

How to Have a Compliant IEP for Students of Transition Age

MEGA CONFERENCE 2016 (UPDATED 1-25-2017)

ALABAMA STATE DEPARTMENT OF EDUCATION/SPECIAL EDUCATION SERVICES
PRESENTED BY SPECIAL EDUCATION SERVICES' TRANSITION TEAM

Session Objectives

- To provide guidance on preparing for and writing a transition IEP
- To discuss ways to conduct an IEP meeting for a Student of Transition Age
- To discuss ways to encourage parent engagement
- To review steps to take following the IEP Meeting
- To discuss how guidance and counseling services can assist the IEP Team

Preparing to Develop an IEP for a Student of Transition Age

Alabama Transition Standards

Academics/Training

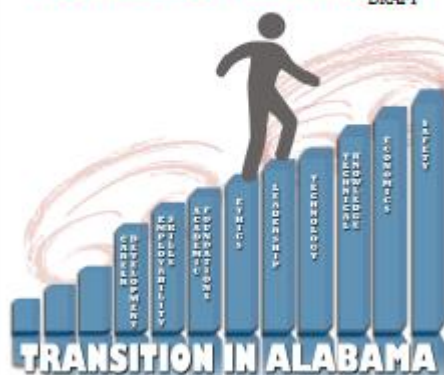
Daily Living

Personal/Social

MASTER THE MA
The Special Education

SUBJECT: THE KARNATAKA HIGHER SECONDARY EDUCATION REGULATIONS					
	UNIT	TOPICS	BOOK TITLE(S) / SOURCE	ASSESSMENT INSTRUMENT(S) / EXAMINABLE	MARKS
THEORY	UNIT-1	1. History of the State of Karnataka 2. Geography of Karnataka 3. Climate of Karnataka 4. Vegetation of Karnataka 5. Soil of Karnataka 6. Water Resources of Karnataka 7. Population of Karnataka 8. Religion of Karnataka 9. Language of Karnataka 10. Art and Culture of Karnataka 11. Handicrafts of Karnataka 12. Food and Nutrition of Karnataka 13. Health and Hygiene of Karnataka 14. Environment and Development of Karnataka 15. Information Technology of Karnataka 16. Space Technology of Karnataka 17. Biotechnology of Karnataka 18. Information and Communication Technology of Karnataka 19. Computer Science and Information Technology of Karnataka 20. Internet and World Wide Web of Karnataka 21. Mobile Computing and Wireless Communication of Karnataka 22. Artificial Intelligence and Expert Systems of Karnataka 23. Robotics and Automation of Karnataka 24. Software Engineering of Karnataka 25. Database Management Systems of Karnataka 26. Operating Systems of Karnataka 27. Computer Networks of Karnataka 28. Computer Graphics and Multimedia of Karnataka 29. Computer Security and Cryptography of Karnataka 30. Computer Ethics and Social Responsibility of Karnataka 31. Computer Applications in Various Fields of Karnataka 32. Computer Applications in Agriculture of Karnataka 33. Computer Applications in Industry of Karnataka 34. Computer Applications in Commerce of Karnataka 35. Computer Applications in Education of Karnataka 36. Computer Applications in Health and Medicine of Karnataka 37. Computer Applications in Transportation of Karnataka 38. Computer Applications in Entertainment of Karnataka 39. Computer Applications in Government Services of Karnataka 40. Computer Applications in Banking and Finance of Karnataka 41. Computer Applications in Insurance of Karnataka 42. Computer Applications in Real Estate of Karnataka 43. Computer Applications in Travel and Tourism of Karnataka 44. Computer Applications in Sports and Recreation of Karnataka 45. 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TRANSITION SERVICES II



Alabama Department of Education • Joseph B. Morton, State Superintendent of Education • March 2000

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Gathering the information:

- Parent input form
- Teacher input form
- Student information form
- Student transcript
- Student 4-Year Plan
- Appropriate transition assessments

PARENT'S IEP INPUT SURVEY Page 134

Parent's Name: _____ Date: _____
Student's Name: _____
Teacher's Name: _____

Please complete the following items and return this form to the above teacher at the school.

1. How does the child participate in home jobs/tasks (chores on task, etc.)?

2. How does he/she interact or get along with family members/classmates/teachers?

3. What are some areas or activities that your child needs to improve or did not complete successfully at home or school that you would like to get some support for him/her?

4. What were some activities that your child did complete successfully or did well at home or at school?

5. Other comments, questions, suggestions.

Developed by the Wilcox County Board of Education, Special Education Department.



Parent Input Forms

- *Mastering the Maze*, Optional Forms
- Teacher-created forms
- Parent interview forms

Teacher Input Forms

- *Mastering the Maze*, Optional Forms
- Teacher-created forms

TEACHER'S IEP INPUT SURVEY Page 183

Teacher's Name: _____ Date: _____
Student's Name: _____
Subject: _____ Case Manager: _____

Please give responses to the following items:

1. How does the child participate in class instructions (stays on task, answers or responds in class, etc.)?

2. How does he/she interact or get along with peers/teachers?

3. What are some areas or activities that he/she needs to improve on in your class or did not successfully complete?

4. What were some activities that he/she completed successfully in your class or at school?

5. Did you provide any modifications or accommodations, if so, what?

6. Do you think he/she can progress in general education classes without special education services?
If so, explain.

Developed by Wilcox County Board of Education, Special Education Department.



Student Information Forms

- *Mastering the Maze*, Optional Forms
- Teacher-created forms

Other Student Information Needed

- Transcript and Current Report Card
- Current year's IEP
- Attendance and Discipline Information
- 4-Year Plan

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STUDENT PROFILE INFORMATION
(HAVE STUDENT COMPLETE THIS FORM EACH YEAR)

FULL NAME: _____

DATE OF BIRTH: _____

ADDRESS: _____

NAMES OF PARENT(S): _____

YOU LIVE WITH BOTH PARENTS _____ ONE PARENT _____

OTHER THAN PARENT _____ WHO? _____

NUMBER OF SISTER(S) _____ NUMBER OF BROTHER(S) _____

FAVORITE SPORT(S): _____

FAVORITE SCHOOL SUBJECT(S): _____

HOBBIES: _____

CHURCH: _____

CLUBS OR ORGANIZATIONS YOU ARE A MEMBER: _____

SPORTS YOU PLAY: _____

MEDICAL PROBLEM(S): _____

DO YOU TAKE MEDICINE? _____ FOR WHAT? _____



FUTURE JOB OR PLANS: _____

CLASSES YOU WANT TO TAKE NEXT YEAR: 1 _____ 2 _____

3 _____ 4 _____ 5 _____ 6 _____

7 _____ 8 _____

Developed by Wilson County Board of Education, Special Education Department.

	<h2 style="text-align: center;">Recommended Program of Study for: Manufacturing</h2>				
Course Cluster Identification Pathway Phase: Subcluster Systems and Maintenance					
10th Grade	10th Grade	10th Grade	10th Grade	Postsecondary Options	
English 9	English 10	Algebra 2 or equivalent	English 12		
Algebra 1	Geometry	Chemistry	Math 1	Postsecondary Options	
Physical Science	History	Physics	Physics		
World Language	United States History 1	United States History 2	Government/economics	Postsecondary Options	
Course Prerequisites	Health 1	Health 2	Health		
Physical Education	Health	Health	Health	Postsecondary Options	
Advanced Computer & Technology Applications	Industrial Identification	Industrial Systems and Maintenance I	Industrial Systems and Maintenance II		
Industrial Systems and Maintenance II	Industrial Systems and Maintenance IV	Networking	SECCO Industrial Maintenance – I & II	Postsecondary Options	
SECCO Industrial Maintenance – I & II	SECCO Industrial Maintenance – III & IV	SECCO Industrial Maintenance – Mechanical I	SECCO Industrial Maintenance – Mechanical II		
SECCO Industrial Maintenance – Mechanical I	Safety and Health Regulations	Professional Skills Training	Professional Skills Training	Postsecondary Options	
SECCO Industrial Maintenance – Mechanical II	Professional Skills Training	Professional Skills Training	Professional Skills Training		
Course with Subcluster Identification and/or Foreign Language and/or Art Integration (3 credits)				Postsecondary Options	
Course with Subcluster Identification					
Subcluster Learning	Subcluster Learning	Subcluster Learning	Subcluster Learning	Postsecondary Options	
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Subcluster Learning	Subcluster Learning	Subcluster Learning	Subcluster Learning	Postsecondary Options	
Subcluster Learning					

Transition Assessments

Transition assessment is defined as:

- The **ongoing** process of collecting data on the individual's **needs, preferences, and interests** as they relate to the demands of current and future working, educational, living, and personal and social environments.
- Assessment data serve as the **common thread** in the transition process.
- Forms the basis for defining goals and services to be included in the Individualized Education Program.

(Sitlington, Neubert, & LeConte, 1997; p. 70-71)



Transition Assessments

must address three areas:

Postsecondary
Education/Training



Employment/Occupations/
Careers



Community/Independent
Living



The goal of transition assessment is to:

- Help students learn about themselves so they can be better prepared to take an active role in their career development. – Zunker and Osborn (2006)
- To develop postsecondary goals, and related transition services and annual goals and objectives for the transition component of the IEP.

The goal of transition assessment is to:

- To make instructional programming decisions.
 - Kortering, Sitlington & Braziel (2010)
- To lead students to better understand the connection between their individual academic program and post-school ambition. - Kortering and Braziel (2008)



Transition assessment is an individualized process designed to answer three broad questions about a student...

