Beaver County Career & Technology Center and Beaver County Schools

Special Education Communication Protocol

October 31, 2014

School Presentations

BCCTC

- Students will complete a Career Interest Survey in 9th grade during BCCTC presentations by the Career School Counselor. Results will be reported to the LEA School Counselors and Transition Coordinator. Results are sent to parents the following summer.

LEA

- Special Education Staff will document the results of the Career Interest Survey in Present Levels of Academic Achievement and Functional Performance of the student's IEP

Career Interest Survey

Discover

Getting to Know Yourself
Assess Your Interests

What do you want to be when you grow up?

Starting a new career or changing jobs can be an adventure – a journey that leads you to new and rewarding work opportunities. It can also be confusing and frustrating if you aren't sure where you want to go.

That's why we've provided a self-assessment test to help you determine which careers are a good fit for you. The goal is to find a rewarding job or career that uses your unique set of skills, talents and abilities. People who choose careers that match their interests are more likely to achieve job satisfaction and success. However, self-assessments are just one part of the entire career puzzle. You should consider the results of your test in combination with information from career counselors and other sources.

The assessment that follows is based on the Holland Interest Inventory[1], a widely used method of matching a person's personality to specific career types.

Let's get started.

Step 1:

In each group, check the items that describe you. Then count up the number of checkmarks and fill in the total. Be as honest as you can. Remember: There are no wrong answers!

	-R-	-I-	-A-	-S-	-E-	-C-
Are You:	○ Practical	○ Scientific	○ Imaginative	○ Helpful	○ Sociable	○ Orderly
	○ Mechanically inclined	○ Precise	○ Intuitive	○ Idealistic	○ Ambitious	○ Accurate
	○ Sly or modest	○ Observant	○ Romantic	○ Generous	○ Witty	○ Conscientious
	○ Reliable	○ Curious	○ Creative	○ Cooperative	○ Argumentative	○ Efficient
	○ A nature lover	○ Analytical	○ Independent	○ Friendly or cheerful	○ Persuasive	○ Methodical
	○ Athletic	○ Self-motivated	○ Sensitive or emotional	○ Responsible	○ Self-confident	○ Careful
Can You:	○ Work on cars	○ Solve math problems	○ Play a musical instrument	○ Teach others	○ Convince others to see things your way	○ Keep accurate records
	○ Solve mechanical problems	○ Conduct research	○ Act or perform	○ Mediate disputes	○ Lead a group	○ Write a business report
	○ Start a campfire	○ Analyze data	○ Write stories or poems	○ Lead a group discussion	○ Sell things or promote ideas	○ Make charts and graphs
	○ Read a blueprint	○ Think abstractly	○ Dance	○ Work with others	○ Entertain guests	○ Operate office machines
	○ Fix electronic equipment	○ Perform laboratory work	○ Sketch, draw, or paint	○ Plan or supervise an activity	○ Manage people or products	○ Work well within a system
	○ Play a sport	○ Do complex calculations	○ Work independently	○ Offer others guidance	○ Give talks or speeches	○ Use a computer
Do You Like To:	○ Hunt or fish	○ Use computers	○ Decorate	○ Do volunteer work	○ Belong to clubs	○ Play board games
	○ Build or repair things	○ Read scientific magazines	○ Take photographs	○ Organize parties	○ Start or lead a social organization	○ Collect items
	○ Operate tools and machinery	○ Use a telescope	○ Attend concerts or plays	○ Play team sports	○ Meet important people	○ Work on home improvement projects
	○ Be physically active	○ Experiment or observe events	○ Collect artwork	○ Babysit or work with children	○ Make decisions affecting others	○ Build models
	○ Work outdoors	○ Play chess	○ Read fiction, plays, and poetry	○ Be the center of attention	○ Win awards	○ Work with numbers
	○ Use your hands	○ Work independently	○ Work on crafts	○ Attend meetings	○ Run a political campaign	○ Be responsible for details
	Total for "R"=	Total for "I"=	Total for "A"=	Total for "S"=	Total for "E"=	Total for "C"=

[1] *Dr. John Holland's RIASEC model of occupations is the basis of most contemporary career inventories. It classifies an individual's personality as Realistic, Investigative, Artistic, Social, Enterprising, or Conventional and it matches those classifications to fitting vocations.*

Career Interest Survey

Discover

Step 2:

Using your totals, identify the three letters that have the highest scores. Record them in the spaces below:

My Interest Code

Step 3:

To the right are descriptions for each of the six interest codes. Take a minute to read the descriptions for the areas that match your interest code from Step 2.

