

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, by 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. (Changes how you teach, not what you teach)
- 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

290-6-1.05 Students

(3) Enrollment

- (g) A Career and Technical Implementation Plan (CTIP) shall be developed as part of the Individualized Education Program IEP) process prior to the student entering the CTE program if accommodations and/or modifications are required. The plan shall remain on file with the CTE teacher while the student is enrolled in the program. Each plan shall be evaluated, as needed, using student performance objective criteria as prescribed by the plan.

The CTIP may not change IEP requirements without requesting an additional IEP meeting. This is usually done if there is a true concern that following these requirements would cause a safety issue for the student, or other students in the classroom/lab based on the skills to be taught and the equipment to be used.

If students must meet certain standards to earn the ability to advance into an internship or apprenticeship type opportunity, this should be spelled out in each CTIP to assure they understand the requirements.

**SAMPLE FILL IN
CAREER/TECHNICAL IMPLEMENTATION PLAN**

Student's Name Marco Polo **School Year** 2024-25

Student's Career Objective Physical Therapy Assistant

Special Education Teacher S. E. Persons

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

Accommodations needed in addition to the IEP:

<u>Allowing additional practice time on skills</u>	<u>Providing a peer tutor for skills practice</u>
<u>Allowing 3 checkoff attempts for skills instead of 2</u>	<u>Providing a peer tutor for anchor assignment</u>
<u>Direct supervision by instructor on skills requiring contact with possible bloodborne pathogens.</u>	<u></u>

Modifications needed in addition to the IEP: *Do not modify safety instruction.*

Example: *Completing 2 of 5 content objectives in lesson.*

**Students receiving modifications cannot receive credit for the course.*

Specific requirements for advancing into internship/apprenticeship opportunities.

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

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 test 100/ Demonstration 100</u>	<u>8/22/2024</u>
<u>Foundational Skills/Technical Skills</u>	<u>Observation Checkoffs</u>	<u></u>
<u>Theory Knowledge</u>	<u>Written exams</u>	<u></u>
<u>Professional behavior/leadership</u>	<u>Observation CTSO activities</u>	<u></u>

Competencies required for this career objective covered in this course:

<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>Critical thinking skills</u>

☐ **No additional accommodations or modifications needed in this course.**

☐ **I request to reconvene an additional IEP meeting based on the following safety concerns:
See attached sheet detailing the specific safety concerns**