1. Where is the student presently?
2. Where is the student going?
3. How does the student get there?

- Sitlington and Clark (2007)

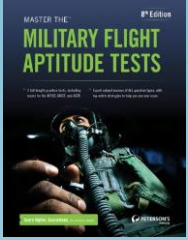
Formal vs. Informal Transition Assessments

- Formal Assessments
- Informal Assessments





Examples



Formal Transition Assessments

- Learning style inventories
- Academic achievement tests
- Adaptive behavior scales
- Aptitude tests
- Interest inventories
- Self-determination assessments
- Personality Tests
- Job or Training Evaluations

Informal Transition Assessments

- Observations and situational assessments
- Teacher made surveys
- Interviews with students, family, and other stakeholders
- Academic and work performance portfolios
- Transition Planning Inventories

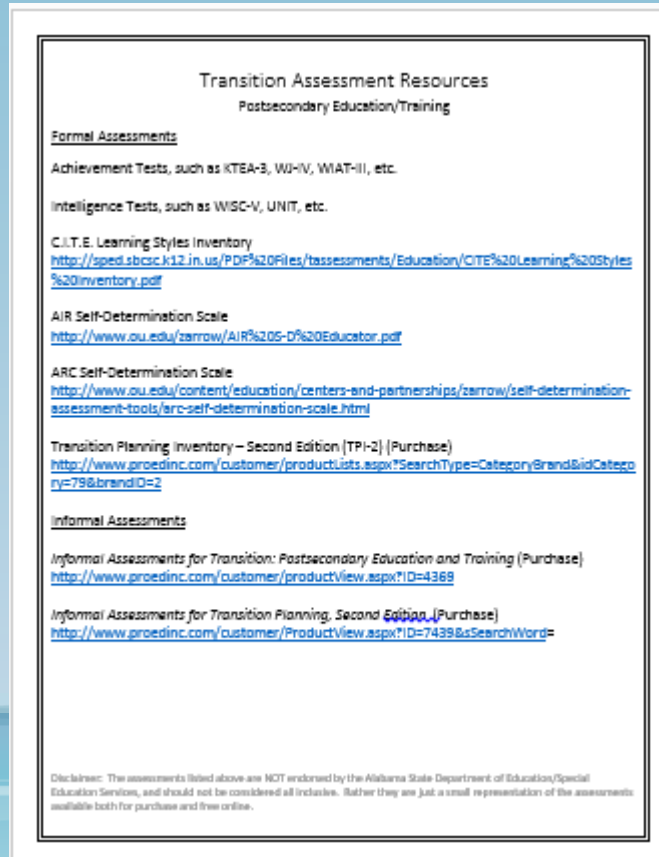


Transition Assessment Resource List Handout

Postsecondary Education/Training

Occupations/Careers

Community/Independent Living



Writing the Draft of the IEP

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INDIVIDUAL EDUCATION PROGRAM ANNUAL TRANSITION GOAL(s)		Page 77
STUDENT'S NAME: _____	DOB: _____	
PRESENT LEVEL OF ACHIEVEMENT / ACHIEVEMENT APTITUDE / FUNCTIONAL PERFORMANCE: (Based on the student's strengths, preferences, interests, and needs related to the postsecondary grade [include a description of any appropriate transition interventions].)		
<i>(Click on Transition Goals)</i>		
MEASURABLE ANNUAL POSTSECONDARY TRANSITION GOALS: (Students must only be unique, measurable or articulated within the transition goal. Utilize transition services, activities, and programs/agency involved for each goal and. (If more than one goal is needed in any one area below, additional goal pages are needed).		
Postsecondary Education/Training Goal	Date of Completion/Status: _____	
*Transition Service(s): _____ Transition Activity(ies): _____ (Use a number 1-12 of all activities to assist the student in achieving their long-term Postsecondary Education/Training goal.)		
Agency(ies) Involved: _____		
Employment/Vocational/Career Goal	Date of Completion/Status: _____	
*Transition Service(s): _____ Transition Activity(ies): _____ (Use a number 1-12 of all activities to assist the student in achieving their long-term Postsecondary Employment/Vocational Career goal.)		
Agency(ies) Involved: _____		
Community/Postsecondary Living Goal	Date of Completion/Status: _____	
*Transition Service(s): _____ Transition Activity(ies): _____ (Use a number 1-12 of all activities to assist the student in achieving their long-term Community/Postsecondary Living goal.)		
Agency(ies) Involved: _____		

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Transition Assessments and Present Level of Academic Achievement and Functional Performance



Long-term Postsecondary Transition Goals



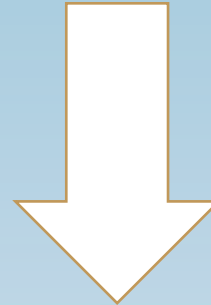
Annual Transition Goals



Persons/Agency(s) Involved



Transition Activities



Transition Services



What makes a good transition IEP?

- Adequate, appropriate transition information for all three areas.
- Transition assessments informs a well-written present level of academic achievement and functional performance.
- Appropriate long-term goals are identified.

What makes a good transition IEP? (Continued)

- Annual goals based upon Alabama's Transition Standards.
- Activities are developed.
- Person(s) involved are designated.
- Finally, transition services that address the individual needs of the student should be developed.



Appropriate transition services help drive the student's course of study and address post-school goals.

Writing Transition Information into the Profile

Student Preferences and/or Interests—

This area includes information obtained from parent, teacher(s), and the student regarding preferences and interests. **Include all information concerning student preferences and/or interests including transition information.**

The student was given a **student transition planning interview**. According to the student transition planning interview, the student could list many different kinds of jobs, but he is interested in law enforcement. The student stated he does have friends and he participates in extracurricular activities. He attends church, has a membership at the local YMCA, and attends basketball tournaments and camps. According to the **student's father**, he initiates interactions with peers, attends activities outside the home, and has friends in the neighborhood. According to his father, the student has always been interested in law enforcement.

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME:	
DOB:	SCHOOL YEAR: GRADE:
IEP INITIATION/COORDINATION DATE:	FROM: TO:
This IEP will be implemented during the regular school term unless noted in extended school year services.	
THIS FORM IS REQUIRED TO MEET THE FOLLOWING: The IEP Team has considered, for the child, based on AAC 200-1-1-01(a)(2), if IEP services are necessary for the provision of LRE.	
IEP services will be provided: IEP services are not necessary for the child:	
STUDENT PROFILE – WILL INCLUDE GENERAL STATEMENTS REGARDING:	
Strengths of the student – Include all information regarding the student's strengths in academic and functional areas.	
Personal concerns for enhancing the situation – Include all information regarding the personal concerns for enhancing the education of the child.	
Student Performance and Learning – This area includes information obtained from parents, student(s), and the student regarding performance and learning. Include all information concerning student performance and learning including evaluation information.	
Results of the most recent evaluation – Include all information concerning evaluation results. This information should be written in meaningful terms so the parent and service providers have a clear understanding of the evaluation results.	
THE CHALLENGE, INTERVENTIONS, AND REVISIONS FROM THE PREVIOUS: Include all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and the present day abilities, how the disability affects his/her participation in age-appropriate activities.	
Other – Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.	
OTHER RELEVANT INFORMATION REGARDING THE STUDENT, INCLUDING, BUT NOT LIMITED TO, THE INFORMATION THAT THE CHILD'S – Identity – This should only be completed if the child is not living, served under IDEA, or the child's third birthday. (e.g., if a child's birthday is during the summer holidays, justification is required).	

Page _____ of _____

4/2008 Revised July 2017

Writing Transition Information into the Profile, Continued

According to **teacher observations and parent interview**, the student demonstrates appropriate hygiene, dresses appropriately according to weather, and wears appropriate clothing to school. Student stated it would be difficult for him to find a place to live, but felt he could do it. He does not have a driver's permit, but stated he wants to get one this year. He has good manners and respects property and belongings in his home and community. He accepts consequences for wrong doing and responds to authorities.

According to the **Kuder Interest Inventory**, the student has expressed a desire to attend a 4-year college and is interested in law enforcement. He has also expressed an interest in working with his hands. He would like to live in an apartment off campus during college.

According to the **Casey Life Skills**, the student has knowledge about the kind of housing available in his community, is able to use public transportation where applicable, knows and understands civic responsibilities, and knows the importance of maintaining good hygiene.

INDIVIDUALIZED EDUCATION PROGRAM			
STUDENT'S NAME			
DOB	SCHOOL YEAR	GRADE	
IEP IMPLEMENTATION DATES		FROM	TO
This IEP will be implemented during the regular school term unless noted in extended school year services.			
SPECIALIZED EVALUATION RESULTS SUMMARY The IEP Team has considered the child's needs based on AAC 202-6-152.9(g); if IEP services are necessary for the provision of FAPE. IEP services will be provided: <input type="checkbox"/> IEP services are not necessary for the child: <input type="checkbox"/>			
STUDENT PROFILE - WILL INCLUDE GENERAL STATEMENTS REGARDING:			
Strengths of the student: Include information regarding the student's strengths in academic and functional areas.			
Personal concerns for releasing the information: Include all information regarding the parent's concerns for releasing the information of their child.			
Parental concerns for releasing the information: Include all information regarding the parent's concerns for releasing the information of their child.			
Student's Preferences and Interests: This area includes information obtained from parent, student, and the student regarding preferences and interests. Include all information concerning student preferences and/or interests including vocational information.			
Results of the most recent evaluation: Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.			
Transition, Employment, and Postsecondary Education: Include all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in appropriate activities.			
Other: Include any information pertinent to the development of the IEP that has not included anywhere else on the Student Profile page.			
Transferable Learning Skills: This should only be completed if the child is working toward IEPs on the child's third birthday, i.e., if a child's birthday is during the summer or holiday(s) (justification is required).			