Did you know...

You can always talk with your guidance counselor about this interest assessment to discuss what other options you may have that are not listed on this page.

R = Realistic
Is skilled at working with tools, mechanical or electrical drawings, machines or plants and animals. Generally avoids social activities like teaching, healing and informing others. Sees self as practical, mechanical and realistic.

Possible occupations include:
- Welders (pg. 19)
- Packaging Machine Operators (pg. 20)
- Electricians (pg. 21)
- Truck Drivers (pg. 34)
- Environmental Engineers (pg. 33)

I = Investigative
Is good at understanding and solving science and math problems. Generally avoids leading, selling or persuading people. Sees self as precise, scientific and intellectual.

Possible occupations include:
- Pharmacists (pg. 30)
- Financial Analysts (pg. 24)
- Cardiovascular Technologists (pg. 30)
- Systems Analysts (pg. 32)
- Chemists (pg. 25)

A = Artistic
Is strong in areas such as creative writing, drama, crafts, music or art. Generally avoids highly ordered or repetitive activities. Sees self as expressive, original and independent.

Possible occupations include:
- Librarians (pg. 27)
- Graphic Designers (pg. 24)
- Technical Writers (pg. 33)
- Photographers (pg. 32)
- Architects (pg. 33)
- Writers and Authors (pg. 33)

S = Social
Is good at teaching, counseling, nursing or giving information. Generally avoids using machines, tools or animals to achieve a goal. Sees self as helpful, friendly and trustworthy.

Possible occupations include:
- Child Care Workers (pg. 26)
- Secondary School Teachers (pg. 26)
- Social Workers (pg. 30)
- Personal Financial Advisors (pg. 24)
- Registered Nurses (pg. 29)

E = Enterprising
Is good at leading people and selling things or ideas. Generally avoids activities that require careful observation and scientific, analytical thinking. Sees self as energetic, ambitious and sociable.

Possible occupations include:
- Lawyers (pg. 23)
- Purchasing Agents (pg. 19)
- Industrial Engineers (pg. 19)
- Construction Supervisors (pg. 21)
- Claims Adjusters (pg. 22)
- Transportation Supervisors (pg. 34)

C = Conventional
Is good at working with written records and numbers in a systematic, orderly way. Generally avoids ambiguous, unstructured activities. Sees self as orderly and good at following a set plan.

Possible occupations include:
- Bookkeeping & Accounting Clerks (pg. 22)
- Billing Clerks (pg. 22)
- Cost Estimators (pg. 21)
- Legal Secretaries (pg. 23)
- Computer Support Specialists (pg. 32)
- Management Analysts (pg. 23)

Where do you fit at BCCTC?

Where do you fit in at Beaver County CTC according to your Holland Code?

Class	Realistic	Investigative	Artistic	Social	Enterprising	Conventional
Automotive Technology	x	x		x		x
Business Information Systems	x	x			x	x
Carpentry	x		x			x
Collision Repair	x		x			x
Commercial Art		x	x		x	
Cosmetology	x		x	x	x	
Drafting & Design	x	x	x		x	
Electrical Occupations	x	x				x
Culinary Arts	x		x	x	x	
Graphic Arts and Printing	x		x			
Greenhouse/Landscaping	x		x			x
Health Occupations	x	x		x		x
Air Conditioning/Refrigeration	x					x
Logistics & Materials Management	x	x	x	x	x	x
Machine Tool Technology	x	x	x			x
Masonry/Bricklaying	x		x			x
Plumbing & Heating	x					x
Vet Assistant	x	x		x		x
Welding	x	x	x			x

Holland Code Definitions:

Realistic: Manual & mechanical competencies; interaction with tools, machines & objects; conforming behavior; concrete & productive values.

