

Guidelines for Placing Students with IEP's/504's Helping students choose



CACC

High school programs

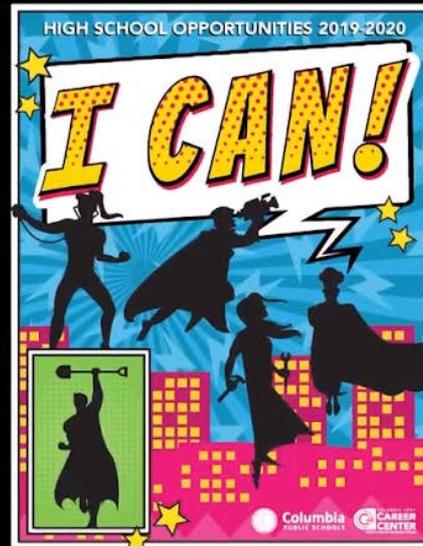
Adult post-secondary programs for
employment

Community Programs for personal
enrichment

**CACC Mission- Preparing
today's students for
tomorrow's careers.**

I Can!

Informational and Recruitment Video

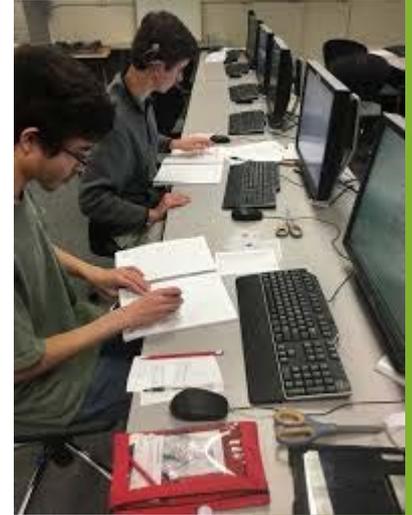


Students

2018-2019

Secondary Programs (approximately)

- 382 students with IEPs/504 Plans (2017-18 increase of 98 from the previous year) – 14.5% of total population
- 305 students with IEPs/504s Plans – 11.5% of total population



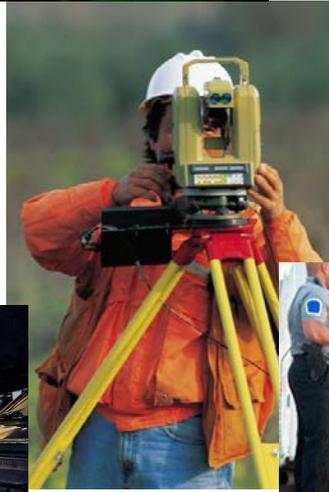
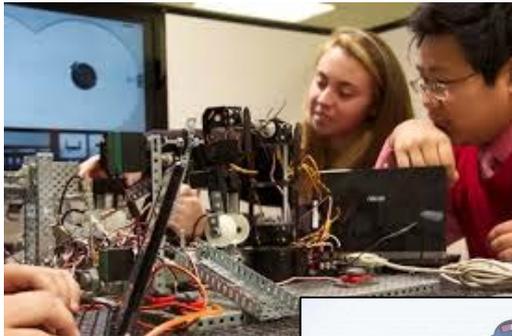
“Hands on – Minds On”

- Many CACC courses have technical standards that mirror future career fields
- Selection process must consider physical, cognitive, and behavioral abilities.

Role of the CTREs (Career & Technical Resource Educators)

- Student educational IEP/504 team member
- Liaisons between students and traveling teachers
- Do not re-teach curriculum but provide resources to access the curriculum
- Provide accommodations as outlined in IEP/504 plans
- Offer quiet place to work – Computer programs
- Provide CACC Course advisement for IEP/504 - involved in all enrollment activities *****KEY**

Can you see your student filling this role?



When placing students with an IEP/504:

- **FAPE ... “Appropriate”**
- **Placement ... individualized and thoughtful**
- **Skills required for what the student plans to do NEXT-**
- **Plan for students to access support**

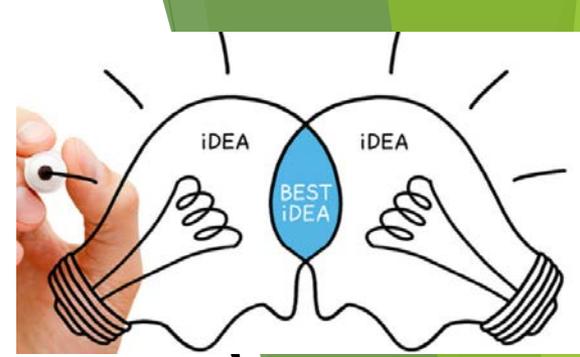
Prerequisites

"I believe that grit materializes when students and adults...have clear goals that are meaningful to them."

- Trevor Bryan in Education Week Teacher

- Each path has a course offered without a prerequisite
- Approved by Advisory Committees
- Listed for all courses – Grade level math and/or English requirements are common
- Read carefully:
 - Intro course may not be pre-requisite for similarly named course
 - Healthcare Professions and EMT requires background checks and urine drug screening

Accommodations



- Can NOT alter the certification requirements – can't modify
- Cannot sacrifice SAFETY or Industry Standards
- Dual Credit Courses
- Students with IEPs doing well in regular education core classes vs.
- Students served in primarily self-contained setting
- Core competencies of the CACC program must be met

Program Standards

- Advisory Committees
- Workplace Expectations (Industry Approved)
- Core Competencies and Industry
- Recognized Credentials
- Industry Certifications



Industry-based Standards

- **Examples of challenges:**
 - Digital media – students must learn all commands in order for software “to work”
 - Students must pass qualifying safety exams in order to participate in the shop/lab
 - Students must demonstrate background knowledge or have the ability and willingness to study and learn new vocabulary/concepts outside of class time.