Results of the most recent evaluations—

Include all information concerning **evaluation results**. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.

The student will pursue the Alabama High School Diploma through the General Education Pathway. According to **curriculum based assessments**, the student is currently passing all of his courses. He participates in group activities, complete assignments, and exhibits on-task behaviors. The student was administered the **ASPIRE** during his 8th grade school year. According to **progress monitoring, grade assessments**, and the results of the **ASPIRE**, the student's current reading ability is below grade level. When presented with new information, he struggles and requires the text to be read to him several times before he comprehends the information. According to recent assessments and the **ASPIRE**, his math ability is also below grade level. According to his math teacher, his math skills are better and progress monitoring revealed that he is currently computing and comprehending grade level material in his math class. **According to the most recent transition assessments, (student transition planning interview, Kuder Interest Inventory, Casey Life Skills), teacher observations, and parent interview, the student interests are to attend a 4-year college and pursue a career in Law Enforcement.**

INDIVIDUALIZED EDUCATION PROGRAM				
STUDENT'S NAME _____				
DOB _____	SCHOOL YEAR _____	GRADE _____	TO _____	
This IEP will be implemented during the regular school term unless noted in extended school year services.				
The IEP Team has considered, for the child, based on AAC 260-6-6-02.1(d), if IEPY services are necessary for the provision of FAPE.				
IEPY services will be provided: <input type="checkbox"/> IEPY services are not necessary for the child: <input type="checkbox"/>				
STUDENT PROFILE - WILL INCLUDE GENERAL STATEMENTS REGARDING:				
Strengths of the student: Include information regarding the student's strengths in academic and functional areas.				
Personal concerns for enhancing the student's: Include all information regarding the personal concerns for enhancing the education of your child.				
Student Preferences and/or Interests: This area includes information obtained from parent, student(s), and the student regarding preferences and interests. Include all information concerning student preferences and/or interests including vocational information.				
Results of the most recent evaluations: Include all information concerning evaluation results. This information should be written in meaningful terms so that the parent and service providers have a clear understanding of the evaluation results.				
TRANSITION, EMPLOYMENT, AND POSTSECONDARY EDUCATION PLANNING: Include all information concerning how the student's disability affects his/her involvement and progress in the general education curriculum, and, for preschool age children, how the disability affects his/her participation in appropriate activities.				
Other: Include any information pertinent to the development of the IEP that was not included anywhere else on the Student Profile page.				
IF THE STUDENT IS PARTICIPATING IN AN EXTENDED SCHOOL YEAR (ESY) SERVICE, PLEASE INDICATE THE REASON FOR THE ESY SERVICE: This should only be completed if the child is receiving services under IDEA on the child's third birthday, i.e., if a child's birthday is during the summer or holiday(s) (justification is required).				

Page _____ of _____

200808, Reprinted July 2007



Identify the Long-Term Transition Goals & Document Transition Assessments Given

Postsecondary Education/Training Goal

Assessment: ASPIRE Date: 04/15/2016
Assessment: Interviews and Observations Date: 03/20/2016

Long-Term Goal: Student will be prepared to participate in a 2-to-4 year postsecondary education program based on completion of graduation requirements and submission of application for enrollment.

If Other is selected, specify: _____

Employment/Occupation/Career Goal

Assessment: Kuder Interest Inventory Date: 02/22/2016
Assessment: Interviews and Observations Date: 01/29/2016

Long-Term Goal: Student will be prepared to engage in career-related planning leading to the selection of a career based on personal career interests, aptitudes, abilities, and occupational information.

If Other is selected, specify: _____

Community/Independent Living Goal

Assessment: Casey Life Skills Date: 03/20/2016
Assessment: Interviews and Observations Date: 01/29/2016

Long-Term Goal: Student will be prepared to participate in community activities and live independently based on independent living skill level and identification of community/living options.

If Other is selected, specify: _____

Long-Term Transition Goals

- Based on the strengths, interests, preferences and needs of the individual student.
- Based on data obtained from transition assessments.
- For all students who will turn 16 during the implementation dates of the IEP or who will be entering the 9th grade during the implementation dates of the IEP.

Writing the Present Level of Academic Achievement and Functional Performance

PRESENT LEVEL OF ACADEMIC ACHIEVEMENT AND FUNCTIONAL PERFORMANCE:

Based on the student's strengths, preferences, interests, and needs related to the postsecondary goals (include a description of age-appropriate transition assessments).

Student attends classes regularly and seems to enjoy school. He is currently working towards the Alabama High School Diploma on the General Education Pathway. He has a desire to **obtain his driver's permit**. He is able to identify supports for community access. According to the student transition planning interview, the student could list many different kinds of jobs, but thinks he is most interested in law enforcement. According to the Kuder Interest Inventory, the student has expressed a **desire to attend a 4-year college and is interested in law enforcement**. He has also expressed an interest in working with his hands. He would like to live in an apartment off campus during college. According to the Casey Life Skills, the student has knowledge about the kind of housing available in his community, is able to use public transportation where applicable, knows and understands civic responsibilities, and knows the importance of maintaining good hygiene. **Student's lack of understanding of the requirements relating to the law enforcement profession negatively affects his ability to identify his strengths related to this work and whether or not his skills and abilities match this profession.**

Tips for Writing the Present Level of Academic Achievement and Functional Performance

- Describe the information obtained from the appropriate transition assessments.
- State the information in a readily understandable way.
- Provide a direct relationship between the Present Level of Academic Achievement and Functional Performance and other components of the IEP.
- Describe the student's strengths, preferences, interests, and needs as they relate to postsecondary goals.

Identify Barriers to Long-Term Goals

Postsecondary Education/Training Goal Barriers

- Reading skills below grade-level
- Lacks reading strategies



Employment/Occupations/Careers Goal Barriers

- Lack of knowledge of his identified career field
- Lack of experiences in career field



Community/Independent Living Goal Barriers

- Lack of transportation/no driver's license



Developing Annual Goals, Transition Activities, and Identifying Persons/Agencies Involved

For each postsecondary goal area, there must be an annual goal(s) included in the IEP that will help the student make progress towards the stated postsecondary goals.

When developing these goals, ask yourself the following questions:

1. What skills and knowledge must the student attain this academic year to overcome the identified barriers?
2. What activities can be developed to support the student's attainment of those identified skills and knowledge?
3. Who will be involved in completing the activities that lead to the attainment of the annual goal?

Writing Measurable Transition Goals that Reference the *Alabama Transition Standards*

This formula can guide you in writing measurable transition annual goals, and components can be rearranged within goal.

Given _____, _____ *will* _____
(condition) (student) (behavior related to standard)
(Teaching strategy)

_____, *by* _____ (*TS.* _____)
(criteria) (time frame) (Transition standard citation)
(Example: 3 out of four times, or 80%)

Transition Activities for Postsecondary Transition

Annual Goals are:

- Designed to lead the student to goal completion.
- Are “checkpoints” along the path towards mastery.
- Are actions, and therefore should begin with an action verb.



Examples of Transition Activities

Education

1. Learn and practice social skills.
2. Learn and practice employability skills.
3. Research colleges and/or careers and their requirements.
4. Participate in Driver's Education training.
5. Participate in community-based instruction.

Community Experience

1. Practice budgeting and shopping skills.
2. Use public transportation to get to and from a work site.
3. Locate items in a grocery store.
4. Plan and participate in community activities.
5. Explore and tour living and housing options.

Employment

1. Complete an application for enrollment with Vocational Rehabilitation Services.
2. Participate in community-based work experiences.
3. Attend a transition/career fair.
4. Open a bank account.
5. Participate in job-shadowing activities.

Related Services

1. Complete an assistive technology evaluation.
2. Work with the school nurse on medication management.
3. Participate in rehabilitation counseling.
4. Participate in social work services.
5. Connect with a local community mental health center for services.

Daily Living

1. Learn to operate a washing machine and dryer.
2. Learn and practice basic self-care skills.
3. Demonstrate appropriate personal toileting needs.
4. Manage a daily time schedule.
5. Learn emergency procedures.



Measurable Annual Postsecondary Transition Goals – Postsecondary Education/Training Goal

Postsecondary Education/Training Goal:

Date of Completion/Mastery:

When given reading passages and reading assignments, the student will use a variety of strategies (e.g., context clues, word study) to answer comprehension questions correctly in order to earn classroom-based assessments scores of at least 80% that will support his postsecondary education (TS.AT9.3.B.), by the end of 36 weeks.

***Transition Service(s):** Postsecondary Education (PE)

Transition Activity(s):

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Postsecondary Education/Training goal.)

1. Participate in reading strategy lessons.
2. Complete reading comprehension activities to utilize learned reading strategies.

Person(s)/Agency Involved: Student, IEP Case manager, General Education teacher, Guidance Counselor

Measurable Annual Postsecondary Transition Goals – Employment/Occupations/Career Goal

Employment/Occupation/Career Goal:

Date of Completion/Mastery:

By the end of 36 weeks, the student will research, analyze, and report identified aspects (job description, education/training requirements, work environment, pay, job outlook, similar occupations) of his desired personal career preference based upon the results of career assessments, with 100% completion rate. (TS.OC9.2.D).

***Transition Service(s):** Employment Development (ED) Vocational Evaluation (VE)

Transition Activity(s):

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Employment/Occupation/Career goal.)

1. Complete a graphic organizer detailing knowledge gained from research on law enforcement careers.
2. Complete job-shadowing activities within a police station and with the school security officer.

