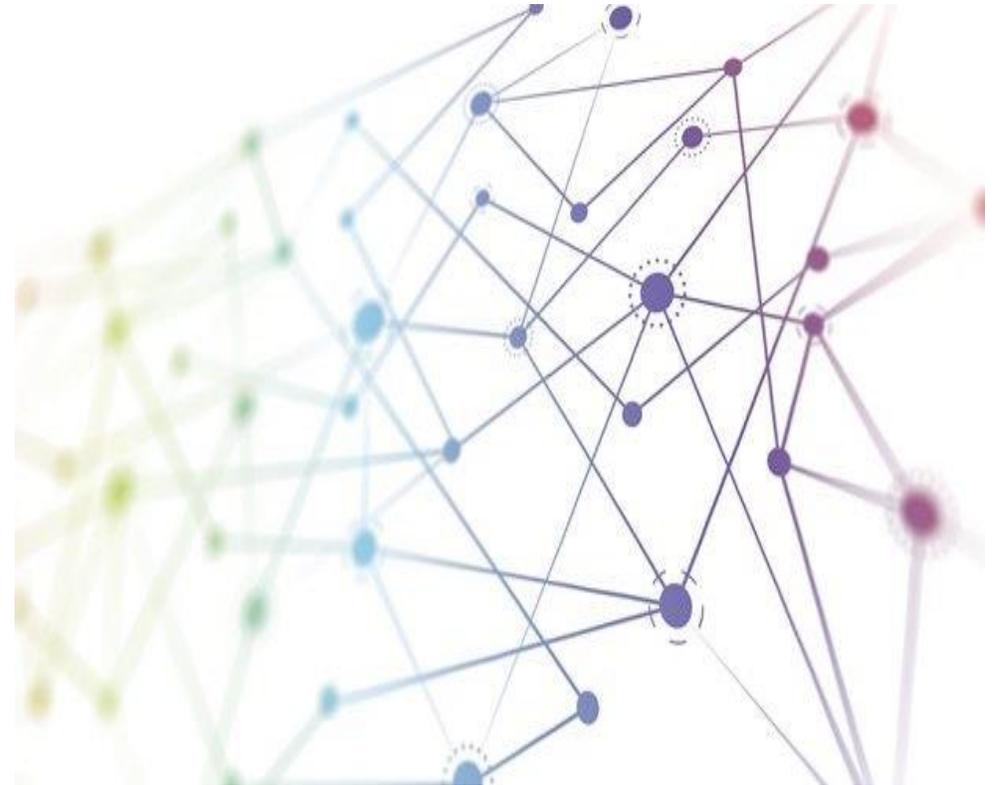
Post-Secondary Education and Training Goals

- Bryan plans to attend a two-year technical program.
- LaToya's goal is to attend a four-year college to study business.
- Vicky's goal is to attend an employment training program for food service.
- Kris plans to attend a nursing school.
- Ron plans to pursue on the job training.

Post-Secondary Education Goal:					 Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Courses of Study: <i>List <u>current</u> courses by name here (including CTE Program of Study)</i>					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

Post-Secondary Connections

- Montgomery County Community College
- West Chester
- Kutztown
- Gwynedd Mercy
- Ursinus
- Arcadia
- Thaddeus Stevens / Penn Tech.
- Workforce Training Programs



Employment Goals

- Miranda has a goal of competitive employment.
- Jason has a goal of supported employment.
- Jessie has a goal of customized employment.
- Steve plans to seek competitive employment possibly in the trucking industry.
- Mark's goal is to work with computers after graduation.

Employment Goal					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Courses of Study: <i>List <u>current</u> courses by name here (including CTE Program of Study)</i>					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

Options for Employment

Part Time

Full Time

Self-Employment

Entrepreneur

Seasonal

Employment Training Programs

Paid Apprenticeships

Military

TYPES OF EMPLOYMENT



FULL TIME



PART TIME



SEASONAL



TEMPORARY



INTERNSHIP



AT WILL

Employment Connections

School Age Programming – As determined by IEP Team

Local – Workforce Board – Montco Works Now

State Federal - Office of Vocational Rehabilitation, Career Link, Military

Supported and Customized Employment Providers

Local Employers

Additional Providers

Independent Living Goal

- Caroline’s goal is to one day live in her own apartment independently.
- Zack’s goal is to live with his family. He will need supports to access community resources.
- Jill’s goal is to live in a supported apartment, and to access community resources and programs with supports.
- Jeff’s goal is to live on his own once he has established employment. Based on data, the IEP team has determined that a goal and services for the Independent Living area are not needed at this time.

