



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

Student Name: _____ School Year: _____ Grade: _____

This form is to be completed at the end of the eighth-grade school year, and reviewed annually, along with the student’s four-year plan, an updated transcript, diploma credits checklist, and current transition information. Please check as all pathways are discussed.

___The IEP Team has considered the courses required for following the **General Education Pathway** with access to Advanced Placement (AP)/International Baccalaureate (IB)/Postsecondary Equivalent Courses leading to the Alabama High School Diploma (AHSD). The credits earned through the Alabama Courses of Study are designed to prepare students to be college and/or career ready. The awarding of an AHSD on the General Education Pathway ceases the local education agency’s responsibility for providing a free appropriate public education (FAPE).

___The IEP Team has considered the courses required for following the Essentials Pathway. The **Essentials Pathway** is limited to a student with an individualized education program (IEP). A student following the Essentials Pathway must complete all requirements of the pathway, including the work component. The student must have a minimum of 140 hours of apprenticeship (paid) experience or 140 hours of internship (unpaid) experience. This pathway is designed to allow a student to participate in career/competitive employment. The content of the Essentials courses is not fully aligned to the Alabama Courses of Study. This diploma may be accepted by most state community colleges but may not be accepted by most four-year institutions and may not be accepted by the National Collegiate Athletic Association (NCAA) for eligibility purposes, or the Military, either active duty or reserves. Students that take at least one Essentials/Life Skills Core class must complete all requirements of the pathway, including the work component.

___The IEP Team has considered the courses required for following the **Alternate Achievement Standards (AAS) Pathway**. The AAS Pathway is limited to students with a significant cognitive disability. Since the content of the AAS courses is not fully aligned to the Alabama Courses of Study, this diploma will prepare a student for supported/competitive employment and postsecondary education for a student with an intellectual disability. (For a student following the AAS Pathway, the IEP Team has completed the Decision Making Tool.)

Based on the discussion from the IEP meeting, I understand and agree that:

- The course requirements and outcomes for each pathway leading to the AHSD have been explained and discussed by the IEP Team. A credit-earning checklist for the student’s appropriate pathway has been completed.
- The IEP Team has considered all pathways and aligned the student’s postsecondary goals with the appropriate courses of study to determine the appropriate pathway leading to the AHSD.
- A student with a disability who has not earned the AHSD by completing the requirements of the General Education Pathway is entitled to a FAPE until the age of 21. A student following the Essentials or AAS Pathway who meets the requirements for graduation and who will be continuing beyond 12th grade may participate in the graduation ceremony and activities with his or her non-disabled peers.

The student will follow the _____ Pathway as of this date.

Parent’s Signature

Date

Student’s Signature

Date

Case Manager’s Signature

Date

Counselor’s Signature

Date