Person(s)/Agency Involved: Student, IEP Case Manager, Job Coach



Measurable Annual Postsecondary Transition Goals – Community/Independent Living

Community/Independent Living Goal:

Date of Completion/Mastery:

By the end of 18 weeks, the student will obtain a Graduated Driver's License (Restricted) by enrolling in the Driver's Education Preparation Course and passing the written permit exam (TS.DL10.1.E.).

***Transition Service(s):** Transportation (T)

Transition Activity(s):

(Enter a numbered list of all activities to assist the student in achieving his/her long-term Community/Independent Living goal.)

1. Study for the written permit exam.
2. Complete the Driver's Education Preparation course.
3. Obtain a Graduated Driver's License (Restricted)

Person(s)/Agency Involved: Student, IEP Case Manager, Driver's Education Teacher, Parent



Determine the Services Necessary to Accomplish the Postsecondary Transition Annual Goals

- What is the specially-designed instruction?
- How will the content, methodology, and/or delivery of instruction be adapted to meet the student's unique needs?
- How much time will be required?
- Where will the specially-designed instruction take place?

Special Education and Related Services on the IEP

Tips for Services

INDIVIDUALIZED EDUCATION PROGRAM

STUDENT'S NAME: _____ DOB: _____

SPECIAL EDUCATION AND RELATED SERVICE(S): (Special Education, Supplementary Aide and Services, Program Modifications, Accommodations Needed for Assessments, Related Services, Assistive Technology, and Support for Personnel.)

Special Education				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Related Services <input type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Supplementary Aide and Services <input type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Program Modifications <input type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Accommodations Needed for Assessments <input type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Assistive Technology <input type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

Support for Personnel <input type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
			to	
			to	

- Describe the specially-designed instruction.
- Decide how often the service will be provided.
- Determine the beginning/ending duration dates for the service.
- Determine the location.

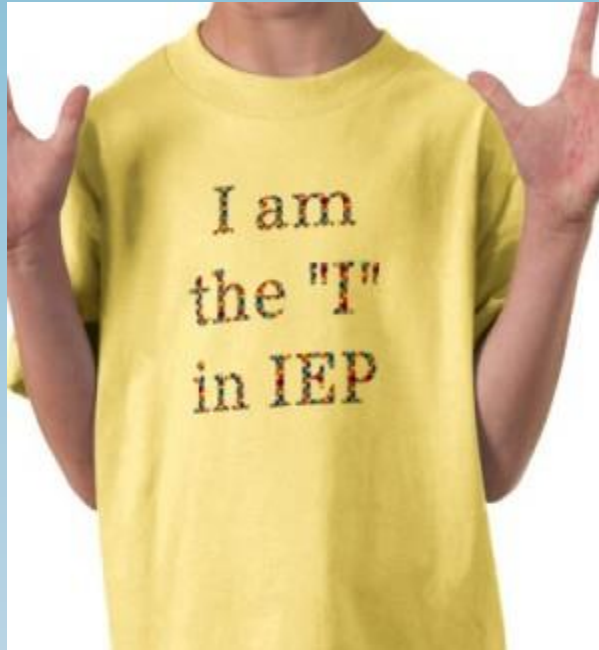


Special Education and Related Services on the IEP

Special Education				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
Transition The special education teacher will work one-on-one with the student to provide direct instruction in reading learning strategies to assist with reading comprehension deficits, obtaining information relevant to his identified career choice, and obtaining his learner's permit.	Weekly	30 minutes	08/11/2016 to 05/27/2017	Resource Classroom

Related Services <input checked="" type="checkbox"/> Needed <input type="checkbox"/> Not Needed				
Service(s)	Anticipated Frequency of Service(s)	Amount of time	Beginning/Ending Duration Dates	Location of Service(s)
The school guidance counselor will assist the student in course selection to ensure appropriate courses are selected and scheduled to meet his/her transition goals.	Monthly	10 minutes	08/11/2016 to 05/27/2017	Guidance Counselor's Office
The Job Coach will assist the student with employability skills during community-based job-shadowing activities.	Monthly	50 minutes	08/11/2016 to 05/27/2017	Local police station and school campus

Conducting an IEP Meeting for a Student of Transition Age



Individualized Educational Program (IEP) Meeting

AGENDA

Date:
Time:
Location:
Expected Participants:

- Welcome (Welcome everyone to the meeting and thank them for coming)
- Introductions (ask all team members to introduce themselves and tell their role in the meeting)
- Purpose of Meeting (tell why everyone is there)
- Provide parent copy of rights
- Review profile page information
- Review Transition page
 - Options option
 - Transition Assessments
 - Postsecondary Education/Training Goal
 - Employment/Occupations/Career Goal
 - Community/Independent Living Goal
- Go over proposed Measurable Annual Postsecondary Transition goals
 - Present level of performance
 - Goals
 - Activities
 - Persons/Agency Involved
 - Supports, services, accommodations
- Go over proposed annual goal(s)
 - Present level of performance
 - Goals
 - Supports/Services
- Ask for any input/comments/consensus
- Discuss state assessments (if any)
- Get everyone to sign IEP
- Adjournment (Thank everyone for participating in meeting)

AN INVITATION

My IEP Meeting

Please come to my IEP meeting and share your ideas.

Date:
Time:
Location:

Thanks for helping plan my future!
Signed,



Notice and Invitation to a Meeting/Consent for Agency Participation

- Check “Discuss Transition/Postsecondary Services” on form.
- Invite and notify student.
- Provide ample notice to IEP Team members.
- Ensure consent is obtained for other agency providers.

NOTICE AND INVITATION TO A MEETING / CONSENT FOR AGENCY PARTICIPATION

To: _____ Date Notice Sent: _____
Name of Parent or Guardian

This notice is to invite you to a meeting for student _____ DOE _____ to be held:

Meeting Date: _____ Time: _____ Location: _____

The purpose of this meeting is to:

☐ Determine if Referral requires Evaluation (Provide Special Education Rights)
☐ Discuss the Need for Additional Data Collection
☐ Determine Initial or Continued Eligibility
☐ Develop Initial IEP
☐ Develop / Review / Revise IEP
☐ Discuss Annual Review of current IEP
☐ Discuss Transition / Postsecondary Services
☐ Conduct Identification Determination
☐ Develop Functional Behavioral Assessment Plan
☐ Develop/Review/Discuss Behavioral Intervention Plan
☐ Conduct a Resolution Session
☐ Other Reason to meet _____

The following people will be invited to meet with us:

☐ Local Education Agency (LEA) Representative
☐ Someone Who Can Interpret the Instructional Implications of the Evaluation Results
☐ General Education Teacher
☐ Special Education Teacher
☐ Parent
☐ Student enrolled in _____ via _____
☐ Career / Technical Representative
☐ Agency Representative(s) for Transition (with parental consent / student age 17)
Agency Name(s): _____
Agency notified via: _____ on _____

Because your input is important to us, we encourage you to make every effort to attend this meeting. If you would like to participate by phone, please call the person below to make arrangements. You may bring other people whom you feel will be helpful to you in this process. If your child is transitioning from Early Intervention, you may request that an invitation be sent to the Early Intervention Program for the initial IEP Team meeting.

If you require notice and an explanation of your rights in your native language, the LEA/agency will accommodate you to ensure your understanding. You are fully protected under the rights addressed in your copy of the Special Education Rights document. If you need another copy of your rights, have any questions, wish to arrange a conference, or need additional accommodations please contact:

Contact Name _____ at _____ Telephone number(s) _____ E-mail me: _____

FOR SCHOOL PERSONNEL - Documented attempts to contact parent/student (age 18) for the IEP Team meeting.

Results of 1st attempt: _____ Action: _____
Results of 2nd attempt: _____ Action: _____
Results of 3rd attempt: _____ Action: _____

PARENT - STUDENT (Age 17 or older)

Please check one of the following boxes, sign, date, and return this form to the contact (above) before:

☐ I WILL be able to meet with you on the scheduled date and time.
☐ I will NOT be able to meet on the scheduled date and time, but would like to reschedule, please contact me at _____
☐ I will NOT be able to attend the meeting. The meeting may proceed without me.

Please check one of the following boxes if agencies were invited (see if checked above):

☐ I GIVE CONSENT for the representatives from the other transition agency(ies) to attend the meeting.
(Including the following agency(ies): _____)
☐ I DO NOT give consent for representatives from the other transition agencies to attend the meeting.

Signature of Parent or Student (Age 17) _____ Date _____

60826 Approved Feb. 2017

Setting the Stage for the Meeting

- Arrange for a room
- Prepare agenda
- Invite all school personnel
- Have a hostess
- Teach student how to be an active participant



Welcome to our school! Let me show you where your meeting is.



Individualized Educational Program (IEP) Meeting

AGENDA

Date:

Time:

Location:

Expected
Participants:

- Welcome (Welcome everyone to the meeting and thank them for coming)
- Introductions (ask all team members to introduce themselves and tell their role in the meeting)
- Purpose of Meeting (Tell why everyone is there)
- Provide parent copy of rights
- Review profile page information
- Review Transition page
 - Diploma option
 - Transition Assessments
 - Postsecondary Education/Training Goal
 - Employment/Occupations/Career Goal
 - Community/Independent Living Goal
- Go over proposed Measurable Annual Postsecondary Transition goals
 - Present level of performance
 - Goals
 - Activities
 - Persons/Agency Involved
 - Supports, services, accommodations
- Go over proposed annual goal(s)
 - Present level of performance
 - Goals
 - Supports/Services
- Ask for any input/comments/concerns
- Discuss state assessments (if any)
- Get everyone to sign IEP
- Adjournment (Thank everyone for participating in meeting)

AN INVITATION

My IEP Meeting



Please come to my IEP meeting
and share your ideas.