Independent Living					Measurable Annual Goal Yes/No (Document in Section V)
Courses of Study: <i>List <u>current</u> courses by name here (including CTE Program of Study)</i>					
Service/Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible

Independent Living Considerations

Does the student have needs related to:

Communication

Assistive Technology

Community and Civic participation

Financial Literacy

Relationships

Transportation

Recreation and Fitness



Independent Living Connections

School Age – As determined by IEP Team

Local Resources – Mental Health Resources, Financial Resources, Resources on Guardianship, Navicate, Housing, Assistance, Supports Coordination,

State Resources - Office of Developmental Programs

Federal Resources – Waiver, Social Security

What Are Transition Services and Activities

Action steps that support the student's movement towards Post-Secondary goals



Slated to occur during period of current IEP (may cross school years)



Each Post-Secondary goal area contains:

- *Service

- *Activity

The Transition Grid

Post-Secondary Education Goal:					Measurable Annual Goal <u>Yes/No</u> (Document in Section V)
Courses of Study:					
Service and Activity	Location	Frequency	Projected Beginning Date	Anticipated Duration	Person(s)/ Agency Responsible
REFERENCE AT LEAST ONE MEASURABLE ANNUAL GOAL AS A SERVICE	Where?	How often?	must be same as IEP dates	must be same as IEP dates	Recommend listing by title not name
LIST AT LEAST ONE ACTIVITY	Where?	How often?	same as IEP dates, or time limited, based on when it will begin	same as IEP dates, or time limited based on how long it will continue	Recommend listing by title not name



What Are Services?

Examples include

- Build vocabulary skills
- Improve writing conventions
- Learn to board a bus
- Comprehend figurative language
- Initiate peer interaction.
- Follow three-step directions
- Practice Self-Advocacy skills

Address skill deficits

Lead to measurable annual goal and progress monitoring

What Are Activities?

Examples include

- Visit a college or job fair
- Complete a virtual tour
- Complete career portfolio
- Prevocational Training
- Job shadow
- Senior project
- Group or individual meeting with OVR counselor
- Support for voter registration

Help Students Achieve
Post-Secondary Goals

Do not need to be
measurable.

Sample Post-Secondary Education and Training Activities

- Research postsecondary programs (Community College, Universities, Technical School)
- Research workforce training programs and apprenticeships.
- College fairs
- Virtual tours
- Guest speakers
- College visits
- Develop list of questions for schools
- Contact Disability Services Office
- Learn About Accommodations
- Learn about the cost college / FASFA
- Information on registration for PSAT, SAT
- Time management
- Practice disability disclosure

Sample Employment Activities

- Career exploration
- Visit/tour North Montco
- Career portfolio
- Job fairs
- Guest speakers
- Community visits/ field trips
- Research paper on a career of interest
- Review employment ads
- Community service
- Job shadowing
- Resume writing
- Graduation project
- Group meeting with OVR
- Explore PaCareer Zone
- Military visits/Jr. ROTC
- Work experience
- Explore Job Accommodations
- Network

Sample Independent Living Activities

- Clubs (socialization and participation)
- Shopping
- Family and Consumer Science activities
- Budgeting skills
- Food preparation
- Checking listings for apartments
- Learning about transportation options
- Help with voter registration
- Driver's Education
- Visiting community recreational facilities
- Open case with agency
- Obtain bus pass

Right to A Free and Appropriate Education

- All persons residing in this Commonwealth between the ages of 6 and 21 years are entitled to a free and full education in the Commonwealth's public schools." Based on the Pennsylvania Public School Code of 1949, as amended (24 P.S. § 13-1301), "...Notwithstanding any other provision of the law to the contrary, a child who attains the age of 21 years during the school term and who has not graduated from high school may continue to attend the public schools in his/her district free of charge until the end of the school term..."
- The school term, as defined in the Pennsylvania Public School Code of 1949 (24 P.S. § 1-102), is "...the period of time elapsing between the opening of the public schools in the fall of one year and the closing of the public schools in the spring of the following year"

Graduation Considerations

- According to the Pennsylvania Code (22 PA Code § 4.24(g)), a student with disabilities may graduate one of two ways.
- A student with disabilities may graduate either through the fulfillment of high school graduation requirements set forth in Chapter 4 (relating to academic standards and assessment) or upon the completion of his/her individualized education program (IEP) goals



Graduation Ceremony



- According to the Pennsylvania Public School Code of 1949, as amended (24 P.S. § 16-1614), a board of school directors of a school district, an area vocational-technical school or a charter school shall allow a student with a disability, whose IEP prescribes continued special education programs beyond the fourth year of high school, to participate in commencement ceremonies with the student's graduating class and receive a certificate of attendance, provided that the student has attended four years of high school regardless of whether the student has completed the IEP.

