

★ Innovation to the Future

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★ The Problem

- Rural School
- Lack community partnerships
- Limited Resources
- Only 3 ½ special education teachers for grades 6-12, who teach classes full-time.
- Transition without a coordinator

★ The Solution

- A School-wide transition curriculum and scope and sequence to focus on post-secondary achievement
- Interactive online portfolio that travels with student until he/she graduates

★ Interactive Portfolio

- Use of Google Apps to create
- Students choose work samples to place in file
- Teachers place transition based information
 - Assessments
 - IEP Notes

★ 6th Grade

- Understand what is an IEP
- Strengths and Weaknesses/How Teachers Help Reflection
- Attend IEP meetings to voice strengths and weaknesses, preferences and interests

★ 7th Grade

- Revise strengths and weakness
- Take basic career interest survey (Career Clusters)
- Attend IEP to lead discussion on preference, interests, strengths and weaknesses

★ 8th Grade

- Complete secondary Career Inventory
- Plan high school schedule based on results with HS special education teacher
- Create "My Dreams" Poster
- Student/Teacher led IEP: Student introduces all participants, leads discussion on strengths, weaknesses and preferences.

★ 9th Grade

- Modify "My Dreams" poster
- Student led IEP meeting
- Strengths and Weaknesses Inventory
- Identify accommodations and modifications that "work"
- Identify resources within the school for assistance

★ 10th Grade

- Self-Advocacy class- mandatory for all 10th graders
- Career and College investigation
- Digital IEP for presentation at student led IEP
- Create a Portfolio of Resources
- Student written transition plan

★ Self Advocacy Curriculum

- Becoming a Self-Advocate- Lisa Hebggen and Marlene Klein (Southwest Technical College)
- Life Centered Education from Council for Exceptional Children

★ Coffee Shop

- In depth look at IEP
- IEP Scavenger Hunt
- IEP Reflection- students grade case manager on accuracy of IEP
- Of course donuts, coffee and juice

★ 11th and 12th Grade Electives

- Job Skills Design
- Job Skills Production
- Transitional Skills

★ Job Skills Design

- Teach graphic design related curriculum including Adobe Suite, CorelDraw
- Project based assignments
- Correlates with Job Skills Production
- Video Resumes
- Entrepreneur Project (cross curricular)

◆ Graphic Design Samples



CASHTON



Summer Rec



EXTREME EAGLES

ARCHERY

**DANCE
SPARKLE
SHINE**



★ Multi-Media Lab

- The power of the media shared through school website.

 - [This week in Cashton](#)

 - Weekly sports highlights

★ Video Resumes

<http://prezi.com/ukg5efa-wdni/copy-of-futuristic-age/>

★ Job Skills Production

- Skills based class
- Encourages collaboration, problem solving, and teamwork in a work-type setting
- Correlates with business type setting, focusing on quality control, using specific equipment while following safety guidelines, completing tasks in a timely manner, and customer satisfaction

★ Choice Projects

- Used as summative assessments
- Project based
- Process
 1. Design on paper
 2. Approval from parents at home
 3. Design in software
 4. Produce

Grade is based on process, quality of design, and following safety guidelines

★ Innovations Lab Equipment

- Heat Press
- Mug Press
- Hat Press
- Laser Engraver
- Vinyl Cutter
- Digital Embroiderer
- Screen Printing Press

★ See it in Action

- Innovations Lab Digital Tutorials
- Samples

★ Transitional Skills

-Curriculum is from Life Skills Curriculum from the CEC

3 Domains

- Daily Living Skills
- Self- Determination
- Employment Skills

★ LCE Curriculum

- Provides objectives based on Standards
- Activities are provided within the Comprehensive curriculum
- Assignments are given online to increase motivation

★ Daily Living Skills

1 Daily Living Skills

Competencies

- 1 [Managing Personal Finances](#)
- 2 [Selecting and Managing a Household](#)
- 3 [Caring for Personal Needs](#)
- 4 [Demonstrating Relationship Responsibilities](#)
- 5 [Buying, Preparing, and Consuming Food](#)
- 6 [Buying and Caring for Clothing](#)
- 7 [Exhibiting Responsible Citizenship](#)
- 8 [Utilizing Recreational Facilities and Engaging in Leisure](#)
- 9 [Choosing and Accessing Transportation](#)

★ Self-Determination

2 Self-Determination and Interpersonal Skills

Competencies

- 10 [Understanding Self-Determination](#)
- 11 [Being Self-Aware](#)
- 12 [Developing Interpersonal Skills](#)
- 13 [Communicating With Others](#)
- 14 [Making Good Decisions](#)
- 15 [Developing Social Awareness](#)
- 16 [Understanding Disability Rights and Responsibilities](#)

✦ Employment Skills

3 Employment Skills

Competencies

- 17 [Knowing and Exploring Employment Possibilities](#)
- 18 [Exploring Employment Choices](#)
- 19 [Seeking, Securing, and Maintaining Employment](#)
- 20 [Exhibiting Appropriate Employability Skills](#)

★ Transitional Skills...

- Includes hands on field trips
 - College visits
 - Local bank to learn how to open an account
 - Using public transportation
 - Youth Transition Conference

★ Transitional Skills

-Also included a resume project that the students presented.

~helped them identify strengths/weaknesses

~as well as work on public speaking skills.

Example



Questions?

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