Date:

Time:

Location:

Thanks for helping plan my future!

Signed,

Samples of Agenda and Invitation to IEP Meeting

Topics to Discuss During IEP Meeting

- Diploma Pathways to the Alabama High School Diploma
 - ✓ *Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma form.*

Student Name: _____ DOB: _____ School Year: _____ Grade: _____

Selecting the Highest, Most Appropriate Pathway Leading to the Alabama High School Diploma

(Please check all items as discussed.)

The IEP Team has considered the General Education pathway with access to Advanced Placement (AP)/International Baccalaureate (IB)/Postsecondary Equivalent Courses leading to the Alabama High School Diploma. This diploma is designed to prepare students for college and career (four-year college).

The IEP Team has considered the Essential pathway with access to credit-eligible courses to meet the required courses in English Language Arts, Science, Social Studies and Math; the student must participate in Community-Based Work Training or have documentation of previous work experience (prior to co-op) and complete two Career Technical Education (CTE) courses in the same strand, Workforce Essentials or Transition Skills II and Cooperative Education and/or Essential Career Preparation leading to the Alabama High School Diploma. Students that take four or more Essential Core classes must complete all requirements of the pathway including the work component. This pathway is designed to allow students to participate in career/competitive employment. This pathway is accepted by most state community colleges, but may not be accepted by most four-year institutions, and will not be accepted by the National Collegiate Athletic Association (NCAA) for eligibility purposes.

The IEP Team has considered the Alternate Achievement Standards (AAS) pathway with access to credit-eligible courses to meet the required courses in English Language Arts, Science, Social Studies and Math; the student will participate in AAS Life Skills, AAS Pre-Vocational, AAS Vocational, AAS Community-Based Work Instruction, and will have access to an AAS Elective Course leading to the Alabama High School Diploma. This pathway is designed to prepare the students for supported/competitive employment.

This form should be completed at the end of the eighth grade school year, and reviewed annually, along with the student's four-year plan and current transition information.

- The pathways leading to the Alabama High School Diploma have been explained to me.
- I have read and understood the information above about selecting the highest most appropriate pathway, leading to the Alabama High School Diploma.
- The IEP Team has considered all possible pathways and matched the student's postsecondary goals to the appropriate course of study leading to the Alabama High School Diploma.
- I understand that students with disabilities who have participated in graduation activities with their age-appropriate peers and who have not earned the Alabama High School Diploma are entitled to a Free, Appropriate Public Education (FAPR) until they exit school with the Alabama High School Diploma or reach the age of 21, even if it means that services are provided in excess of 12 years.

• I understand that the _____ pathway has been selected for my child at this time.

Parent's Signature _____ Date _____

Student's Signature _____ Date _____

Case Manager's Signature _____ Date _____

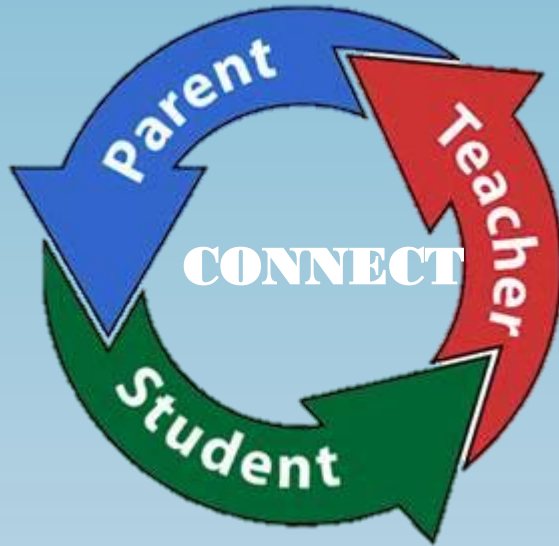
Consentor's Signature _____ Date _____

Topics to Discuss During IEP Meeting, Continued

- Review coursework
- Discuss transition assessments
- Review appropriate transition information
- Parental concerns

How do we get parents to be an active, engaged member of the IEP Team?





When considering transition for a student with disabilities, it is important to design the high school years to ensure that students have the opportunity to gain the skills needed to achieve post-school education, employment, and living goals.

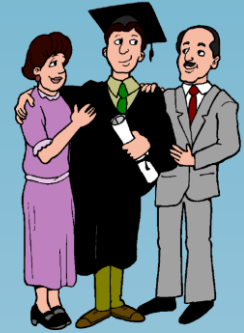
Barriers Reported from Families

- Inadequate transition planning
- Lack of general information or guidance of options
- School and other staff expectations and attitudes about options
- Financial constraints
- Different services did not work well together
- Long waiting lists for services
- Staff from different places giving different advice
- Written and online materials difficult to understand





Engaging Parents in the IEP Process for Students of Transition Age



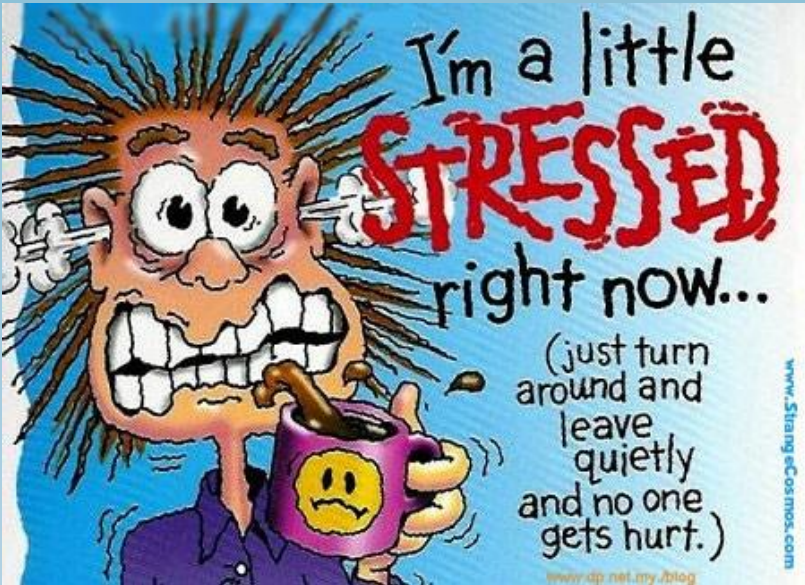
- Families must be active supporters.
- Call parent ahead of time to ask for a good time for him/her to meet.
- Try to work around the parent's schedule.
- Provide alternative means for parents to attend.

Engaging Parents in the IEP Process for Students of Transition Age, Continued

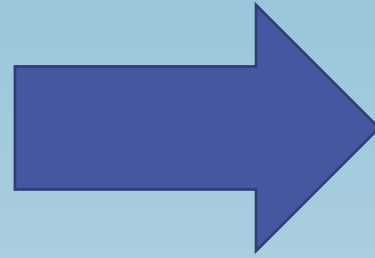


- Make parents feel welcome.
- Address parent's concerns in a positive manner.
- Make the parent feel like a welcome participant in the meeting.
- Always start by addressing positive aspects.

After the IEP Meeting



Before IEP Meeting





After IEP Meeting

What To Do After the Meeting is Held

- Provide parents a copy of IEP within a quick time frame.
- Close all forms in the IEP Process in SETS.
- Make copies of IEPs.
- Provide scheduling information to administration.
(see sample Scheduling Sheet for Grade 9 Handout)

Scheduling and Four-Year Plans

Four-Year Plans

		Recommended Program of Study for: Manufacturing				
Career Cluster: Manufacturing		Pathway Name: Industrial Systems and Maintenance				
9th Grade	10th Grade	11th Grade	12th Grade	Postsecondary Schools		
English 9	English 10	English 11	English 12			
Algebra I	Geometry	Algebra II or equivalent	Math Elective			
Physical Science	Biology	Chemistry	Physics			
World History	United States History I	United States History II	Government/Economics			
Career Preparation	Health/Elective	Elective	Elective			
Physical Education	Elective	Elective	Elective			
Architectural, Construction & Manufacturing	Introduction to Manufacturing	Industrial Systems and Maintenance I	Industrial Systems and Maintenance II			
Industrial Systems and Maintenance III	Industrial Systems and Maintenance IV	Semiconductors	NOCER Industrial Maintenance –E & I 1			
NOCER Industrial Maintenance – E & I 2	NOCER Industrial Maintenance –E & I 3	NOCER Industrial Maintenance –Mechanical 1	NOCER Industrial Maintenance –Mechanical 2			
NOCER Industrial Maintenance – Mechanical 3	Safety and Health Regulations	Senior Career Pathway Project-Manufacturing				
Career and Technical Education and/or Foreign Language and/or Arts Education (3 credits)					Career and Technical Student Organizations	
Work-Based Learning	Secondary	– Articulation –		Postsecondary	Join USA	
Job Shadowing Internship / Work Experience Career Day / Fair Externships / Guest Speakers						
CTE Assessments	Available Industry Certification		High Wage-High Skill-High Demand Career			
	Certification	Provider				

