



Alabama's Transition Engagement Series

3 Helping Students Lead the Transition Process: A Handbook for Student Engagement

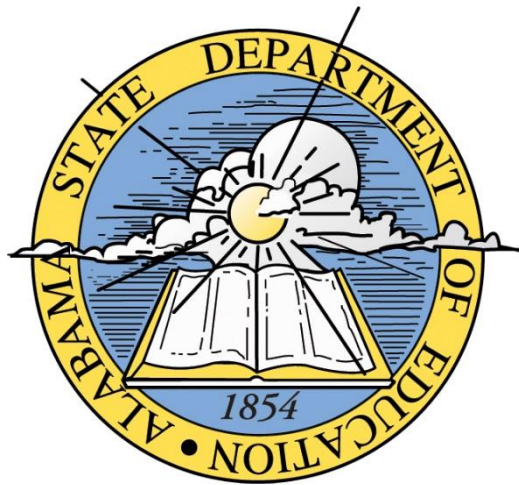


Stakeholders · Family · Agencies · Educators · Communities

Individualized Student-Centered Planning · Integrated Community Experiences · Interagency Collaboration

TRANSITION IN ALABAMA

Improving Post-School Outcomes For Students



Alabama State Department of Education, Ed Richardson, Interim State Superintendent of Education

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Alabama’s Transition Engagement Series 3: Helping Students Lead the Transition Process – A Handbook for Student Engagement

Congratulations! You’re on your way to a full, exciting adult life ahead. This handbook has been developed to tell you about how you can make that life the best one possible. The handbook tells about the transition process and how **you** are the most important person in that process. You’ll learn the answers to some questions that you might have about transition, such as:

- What is transition and why is it important to me?
- What is the Individualized Education Program (IEP) Team?
- How can I play an active part in planning for my future?
- How do I find out what my strengths, interests, preferences, and needs are?
- What is this IEP that you keep talking about?
- How can I play an active role in my IEP meeting?
- What is the “age of majority?”
- What is Self-Determination and Self-Advocacy?
- What do all those terms and “fancy words” you use in Special Education mean?
- What are some tools that will help me in my transition process?

High school is an exciting time in a student’s life when he or she begins to make important decisions that will affect him or her in the future. Having the best information available to use in planning for one’s future and being active in that planning process is so important to having the best future possible. This handbook contains information to tell you about the transition process and how you should be an active participant as you move towards adult life. Skills needed for adult life, such as making decisions and setting goals, will be described. This handbook also contains tools that can help guide you through your high school years.

So What Is Transition, Anyway?

The word transition means change. When we talk about transition in high school, we are talking about getting ready for the change from being a high school student to being a young adult and all the skills we need to learn to be prepared for that change. For students with disabilities, the federal law governing Special Education, the *Individuals with Disabilities Education Act of 2004* (IDEA), requires that transition be addressed in the Individualized Education Program (IEP) during the year in which you will turn 16. Alabama also requires that transition be addressed when you are going from the 8th grade into the 9th grade. This is the time in your school life when the heavy duty planning for your future really begins, as you enter high school and earn required credits for graduation.

Transition planning focuses on three areas relating to your life after high school or post-school as it is stated in the law. Those areas are:

- Postsecondary Education/Training
- Employment/Occupations/Careers
- Community/Independent Living

Whether you want to go on to a community college or a four-year college or straight to work, transition planning can help you get there. Whether you plan on living on your own, or living at home forever (we hope not!), transition planning helps you know what you need to do to make independence happen for you and what resources are available to assist you.

So, you're probably wondering what all that has to do with you. Well, it has everything to do with you and the future you want. Your Special Education Case Manager and the IEP Team are here to assist you in planning for the future that **you** want. Your opinion on your future is the one that truly counts, as you'll be the one living it. So it is really important that you attend your meetings and give the IEP Team the information they need to complete the IEP in a way that meets your individual needs.

What is the IEP Team?