Investigative: Analytical, technical & scientific competencies; persistence in problem solving; creation & use of knowledge.

Artistic: Creative ability, emotionally expressive; interaction with others; unconventional ideas, intellectual endeavors.

Social: Interpersonal competencies; skill in mentoring & teaching others; sociable; helpful; concern for others.

Enterprising: Skill in persuasion & manipulation of others; self confidence; pursues financial or material accomplishments; acquisitive; attains goals.

Conventional: Performs precise standards & clerical skills; organizational ability; dependable; works with numbers or machines to meet predictable organizational demands.

Single Point of Contact

BCCTC

- Susan Chance, Learning Facilitator, has been designated as the Single point of contact for Special education students interested in or currently attending BCCTC.

LEA

- Each LEA will establish a single point of contact for communication from the BCCTC Learning Facilitator, regarding special education students interested in or currently attending BCCTC.

Prior to Enrolling at BCCTC

- Students will:
  - Tour BCCTC
  - Participate in a half day visit to match their career interest
  - Complete a hands on activity related to their program of interest

Prior to Enrolling at BCCTC

BCCTC

- Program Instructors will prepare hands on activities
- Program Instructors will complete an Instructor feedback form – sent to BCCTC Student Services Department
- Feedback forms will be reviewed and forwarded to School Counselors and LEA Contact.

LEA

- LEAs are required to follow the process outlined in its entirety prior to enrolling students with an IEP at BCCTC
- Information from Instructor feedback forms is to be documented in the Present Levels of Academic Performance and Functional Performance

Student Half Day Visits

BCCTC

- BCCTC staff will coordinate and schedule half day visits for interested students in 9th and 10th grades

LEA

- School Counselors, Transition Coordinators or LEA Contacts will request half day visits to BCCTC for interested 9th and 10th grade students with designated BCCTC staff (Anne Liller, Susan Chance, Susan Schuller)

IEP Meeting

BCCTC

- A representative will participate in an IEP meeting prior to the student beginning their BCCTC program

LEA

- Send formal invitation to BCCTC representative to attend the IEP meeting no less than 10 days prior to the scheduled IEP meeting date
- Indicate SDI(s) (using specific terminology) to be implemented at BCCTC in the modifications section of the IEP and 504 agreement
- BCCTC Program Instructor can be identified as the general educator in IEP meetings held at BCCTC

IEPWriter Access

BCCTC

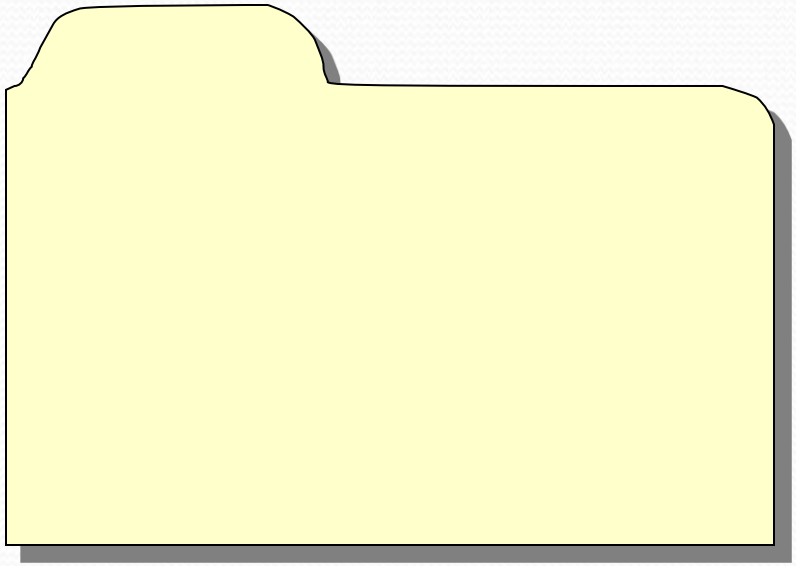
- Susan Chance will be assigned as a contributor, READ ONLY, to the student's IEP prior to the student beginning a program at BCCTC
- Student IEP information will be provided to Program Instructors in a timely manner