Scheduling

Deerfield High School
Class Schedule

CLASS SCHEDULE									
Cycle 100		Cycle 78		Cycle 56		Cycle 34		Cycle 12	
Period EB	7:22 - 8:05	Period EB	7:22 - 8:05	Period EB	7:22 - 8:05	Period EB	7:22 - 8:05	Period EB	7:22 - 8:05
Period 1	8:10 - 8:52	Period 1	8:10 - 9:08	Period 1	8:10 - 9:08	Period 1	8:10 - 9:08	Period 3	8:10 - 9:08
Period 2	8:57 - 9:39	Period 1-H	9:08 - 9:19	Period 1-H	9:08 - 9:19	Period 1-H	9:08 - 9:19	Period 3-WW	9:08 - 9:19
Period 3	9:44 - 10:26	Period 2	9:24 - 10:22	Period 2	9:24 - 10:22	Period 2	9:24 - 10:22	Period 4	9:24 - 10:22
Period 4/5	10:31 - 12:53	Period 3/4	10:27 - 1:08	Period 3/4	10:27 - 1:08	Period 5/6	10:27 - 1:08	Period 5/6	10:27 - 1:08
Period 5	12:58 - 1:40	Period 5	1:13 - 2:11	Period 7	1:13 - 2:11	Period 7	1:13 - 2:11	Period 7	1:13 - 2:11
Period 7	1:45 - 2:27	Period 6	2:16 - 3:14	Period 8	2:16 - 3:14	Period 8	2:16 - 3:14	Period 8	2:16 - 3:14
Period 8	2:32 - 3:14	NO 7/8		NO 5/6		NO 3/4		NO 1/2	

Cycle 100 Lunch Schedule Periods 4/5				
Cycle 100/Lunch A	Cycle 100/Lunch B	Cycle 100/Lunch C	Cycle 100/Lunch D	Cycle 100/Lunch E
Lunch 10:31 - 11:11	Per 4/Class 10:31 - 10:37	Per 4/Class 10:31 - 11:17	Per 4/Class 10:31 - 11:17	Per 4/Class 10:31 - 11:17
Per 4/Class 11:16 - 12:02	Lunch 11:02 - 11:32	Lunch 11:22 - 12:02	Per 5/Class 11:22 - 11:58	Per 5/Class 11:22 - 12:08
Per 5/Class 12:07 - 12:53	Per 4/Class 11:37 - 12:03	Per 5/Class 12:07 - 12:53	Lunch 11:54 - 12:24	Lunch 12:13 - 12:53
	Per 5/Class 12:07 - 12:53		Per 5/Class 12:28 - 12:53	
Cycle 78/56 Lunch Schedule Periods 3/4				
Cycle 78/56 Lunch A	Cycle 78/56 Lunch B	Cycle 78/56 Lunch C	Cycle 78/56 Lunch D	Cycle 78/56 Lunch E
Lunch 10:27 - 11:03	Per 3/Class 10:27 - 10:56	Per 3/Class 10:27 - 11:25	Per 3/Class 10:27 - 11:25	Per 3/Class 10:27 - 11:25
Per 3/Class 11:07 - 12:05	Lunch 11:01 - 11:31	Lunch 11:30 - 12:05	Per 4/Class 11:30 - 11:59	Per 4/Class 11:30 - 12:28
Per 4/Class 12:10 - 1:08	Per 3/Class 11:36 - 12:05	Per 4/Class 12:10 - 1:08	Lunch 12:04 - 12:34	Lunch 12:33 - 1:08
	Per 4/Class 12:10 - 1:08		Per 4/Class 12:29 - 1:08	
Cycle 34/12 Lunch Schedule Periods 5/6				
Cycle 34/12 Lunch A	Cycle 34/12 Lunch B	Cycle 34/12 Lunch C	Cycle 34/12 Lunch D	Cycle 34/12 Lunch E
Lunch 10:27 - 11:02	Per 5/Class 10:27 - 10:56	Per 5/Class 10:27 - 11:25	Per 5/Class 10:27 - 11:25	Per 5/Class 10:27 - 11:25
Per 5/Class 11:07 - 12:05	Lunch 11:01 - 11:31	Lunch 11:30 - 12:05	Per 6/Class 11:30 - 11:59	Per 6/Class 11:30 - 12:28
Per 6/Class 12:10 - 1:08	Per 5/Class 11:36 - 12:05	Per 6/Class 12:10 - 1:08	Lunch 12:04 - 12:34	Lunch 12:33 - 1:08
	Per 6/Class 12:10 - 1:08		Per 6/Class 12:29 - 1:08	

Housekeeping Tips to Ensure Compliance

- Run the Transition Verification Report (TVR) for your caseload.
- Complete the Compliance Verification Form (CVF) for the IEP Process.
- Complete the Indicator 13 Checklist.

1

IEP Indicator 13 Checklist Form B (Educator for Professional Development)

Parent of child with IEP sign this checklist on or after the IEP meeting. Signatures of parents, educators, and other IEP team members must be present at the IEP meeting. The IEP team must include the parent of the child with the IEP, at least one regular education teacher of the child, at least one special education teacher of the child, and at least one representative of the IEP team who is not a member of the IEP team. The IEP team must also include a representative of the child with the IEP, who is not a member of the IEP team. The IEP team must also include a representative of the child with the IEP, who is not a member of the IEP team. The IEP team must also include a representative of the child with the IEP, who is not a member of the IEP team.

Questions	Indicator 13	Indicator 13a	Indicator 13b
1. Did the IEP team include the parent of the child with the IEP?			
2. Did the IEP team include at least one regular education teacher of the child?			
3. Did the IEP team include at least one special education teacher of the child?			
4. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
5. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
6. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
7. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
8. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
9. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
10. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
11. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
12. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			
13. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?			

COMPLIANCE VERIFICATION FORM

You are to sign this form after the IEP meeting.

