

# **Special Services Building Report**

**For: November 23, 2021**

## **Board Meeting**

Submitted by: Maureen Stott,  
Director of Special Services

### **Special Education Activities**

\* Dr. Lester Johnson III and I have been researching and have begun the process of putting together a comprehensive Life Skills Curriculum for Browning High School. Some of the curriculum ideas being researched are:

\*Sewing\*Finances\*Relationships\*Personal Development and  
Safety\*Setting Goals\*How to Save Money\*Business\*Personal Auto  
Care\*Personal Home Care

We will meet again to continue the discussion and follow up on leads at OPI and through other districts we have contacted.

\*On October 21 and 22 I attended a training that actually had been put in the book for the spring of 2020 but had been put on hold due to COVID. Pre-Employment Transitioning Services is a program through Vocational Rehabilitation and Blind Services that introduces youth, that have been ages 14-21, that have been identified with a disability, the opportunity to develop emergent and informed job skills that help them make informed job choices that lead to real work experience in their futures. This grant program will allow our SpEd department to earn up to \$54,000.00 in funding to support our students in SpEd to receive skills, training and opportunity in the job force in the next 12 months. Below is a copy of the plan developed for Browning Public Schools. Some

of these steps are already routinely practiced through transitional IEP's some things we will need to work on implementing. Our assigned representative, Lillian McGinn, will be here on sight for a training with our district high school counselors, SpEd teachers, high school administration and other local stakeholders on the afternoon of November 17 at the Browning High School Band Room, Noon- 4:00PM for training and questions. Please feel free to stop in if you have any questions or are interested in learning about the Pre-ETS program.



### Pre-ETS Scope of Work Plan

High School:	
Pre-ETS Services	Planned Activities
Job Exploration Counseling	<ul style="list-style-type: none"> <li>• Help students complete interest inventories and explore careers using various paper and online resources.</li> <li>• Provide opportunities for work on career exploration tools such as the Montana Career Information System (MCIS) (<a href="https://mtcis.intocareers.org/">https://mtcis.intocareers.org/</a>), the Personal Employment Plan (PEP Talk) (<a href="https://lmi.mt.gov/Portals/135/Publications/Career-Pubs/for%20job%20Seekers/PEP-Talk.pdf">https://lmi.mt.gov/Portals/135/Publications/Career-Pubs/for%20job%20Seekers/PEP-Talk.pdf</a>) and the Montana Department of Labor &amp; Industry Career Resources website (<a href="http://www.careers.mt.gov">www.careers.mt.gov</a>).</li> <li>• Provide experience interviewing workers in the community during local business tours.</li> <li>• Lots of work with Tribal Elders or an intergenerational panel on Employment and Native Trades, as well as interagency tribal work</li> <li>• Provide opportunities to explore Transition-to-Work inventories and facilitate follow-up discussions afterward.</li> <li>• Offer a high school course on career choices.</li> <li>• Purchase curriculum or software that supports the exploration of students' interests, aptitudes, and abilities around careers and employment.</li> </ul>

