

## CAREER/TECHNICAL IMPLEMENTATION PLAN

### Career/Technical Considerations

Prior to placement into a career/technical education program a student must be evaluated to determine interests, aptitudes, and abilities. When considering a student for a career/technical education program, the following should be considered.

- What are the student's educational and occupational goals?
- Which program is best for the student?
- What are the possibilities for employment upon completion of the program?
- Is there a reasonable expectation for success?

As a general rule, a student should be placed in the career/technical education program most compatible with the students' interests, aptitudes, and abilities. It is the responsibility of the career/technical administrator to ensure that teachers develop career/technical implementation plans for each student with disabilities and to establish procedures for maintaining the confidentiality of these plans.

### The Career/Technical Implementation Plan (CTIP)

A CTIP must be developed, with direct input from the program area CTE teacher, for a student with disabilities who is placed into a career/technical education program where accommodations/modifications are needed. The plan should be developed as part of the placement process prior to the student entering the program. The plan should address the specific needs identified in the IEP in relation to the skills, equipment, and content delivered through the program. Any additional accommodations/modifications needed for student success and safety should be documented. **A copy of the CTIP will be shared with the special education teacher of record.**

Definitions:

- Accommodations -Procedures and/or activities that are incorporated by the teacher for students with disabilities to lessen the impact of their disability on the instructional process and on student achievement. When accommodations are made for students with disabilities, the content standards are the same. Accommodations in secondary coursework may lead to the Alabama High School Diploma or a certificate.
- Modifications -Changes made to the course content. When course content is modified, the student is not pursuing the required content standards for completion of CTE programs. In order for any student (including a student with disabilities) to earn credit that can be applied toward obtaining an Alabama High School Diploma, the content that is prescribed in the applicable Alabama course of study must be taught. If the prescribed content is not taught, then credit may not be given for this course toward the regular Alabama High School Diploma. Modifications can only be made for students seeking certificates of attendance, not for students seeking diplomas.

CTIP development, implementation, and evaluation should be on going.

### Alabama Administrative Code Regarding CTIPs

290-8-9-.07(1)

290-8-9-.07(3)(a)

(1) Career/Technical Education. Each child with disabilities must have equal opportunity to access the full range of the education agency's career/technical education programs, including occupationally specific courses of study, cooperative education, and apprenticeship programs. A representative of career/technical education must be included as a member of the IEP Team for those children with disabilities who have been referred for, or are currently receiving career/technical education. Children with disabilities must receive a vocational assessment prior to or as a part of the career/technical placement process as prescribed by the Alabama Career/Technical Education Standards for Quality Programs in Secondary Schools. The IEP of each secondary child with a disability must show any career/technical education program involvement, as well as needed modifications/adaptations made in the program. A career/technical implementation plan must be developed as part of the IEP process prior to the child entering the program if modifications are required.

It is the responsibility of the CTE administrator to ensure that teachers develop the CTIP for each student with disabilities requiring accommodations and/or modifications and to establish procedures for maintaining the confidentiality of these plans. A completed CTIP might look something like the following:

**SAMPLE (PROVIDED BY LEA)  
CAREER/TECHNICAL IMPLEMENTATION PLAN**

**Student's Name** Marco Polo School Year 20 -20

**Student's Career Objective** Physical Therapy Assistant

**Special Education Teacher** S. E. Persons

**CTE Program** Health Science Teacher C. T. Edwards

**\*Students requiring accommodations/modifications may advance through the Health Science program but may NOT advance into a course requiring internships.**

**Accommodations needed** (changing how the student is taught without changing the curriculum):

<u>Allowing additional practice time on skills</u>	<u>Providing a peer tutor for skills practice</u>
<u>Reducing the length of the research paper</u>	<u>Providing a peer tutor for anchor assignment</u>
<u>Additional attempts will be allowed for skills</u>	<u>Skills requiring contact with possible bloodborne pathogens will require DIRECT instructor supervision.</u>

**Modifications needed**

**(ONLY for students seeking a certificate of attendance; do not modify safety requirements):**

<u>Completing 2 of 5 objectives</u>	<u></u>
<u></u>	<u></u>
<u></u>	<u></u>

**Major topics/objectives to be covered and evaluations:**

<u>Objectives</u>	<u>Evaluation</u>	<u>Date</u>
<u>Understanding safety and infection control WITHOUT MODIFICATION</u>	<u>Written &amp; demonstration test</u>	<u>8/22/2020</u>
<u></u>	<u></u>	<u></u>
<u></u>	<u></u>	<u></u>

**Competencies required for this career objective:**

<u>ADL skills</u>	<u>Ambulation assistance skills</u>
<u>All safety content and skills</u>	<u>Patient assessment content and skills</u>
<u>Related anatomy and physiology</u>	<u></u>
<u>Critical thinking skills</u>	<u></u>

**SAMPLE (PROVIDED BY LEA)  
CAREER/TECHNICAL IMPLEMENTATION PLAN**

**Student's Name** \_\_\_\_\_ **School Year** \_\_\_\_\_

**Student's Career Objective** \_\_\_\_\_

**Special Education Teacher** \_\_\_\_\_

**CTE Program** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Accommodations needed:**

_____	_____
_____	_____
_____	_____
_____	_____

**Modifications needed:**

_____	_____
_____	_____
_____	_____
_____	_____

**Major topics/objectives to be covered and evaluations:**

<u>Objectives</u>	<u>Evaluation</u>	<u>Date</u>
_____	_____	_____
_____	_____	_____
_____	_____	_____

**Competencies required for this career objective:**

_____	_____
_____	_____
_____	_____

**SAMPLE (PROVIDED BY LEA)  
CAREER/TECHNICAL IMPLEMENTATION PLAN**

**Student's Name** \_\_\_\_\_ **School Year** \_\_\_\_\_

**Student's Career Objective** \_\_\_\_\_

**Special Education Teacher** \_\_\_\_\_

**CTE Program** \_\_\_\_\_ **Teacher** \_\_\_\_\_

**Check the accommodations needed: *(you create your own list specific to each program area)***

\_\_\_\_\_ Student will be provided alternate assignments for skills/activities requiring (check as appropriate) the following:

- Use of sharp instruments
- Contact with body fluids
- Care of live patients during classroom live work assignments
- Use of hearing abilities
- Public speaking

\_\_\_\_\_ Student will perform skills using sharp instruments under the direct supervision of teacher.

\_\_\_\_\_ Student will perform skills containing body fluids under the direct supervision of teacher.

\_\_\_\_\_ Student will work with a peer student when performing live work in the classroom.

\_\_\_\_\_ Student will be allowed to use paper and pencil to calculate height during skill check off

\_\_\_\_\_ Student will be responsible for a homework folder to record assignments.

\_\_\_\_\_ Student will be seated in the front for skills demonstrations.

\_\_\_\_\_ Assign a peer helper during skills practice.

\_\_\_\_\_ Allow additional time in skills practice.

\_\_\_\_\_ Alter anchor assignments to the appropriate level for student.

\_\_\_\_\_ Student should be allowed to retake failed test after reviewing material with special education teacher.

\_\_\_\_\_ Student will be paired with strong students for group projects.

\_\_\_\_\_ Student will have periodic monitoring by the special education teacher for progress towards this career pathway.

\_\_\_\_\_ Other:

**Modifications needed: (ONLY for students earning a certificate of attendance; do not modify safety requirements):**


**\*Specify any requirements for advancing into internship opportunities. For example, must pass all skills without modification or accommodation, must pass all theory assessments with an 80% or greater, must demonstrate a complete understanding of all safety and infection control content/skills...**