Name: _____ Title: _____ Date: _____ Signature: _____

1. Did the IEP team include the parent of the child with the IEP?

2. Did the IEP team include at least one regular education teacher of the child?

3. Did the IEP team include at least one special education teacher of the child?

4. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

5. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

6. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

7. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

8. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

9. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

10. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

11. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

12. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

13. Did the IEP team include a representative of the child with the IEP, who is not a member of the IEP team?

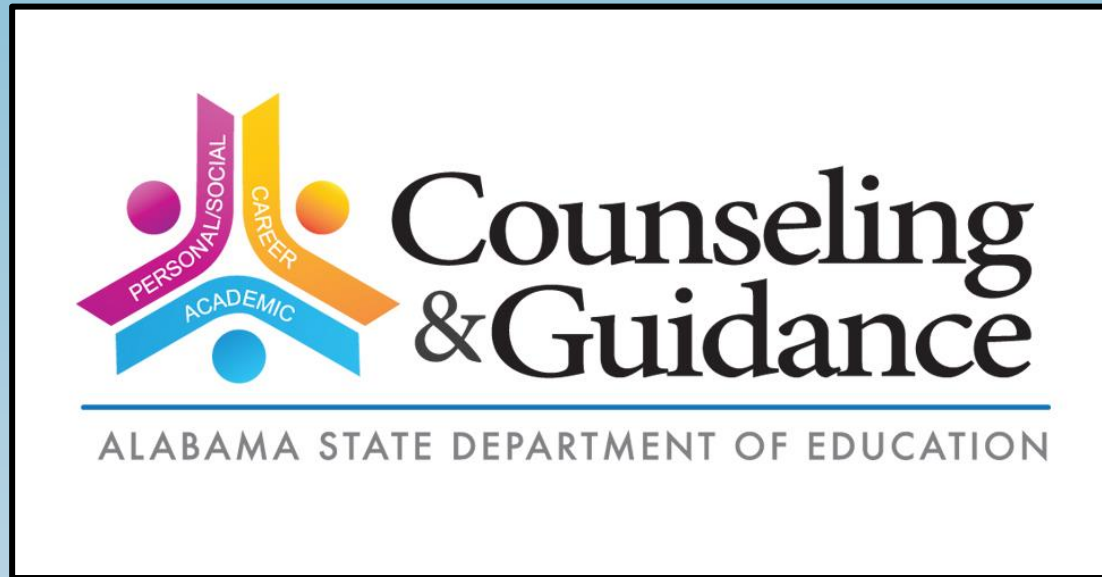
Signature: _____

Forming a Working Relationship with Your Guidance Counselor

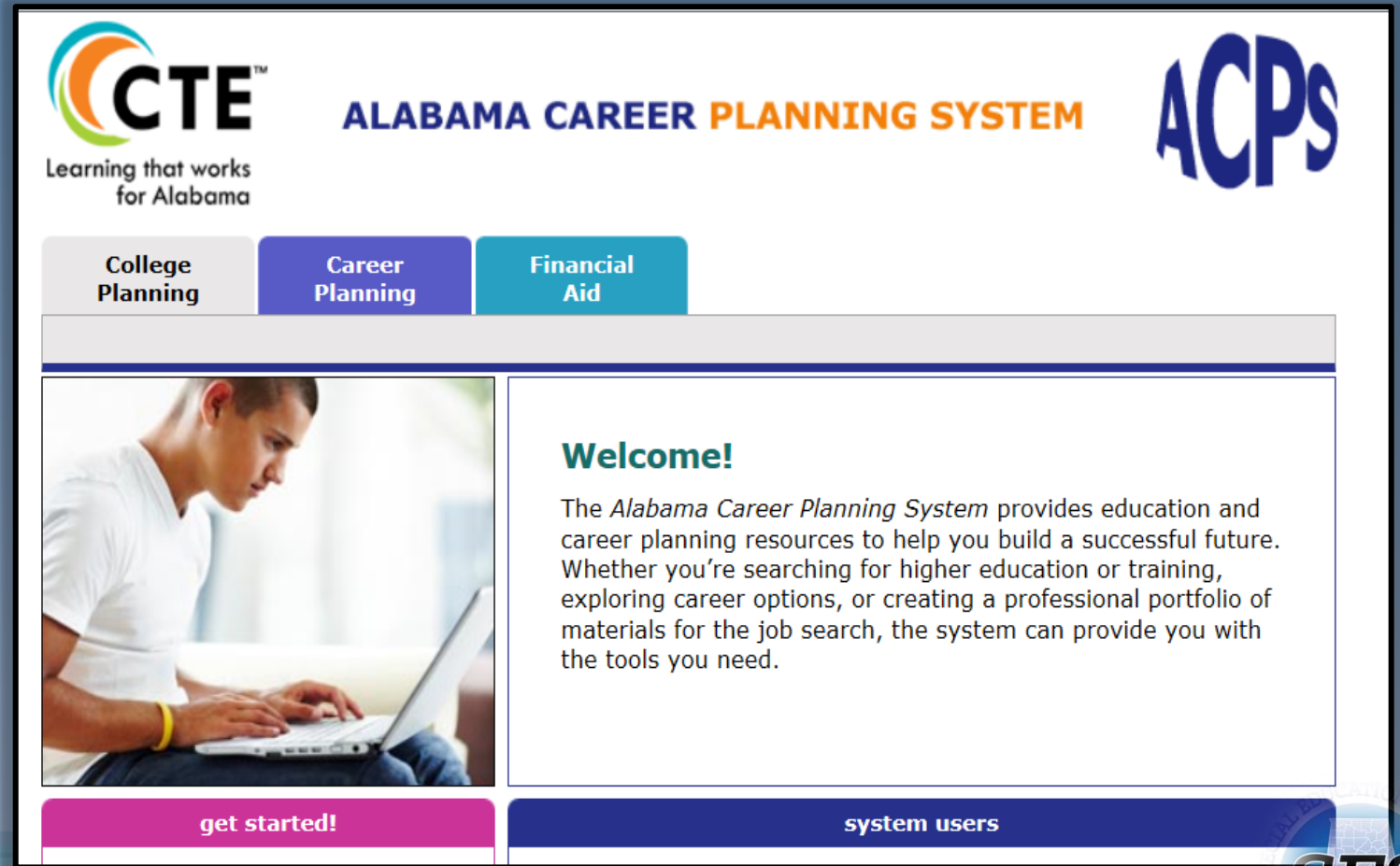
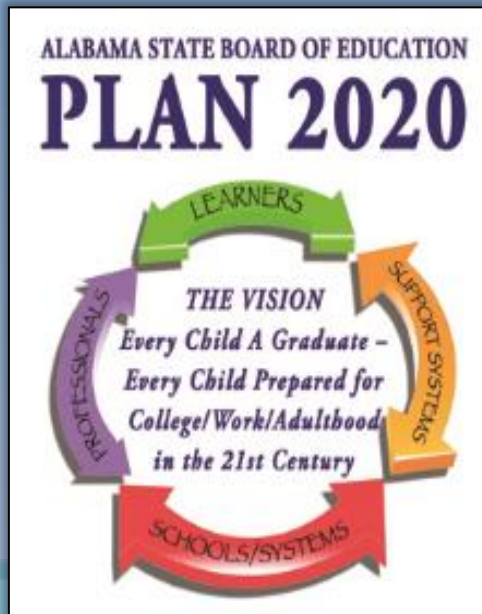
Sean Stevens
Education Administrator
Counseling and Guidance
Alabama State Department of Education



Counseling and Guidance Initiatives



Alabama Career Planning System – KUDER



Alabama Career Planning System – KUDER

assessment activities

☐ **My Interests**
Connect your top interests with career clusters. Choose what activity you like to do the most, the next most, and the least. When you're finished, your highest interests will be matched with careers that you may enjoy.

☐ **My Skills**
What do you believe you're good at doing? Rate how confident you are that you can accomplish each activity. When you're finished, review the skills you have and explore careers that need those skills.

☐ **View Assessment Results**
Look over your assessment results here. You'll also find a list of all of the careers your results have suggested for you.

☐ **Enter Assessment Scores**
Have you already taken an assessment somewhere else? You can enter those scores here. Remember to bring your score report.

note taker
Keep track of dates, meetings, and events important to your education and career planning.
[Go](#)

Consider Careers that Interest You

Kuder® Assessments Summary
One Page Report
Prepared For: Chelsey Stevens
Date Printed: 7/1/2016 1:23 PM

Kuder® Career Interests Assessment
Date Completed: 1/29/2013

Pathway Results

- Family and Community Services
- Administration and Administrative Support
- Consumer Services
- Human Resources Management
- Governance

Family and Community Services People who work in this group of occupations work in community agencies to help others who face a variety of problems. Their clients include the homeless, those with physical and mental problems, the aged and poor, and those who are without a job. They attempt to find sources of help for their various needs.

Administration and Administrative Support People who work in this group of occupations manage places where people of all ages are learning new things. These places include schools, daycare centers, colleges, businesses, and community organizations. They develop curriculum, hire and manage those who teach, set policies, and oversee all day-to-day activities.

Consumer Services People who work in this group of occupations provide a wide range of services to others. These services may relate to things as different as purchase of real estate, creating a public image for a company, overseeing property, or having text or conversation translated to another language.



Education Plan Name: ed plan#2

Student Signature: _____

Student Name: Meg Smith

School Signature: _____ Status: Sent

Associated School: Brewbaker Technology Magnet High School

Parent Signature: _____ Status: Sent

Planned Level of Education: Associate degree or completion of a specialized career school

Area of Study:

Diploma Program: Alabama High School Diploma

9th Grade	10th Grade	11th Grade	12th Grade	Credits
Core				
Math				
210005 Algebra I (1) 210005 Algebra I (1) 210012 Geometry, Advanced Level (1)	210012 Geometry, Advanced Level (1)	210017 Algebra II with Trigonometry (1)	210020 Precalculus (1)	6
English				
200007 English, Grade 9, Advanced (1)	200009 English, Grade 10 (1) 200011 English, Grade 10, Advanced (1)	200020 English Lit and Comp, AP (1) 200013 English, Grade 11 (1)	200016 English, Lang and Comp, AP (1)	6
Science				
220013 Biology, Advanced Level (1)	220014 AP Biology (1) 220063 Chemistry, Advanced Level (1)	220034 Forensic Science (1)	220064 AP Chemistry (1)	5
Social Studies				
230051 Economics (Semester) (0.5) 230041 US Government (Semester) (0.5) 230014 World History: 1500-Present/Gr 9 (1)	230016 U S History to 1877 Gr 10 (1)	230019 U S History 1877-Present Gr 11 (1)	230051 Economics (Semester) (0.5) 230041 US Government (Semester) (0.5)	5
Elective				
Physical Education				
240002 LIFE Phys Ed, Grades 9-12 (1)				1
Fine Arts Education				
				0
Foreign Language				
		270153 Spanish 1 (1)	270154 Spanish 2 (1)	2
Health Education				
	250002 Health, Grades 9-12 (0.5)			0.5
Business Technology Applications				
				0
Career Technical Elective				
450007 Business Essentials (1) 400025 Career Preparedness (1)	410023 Law and Society 1-credit (1)	410026 Commerce Communication 1-Cr (1) 480011 MANAGEMENT PRINCIP YR (1)	400031 Cooperative Edu Seminar/WBE (1) 400032 Cooperative Edu Seminar/WBE2 (1)	7
Elective - Non Career Tech				
	200001 Driver & Traffic Safety Ed (0.5) 230071 Psychology (1)			1.5
10	9	8	7	34

All grades that are displayed are self reported by the user.

ALABAMA'S FOUR-YEAR PLAN

Career and Technical Education (CTE) programs have become a **rigorous, progressive, and vital part of the total educational system** and are committed to providing students with rewarding opportunities to learn valuable academic, career, and life skills.

Career and Technical Education programs are continually providing students with great opportunities to gain invaluable hands-on experience— **preparing students to be college and career ready.**

Career Preparedness



“Alabama Students Ready for the Workforce”

NEW ALABAMA HIGH SCHOOL DIPLOMA

AREAS OF STUDY	REQUIREMENTS	CREDITS
Career Preparedness	Career Preparedness Course (Career and Academic Planning, Computer Applications, Financial Literacy)	1
Total Credits Required for Graduation		24

Career Preparedness Overview

1 Credit required course

Components

- Academic Planning and Career Development
- Financial Literacy Knowledge
- Technology Skill Applications

Career Preparedness

- Requirement for General Education Pathway and Essentials Life Skills Pathway
- Alternate Achievement Standards Pathway must take Life Skills Course in lieu of Career Preparedness

CAREER PREPAREDNESS

The Career Preparedness course focuses on three integrated areas of instruction—academic planning and career development, financial literacy, and technology. Course content ranges from college and career preparation to computer literacy skills to ways to manage personal finances and reduce personal risk. The area of technology is designed to be interwoven throughout course instruction. Mastery of the content standards provides a strong foundation for student acquisition of the skills, attitudes, and knowledge that enables them to achieve success in school, at work, and across the life span.

As part of preparing students to be college- and career-ready, this course also equips them with the skills needed for business and industry, continuing education, and lifelong learning. Acquisition of these skills is achieved by incorporating content and strategies that can easily allow students to meet the required 20-hour online experience as defined in the Alabama State Department of Education's *High School Distance Learning: Online/Technology Enhanced Course or Experience Guidance* document.