Workplace Expectations

CAREER CENTER		WORKPLACE EXPECTATIONS <i>Preparing today's learners for tomorrow's careers</i>			
POSITIVE ATTITUDE	Be positive Eager to learn Eager to work Eager to think Willingness to interact	UNEMPLOYABLE • Shows little or no interest in learning • Shows little or no interest in interacting with others • Shows little or no interest in thinking or problem-solving	UNEMPLOYABLE • Shows little or no interest in learning • Shows little or no interest in interacting with others • Shows little or no interest in thinking or problem-solving	EMPLOYABLE • Shows interest in learning • Shows interest in interacting with others • Shows interest in thinking or problem-solving	HIGHLY SOUGHT OUT CANDIDATE • Shows strong interest in learning • Shows strong interest in interacting with others • Shows strong interest in thinking or problem-solving
RELIABILITY	Be on time Attendance Punctuality Preparedness	UNEMPLOYABLE • Arrives late to class • Does not bring necessary materials to class • Does not complete assignments on time	UNEMPLOYABLE • Arrives late to class • Does not bring necessary materials to class • Does not complete assignments on time	EMPLOYABLE • Arrives on time to class • Brings necessary materials to class • Completes assignments on time	HIGHLY SOUGHT OUT CANDIDATE • Arrives early to class • Brings extra materials to class • Completes assignments ahead of time
INITIATIVE	Be prepared Technology use Focused effort Religion oriented Manner of dress	UNEMPLOYABLE • Does not use technology effectively • Does not focus on learning • Does not dress appropriately	UNEMPLOYABLE • Does not use technology effectively • Does not focus on learning • Does not dress appropriately	EMPLOYABLE • Uses technology effectively • Focuses on learning • Dresses appropriately	HIGHLY SOUGHT OUT CANDIDATE • Uses technology effectively • Focuses on learning • Dresses appropriately
INITIATIVE	Be valuable Key classroom environment Task oriented Managing of time Flexible/ adaptable	UNEMPLOYABLE • Does not contribute to the classroom • Does not manage time effectively • Does not adapt to change	UNEMPLOYABLE • Does not contribute to the classroom • Does not manage time effectively • Does not adapt to change	EMPLOYABLE • Contributes to the classroom • Manages time effectively • Adapts to change	HIGHLY SOUGHT OUT CANDIDATE • Contributes to the classroom • Manages time effectively • Adapts to change
RESPECT	Be honest Honesty Communication Recognizes authority	UNEMPLOYABLE • Does not communicate effectively • Does not recognize authority • Does not follow classroom rules	UNEMPLOYABLE • Does not communicate effectively • Does not recognize authority • Does not follow classroom rules	EMPLOYABLE • Communicates effectively • Recognizes authority • Follows classroom rules	HIGHLY SOUGHT OUT CANDIDATE • Communicates effectively • Recognizes authority • Follows classroom rules
GRATITUDE	Be friendly Toward instructor Toward classmates Appreciative Customer-service oriented	UNEMPLOYABLE • Does not show appreciation • Does not interact positively with others	UNEMPLOYABLE • Does not show appreciation • Does not interact positively with others	EMPLOYABLE • Shows appreciation • Interacts positively with others	HIGHLY SOUGHT OUT CANDIDATE • Shows appreciation • Interacts positively with others

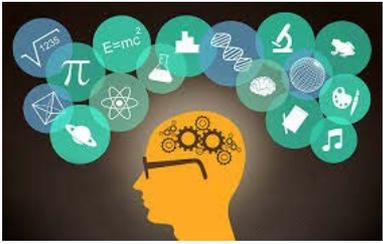
www.career-center.org

All CACC courses base part of individual grades on these:

- Positive Attitude
- Reliability/Attendance
- Professionalism/Preparedness
- Initiative/Responsibility
- Respect/Integrity
- Gratitude/Teamwork

The Successful CACC student demonstrates:

- Strong organizational skills
- Excellent attendance
- Interest and Initiative
- Ability
- Willingness to work
- Willingness to spend time outside of class
- Safe work habits in specialized environments



Things to Consider

- Hands on, Minds On
- Safe behavior and use of equipment
- Specialized equipment and setting
- Technical vocabulary and terminology
- Some experiences can't be re-scheduled
- Work outside class



Career & Technical Resource Educators

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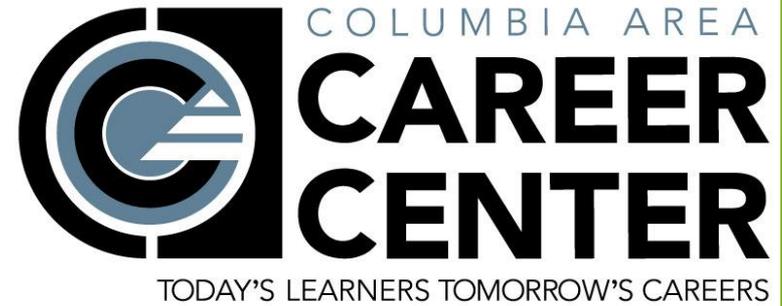
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CACC Website

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