Work-Based Learning Experiences	<ul style="list-style-type: none"> <li>• Make arrangements for students to take advantage of work-based learning experiences.</li> <li>• Facilitate job shadowing and mentoring at local businesses.</li> <li>• Build a network of local community-based work experiences, including opportunities for one-day job shadows and longer term work experiences.</li> <li>• Develop a system for gathering information about student skills, support needs, strengths and experiences from each work experience.</li> <li>• Arrange for students to participate in community-based experiences.</li> </ul>
Counseling on Opportunities for Enrollment in Comprehensive Transition or Postsecondary Education Programs	<ul style="list-style-type: none"> <li>• Provide opportunities to participate in “College in a Day” at local college campuses.</li> <li>• Work with Blackfeet Community College in order to assist in enrolling in college and future career readiness</li> <li>• Work on Transition set-up with Blackfeet Community College</li> <li>• Learn about accommodations for college entrance testing and SAT and ACT test preparation.</li> <li>• Collaborate with the school counselor to provide opportunities to discuss post-secondary education options and visit local post-secondary education campuses.</li> <li>• Educate students on the differences between special education services in high school and disabled student services on campus.</li> <li>• Explore statewide Job Corps options.</li> <li>• Plan a visit with students to a local Job Corps campus.</li> </ul>
Workplace Readiness Training	<ul style="list-style-type: none"> <li>• Offer soft skills training to facilitate awareness of social skills and personal strengths and challenges in the workplace.</li> <li>• Teach students strategies to promote independence at work such as time management, moving from task to task, and self-monitoring production and performance.</li> <li>• Explore existing soft skills training. For example: through local Job Service offices; Easter Seals-Goodwill Peer Connections (<a href="http://www.easterseals.com/esgw/our-programs/autism-asd-services/peer-connections.html">http://www.easterseals.com/esgw/our-programs/autism-asd-services/peer-connections.html</a>); Missoula-based JOBS’s (Job Opportunity-Based Services) Job Ready program (<a href="http://www.jobsinfoamt.com/jobreadyprogram.html">http://www.jobsinfoamt.com/jobreadyprogram.html</a>); MYTransitions’ Soft Skills Academies (<a href="http://montanayouthtransitions.org/soft-skills-academies/">http://montanayouthtransitions.org/soft-skills-academies/</a>); Centers for Independent Living; and the Office of Disability</li> </ul>

	<p>Employment Policy's (ODEP) "Skills to Pay the Bills" curriculum (<a href="http://www.dol.gov/odep/topics/youth/softskills/">http://www.dol.gov/odep/topics/youth/softskills/</a>).</p> <ul style="list-style-type: none"> <li>• Teach workplace vocabulary and support students to develop competent communication for the workplace. Develop strategies for augmentative and alternative communication if needed.</li> <li>• Offer financial literacy instruction addressing such topics as getting a paycheck, calculating the impact of wages on SSI, reporting wages to the Social Security Administration, applicable Social Security work incentives, saving, and budgeting.</li> <li>• Teach workplace expectations such as work hours and breaks, vacation time, annual holidays, personal hygiene, maintenance of uniforms, health and safety requirements, etc.</li> <li>• Provide "transportation and travel" training. Determine if travel trainers are available through Vocational Rehabilitation and Blind Services or the local Center for Independent Living.</li> <li>• Create a job club/class to practice job skills.</li> <li>• How to report workplace harassment and other situations in which reporting is needed within the workplace</li> </ul>
Instruction in Self-Advocacy	<ul style="list-style-type: none"> <li>• Support students in setting one or two relevant personal self-advocacy goals for the school year (for example, keeping a calendar, making medical appointments, and participating in required transition evaluations for moving from pediatric to adult health and/or mental health services).</li> <li>• Teach specific workplace self-advocacy skills, including how to complete timecards, request leave for vacation or medical appointments, and report workplace harassment.</li> <li>• Provide opportunities for students to plan and attend visits and/or meetings with local Vocational Rehabilitation and Blind Services (VRBS) counselors and/or college-based staff to research opportunities for post-secondary employment and education.</li> <li>• Support students to develop a portfolio or file of important papers for after graduation. Contents might include Social Security card, birth certificate, employment information, references, resume, etc.</li> <li>• Encourage and support students to lead their own IEP meetings. Identify existing resources to teach students to lead their meetings, or create visual resources to help students envision this possibility.</li> </ul>

<b>Method to document Pre-ETS for students' permanent school records</b>	<ul style="list-style-type: none"> <li>• IEP's will be where transition goals and Pre-ETS services will be listed</li> <li>• Progress reports will be another way to see which students are getting services</li> <li>• Utilizing the Quarterly Report to keep track of which students and what services they are receiving</li> </ul>
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