Career Preparedness is a one-credit course required for graduation that can be taught in Grades 9-12; however, it is recommended that students take the course in Grade 9. This course may be taught as two one-half credit courses consisting of Career Preparedness A and Career Preparedness B. Standards 1, 2, 2a, 3, 3a, 3b, 3c, 6, 6a, 8, 9, 10, 11, 11a, 12, 12a, 12b, 12c, 12d, and 12e must be taught in Career Preparedness A. Standards 2b, 2c, 4, 4a, 4b, 4c, 4d, 5, 7, 7a, 7b, 13, 14, 14a, 15, 15a, 15b, 15c, 15d, 16, 16a, 16b, 17, 17a, 17b, 18, 18a, 19, 20, 20a, 21, 21a, 21b, 21c, 21d, 22, 22a, 22b, and 23 must be taught in Career Preparedness B. Career Preparedness A is the prerequisite to Career Preparedness B.

Students will:

Personal Decision Making

1. Demonstrate knowledge of a systematic approach to a decision-making process (specifically, opportunity costs and trade-offs), including factors regarding academic planning and career development, financial literacy, and technology.
Example: decision-making process steps—define the problem, brainstorm, list alternatives, evaluate alternatives and identify consequences, propose a solution

Academic Planning and Career Development

2. Understand the effect of workplace behaviors.
 - a. Examine appropriate workplace behaviors, including attitude, work ethic, responsibility, dependability, punctuality, integrity, time management, effort, adherence to dress code, communication (written, verbal, and nonverbal), teamwork, and other workplace etiquette.
 - b. Identify inappropriate workplace behaviors, including violence and sexual harassment and procedures for addressing such behaviors.
 - c. Recognize the importance of and capitalize on diversity in the workplace.

CAREER COACH INITIATIVE

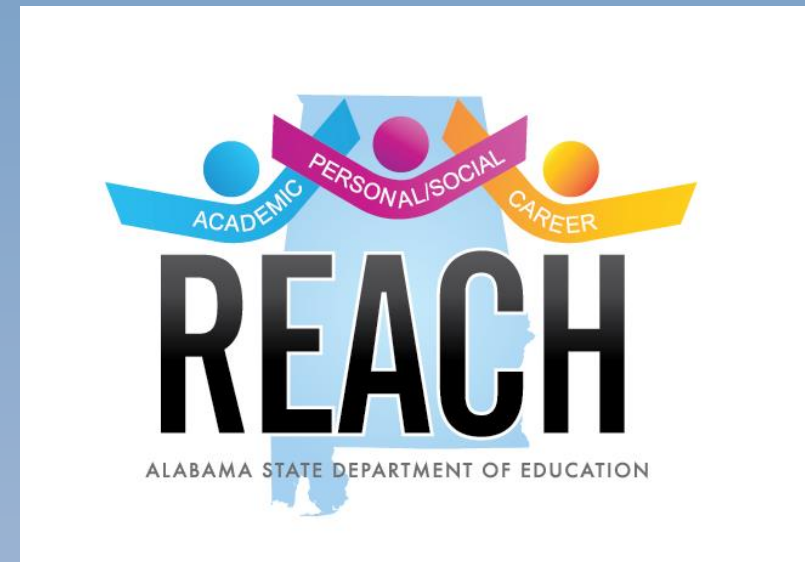
90 Career Coaches hired to date

- Provide career development guidance for high school students with emphasis on technical programs
- Plan and implement student recruitment activities for technical programs
- Assist students with career exploration activities and career assessments
- Assist students with admissions, financial aid, and registration procedures for post high school experience
- Conduct public relations efforts to promote CTE


REACH Student Advisory Initiative

The REACH curriculum is designed to bridge the gap between what is taught in the core curriculum and the skills necessary for success in school, post-secondary education and the work place by addressing six major skills areas:

- School Success Skills
- Academic Planning
- Career Exploration
- Post-Secondary Planning
- Interpersonal/Life Skills
- Work Ethic



Transition Activities



Alabama State Department of Education

Application Login

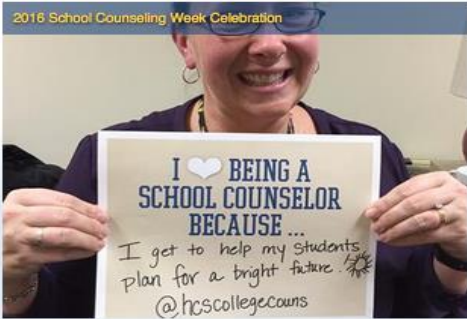
Department Offices | Learners & Parents | Support Systems | Education Professionals | Schools & Systems | Data Center | Communications | Calendar

Every Child a Graduate. Every Graduate Prepared. Search...

AL College- and Career-Standards Review – Click here to Examine the Standards for Yourself AL Coll

Counseling and Guidance

Counseling and Guidance collaborates with professional school counselors to develop, implement and evaluate comprehensive school counseling programs. Comprehensive school counseling programs, aligned with school, district and state missions, promote academic achievement and success for all students as they prepare for the ever-changing world of the 21st Century. Contact us



2016 School Counseling Week Celebration

AL Counseling State Plan

Articulation

Career Cluster SUCCESS Guides

Career Coaches

Career Preparedness

Compliance Monitoring

Counseling Education

Graduation Requirements

Four Year Plans

FAQs

Superintendent Memoranda

Advisor/Advisee Initiative

Dual Enrollment

Professional Development

Program Components


Resources and Links

Announcements

Alabama Career Planning System Training
This session will provide attendees with an in depth look to the Alabama Career Planning System (ACPS) and explain its use with middle school and high school students. They will have an opportunity to understand all the features and reports within the Administrative Database Management System (ADMS). Learn More...

ACPS

Professional Development Opportunities
There are no upcoming Professional Development Opportunities.



REACH

Alabama State Department of Education

Handout 2 Criteria to Consider

Depending on your personal interests, the following characteristics should play a role in helping you narrow down the field of colleges. Resource:
http://www.educationplanner.org/education_planner/selecting_article.asp?sponsor=2869&articleName=Criteria_to_Consider

Affiliation

- Public
- Private, independent
- Private, church affiliated
- Proprietary

Size

- Very small (fewer than 1,000 students)
- Small (1,000-3,999 students)
- Medium (4,000-8,999 students)
- Large (9,000-19,999 students)
- Very large (more than 20,000 students)

Community

- Rural
- Small town
- Suburban
- Urban

Location

- In your hometown
- Less than 3 hours from home
- More than 3 hours from home

Housing

- Dorm
- Off-campus apartment
- Home
- Facilities and services for students with disabilities

Student Body

- All male
- All female
- Coed

Minority representation

- Primarily one religious denomination
- Primarily full-time students
- Primarily part-time students
- Primarily commuter students
- Primarily residential students

Academic Environment

- Majors offered
- Student-faculty
- Faculty teaching
- Instruction by teaching assistants
- Facilities (such as labs)
- Libraries
- International students
- Internships available

Financial Aid

- Scholarships
- Grants
- Loans
- Work-study programs
- Part-time or full-time

Support Services

- Academic counseling
- Career placement
- Personal counseling
- Student health

Activities/Social Clubs

- Clubs, organizations
- Greek life
- Athletics, intramural
- Other

Athletics

- Division I, II, III
- Sports offered
- Scholarships available

Specialized Programs

- Honors programs
- Services for students with special needs

College Students and Parents: What You Need to Know About the 2017-18 FAFSA®

What's changing for 2017-18?

Starting with the 2017-18 Free Application for Federal Student Aid (FAFSA®), these changes will be in effect:

- You'll be able to submit your FAFSA® earlier.** You can file your 2017-18 FAFSA as early as Oct. 1, 2016, rather than beginning on Jan. 1, 2017. The earlier submission date will be a permanent change, in effect:
- You'll use earlier income and tax information.** Beginning with the 2017-18 FAFSA, students will be enabling you to complete and submit a FAFSA as early as October 1 every year. For example, on the 2017-18 FAFSA, you—and your parents—will report your 2015 income and tax information, rather than your 2016 income and tax information.

The following table provides a summary of key dates as we transition to using the early FAFSA submission timeframe and earlier tax information.

When a Student Is Attending College (School Year)	When a Student Can Submit a FAFSA	Which Year's Income and Tax Information Is Required
July 1, 2015–June 30, 2016	January 1, 2015–June 30, 2016	2014
July 1, 2016–June 30, 2017	January 1, 2016–June 30, 2017	2015
July 1, 2017–June 30, 2018	October 1, 2016–June 30, 2018	2016
July 1, 2018–June 30, 2019	October 1, 2017–June 30, 2019	2018

How will the changes benefit me?

We expect that you'll benefit in these ways:

- Because the FAFSA will ask for older income and tax information, you will already have done your taxes by the time you fill out your FAFSA, and you won't need to estimate your tax information and then go back into the FAFSA later to update it.
- Because you'll already have done your taxes by the time you fill out your FAFSA, you may be able to use the IRS Data Retrieval Tool (IRS DRT) to automatically import your tax information into your FAFSA. (Learn about the IRS DRT at StudentAid.gov/irsdrt.)
- Because the FAFSA is available earlier, you may feel less pressure due to having more time to explore and understand your financial aid options and apply for aid before your state's and school's deadlines.

Will FAFSA deadlines be earlier since the application is launching earlier?

We expect that most state and school deadlines will remain approximately the same as in 2016-17. However, several states that offer first come, first served financial aid will change their deadlines from "as soon as possible" to "as soon as the FAFSA is available."

Federal Student Aid PROUD SPONSOR OF THE AMERICAN DREAM

Page 1 of 2

Bibliography

Information provided in this presentation was based in part on the following resources:

- *Alabama State Department of Education's PowerPoint "Transition Updates and the Individualized Education Program (Spring ALA-CASE 2015)"*
- *Alabama Transition Standards*
- *Mastering the Maze: The Special Education Process*
- *NSTTAC PowerPoint Presentation: Using Transition Assessment to Guide IEP Development*