Receipt of Diploma & Age of Entitlement

- The receipt of a regular high school diploma terminates a student's right to a FAPE. Whether a student's right to a FAPE is terminated by the receipt of a regular high school diploma or aging out, the LEA must provide the student with a summary of academic achievement and functional performance, which shall include a recommendation on how to assist the student in meeting their postsecondary goals (34 CFR § 300.305(e)).
- If a student with a disability turns 21 years of age during the school term, that student may be eligible for extended school year services during the subsequent summer. The IEP team must determine whether that student is eligible for extended school year during the summer. If the IEP team determines that extended school year is a part of a FAPE, that student must be provided with extended school year services during the summer after the end of the school term.

Career and Post Secondary Resources

Intermediary
Resources

North Montco Technical Career Center

Montgomery County Community College

Community Health and Youth Foundation

Junior Achievement

ACE Mentoring Program

American School Counselor Association

Pennsylvania School Counseling Association

Career and Post Secondary Resources

Umbrella
Organizations

Chamber of Commerce of Greater Montgomery County

Community Youth Foundation

Montgomery County Chamber of Commerce

Montgomery County Workforce Development Board,
MontcoWorks

MCIU 23

Norristown Rotary

Collegeville Rotary

Methacton Education Foundation

Career and Post Secondary Resources

Community/ State
Organizations

Career Link

OIC-Opportunities Industrialization Center

MontcoWorks NOW

PA CareerLink Montgomery County

Job Corps

Military Branch Representatives: Air Force, US
Army, Marines, Navy,

Coast Guard, National Guard

Career and Post Secondary Resources

Community/ Business
Partnerships

Phoenixville Community Health Foundation

Franklin Mint Credit Union

American Heritage Credit Union

Inteprod, LLC

Globus Medical

Dow

Merck

Pfizer

Vanguard

Gwynedd Mercy University Admissions

MCCC Admissions, Career Services and Workforce Development

Penn State Abington Admissions

Ursinus College Admissions and Career Services

Transition Considerations

We are currently exploring ways to:

- Enhance existing Methacton HS in-house Transition opportunities
- Implement New Programming
 - LifeCourse Nexus Tool
 - Other transition Programs (e.g., Digitability, TeachTown.....)
- Form Partnerships in the Community (e.g., local businesses, organizations)

If you know of any existing transition programs being used elsewhere, please feel free to drop in the chat!

State Resources

PA Secondary Transition - <https://www.pasecondarytransition.com/>

PaTTAN – Secondary Transition – <https://www.pattan.net/Graduation-Post-Secondary-Outcomes/Educational-Initiatives>

Planning For the Future Checklist – <https://www.pattan.net/Publications/Planning-for-the-Future-Checklist>

PA Adult Autism - <https://www.dhs.pa.gov/Services/Disabilities-Aging/Pages/Adult%20Autism%20Waiver.aspx>

Montgomery County Resources

Office of Developmental Disabilities

<https://www.montcopa.org/DocumentCenter/View/18667/DD-Brochure-2020>

DD and Community Services Guide

<https://www.montcopa.org/DocumentCenter/View/8176/Home-and-Community-Service-Guide-11-19-14?bidId=>

Employment Guide - <https://www.montcopa.org/DocumentCenter/View/12478/Employment-Guide-?bidId=>

Transition Guide - <https://www.montcopa.org/DocumentCenter/View/19179/Transition-Guide?bidId=>

Mental Health Resources

General Information - <https://www.montcopa.org/2034/What-We-Do>

Community Centers - <https://www.montcopa.org/2035/Community-Behavioral-Health-Centers>

Transition Age Youth - <https://www.montcopa.org/2040/YouthTransition-AgeYoung-Adults>

Community Resources - <https://www.montcopa.org/2036/Community-Resources>

LGBTQ+ Resources - <https://www.montcopa.org/3479/Mental-Health-Support>

Financial Resources

AHEDD- <https://www.ahedd.org/services>

Benefits Counseling Toolkit - <https://www.pasecondarytransition.com/assets/img2/OVR-BSE%20Benefits-Counseling%20Tikt%2012-7-21.pdf>

Financial Literacy - <https://www.fdic.gov/resources/consumers/money-smart/teach-money-smart/money-smart-for-young-people/index.html>