LEA

- Assign Susan Chance as a contributor, READ ONLY, to the student's IEP prior to the student beginning a program at BCCTC
- IEPWriter contributor list will be updated for incoming students by June 30th

Teacher to Teacher

- Susan Chance and the LEA Transition Coordinator or other LEA designee will meet prior to September 30th to review new student IEPs



Orientation

BCCTC

- Students enrolled at BCCTC will be invited to attend Student Orientation which will include parents, sending school Transition Coordinators and School Counselors

LEA

- Should promote student, parents, School Counselors and Transition Coordinators attending the Student Orientation

Progress Reporting

BCCTC

- Student Progress Reports will be sent to School Counselors and LEA Contact in the middle of each marking period
- Parents will receive a progress report for students who are receiving a D,F or if a student is struggling
- Marking Period grades will be sent to the School Counselors and LEA Contact at the end of each marking period

LEA

- School Counselors will contact Anne Liller's secretary when a Progress Report is not received for a student attending BCCTC
- LEA Contact will contact Susan Chance when a Progress Report is not received for an IEP student attending BCCTC
- Document student grades for each marking period in the IEP annually.

At Risk Student Process

BCCTC

- Program Instructors will report behavior, academic and attendance concerns to Susan Chance. Sue Chance will report concerns to LEA Contact
- Laura DelVecchio will flag students who are reported to be failing each 9 weeks and contact School Counselor
- Susan Chance will request an IEP meeting to be held at BCCTC for at risk students
- When warranted BVIU Transition Consultant, will attend IEP meetings held at BCCTC

LEA

- LEA Contact will receive documentation of Instructor concerns within 10 days submitted concerns
- Comply with request for IEP meeting for at risk or failing students and schedule the IEP meeting within 5 days of request
- Include BVIU Transition Consultant in IEP meeting when warranted

Change of Program

BCCTC

- If a program change is being considered a BCCTC representative will contact the School Counselor and the LEA Contact regarding the proposed change
  - Student request
  - Staff initiated

LEA

- Will schedule an IEP meeting within 5 days concerning proposed program change at BCCTC

Request for Information

BCCTC

- When requested by LEA, Susan Chance will email the following information to the LEA Contact
  - Student Progress Update completed by the Program Instructor (academic & behavior input)
  - Task Grade Report (completed tasks to date / task grade / % of required tasks completed
  - Attendance data

LEA

- Request for information will be sent via email to Susan Chance
- Notify Susan Chance if requested information is not received within 5 days of the request

NOCTI

National Occupation Competency Testing Institute

BCCTC

- Report Pre-NOCTI (fall) and NOCTI (spring) results to LEA School Counselors and Transition Coordinators
- Report Machine Tool Technology, NIMS testing, results in the spring
- Veterinary Assistant end of program assessment will be reported in a timely manner after scores are received

LEA

- Document accommodations for all end of program testing in student IEPs (Present Levels of Academic Achievement and Functional Performance) during the annual IEP of their junior year.
- Document Pre-NOCTI results in the Present Levels of Academic Achievement and Functional Performance

Senior Summary

BCCTC

- Susan Chance will send information to be included in the student's senior summary by May 15th each year

LEA

- Document Senior summary information sent by BCCTC in Present Levels of Academic Achievement and Functional Performance.

LEA Staff Visits to BCCTC

BCCTC

- Program Instructors will allow LEA staff to visit classrooms to observe students provided visitors will not compromise safety in the learning environment
- Program Instructors will meet at **scheduled** times with LEA staff to discuss student progress

LEA

- Staff will contact Susan Chance to schedule appointments with Program Instructors to discuss individual student progress
- Staff will document all information from scheduled appointments including date, Program Instructor's name, student(s) name, and relevant information shared

724-728-5800

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Anne Liller – Career School Counselor ext.250

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Susan Chance – Learning Facilitator ext. 245

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