So you're asking yourself, what is this IEP Team you keep talking about? The IEP Team is composed of certain members that are required by law. Remember that law, IDEA? The IDEA says that the IEP Team should have the following members present at the meeting:

- The student (You) when transition is being addressed
- Your parent or guardian
- Your Special Education teacher
- Your General Education teacher(s)
- A local education agency representative (usually a principal or assistant principal)
- Someone who can interpret the results of assessments (sometimes this person is a Psychometrist or the Special Education teacher)

There can also be some additional people that are part of your IEP Team, like a job coach, a vocational rehabilitation counselor, a guidance counselor, a career and technical education teacher, a related service provider, and anyone else who has knowledge of you and can help the IEP Team in setting your goals. See the glossary in this handbook if you're not sure who these people are and what they do.

How can I play an active part in planning for my future?

So, this IEP Team meets at least once every year to develop your IEP for the next school year. This IEP is really a plan for meeting your needs. The IEP Team can meet more often if anything in your IEP needs to be changed or amended. At this meeting, everyone

gets together and discusses your future. So, do you see why it's important that you're there to tell everyone what you see for your future? Otherwise, they might be planning to prepare **you for a future you don't want**.

Before that IEP Team meets with you about developing your IEP, there is a lot of work to be done by you and your IEP Case Manager. The two of you will gather a lot of information: copies of your grades, attendance, and discipline reports; surveys and questionnaires from your parents and general education teachers; a copy of your transcript to identify earned credits; and the results of some age-appropriate transition assessments you will complete.

How do I find out what my strengths, interests, preferences, and needs are? (Transition Assessments)

Wait a minute, you ask, what are transition assessments? Not more tests!!! A transition assessment is a little different than the state assessments or classroom tests that you are used to taking. Transition assessments find out information about things you are good at (strengths), what you don't do so well or not at all (weaknesses), what you like to do (interests), and how you like to do things (preferences). The information from transition assessments can be used to help you figure out what you'd like to do in the future, where you'd like to live and work, and what types of careers fit your preferences, interests, and abilities. There are no right or wrong answers to the questions on a transition assessment. Some examples of transition assessments that you may see are career interest inventories, aptitude assessments, interviews or questionnaires, surveys, etc.

What is this IEP you keep talking about?

Once you and your IEP Case Manager have gotten all of your information gathered, it is time to start writing your IEP. Information about transition is threaded throughout your IEP, from the Profile Page at the front, to the Transition Page and Annual Transition Goals Page, to the Services Page. Below is a brief description of these pages and what type of information is on each page:

- Profile Page – This page identifies your strengths, you and/or your parents' concerns for your education, your interests and preferences for transition, your results from any recent tests, and what your academic and functional (transition) needs are. The second page of the profile identifies any special instructional factors for your education (transition is one) and your transportation needs, if any.
- Transition Page – This page is where the transition assessments you complete are listed, as well as long-term goals in three areas: Postsecondary Education/Training, Employment/Occupations/Careers, and Community/Independent Living. Long-term goals are goals for you that are down the road—maybe immediately after graduation or several years afterwards. Also, which pathway towards the Alabama High School Diploma you are earning credits for is identified on this page.

- Annual Transition Goals Page – This page tells where your present level of performance is in the area of transition, including information from the transition assessments you have completed. Then three annual (year-long) goals are developed, one for each of the long-term goal areas mentioned above. Annual goals must be measurable to see whether or not you are meeting the goals. You may see a percentage (%) of accuracy, a completion rate (8/10 times, for example), or some other way of measuring your success. There will also be some activities listed for each annual goal that will help you to complete your goals.
- Annual Goal Page – There may also be academic, social, and/or behavioral goals, depending on what is needed to help you progress in the curriculum. Usually, areas for academics include mathematics, reading, and/or writing. Social and/or behavioral goals may include a wide range of different skills, such as organization skills, attending skills, etc. Like the Annual Transition Goals page, the Annual Goal page will tell your present level of performance and what skills you need to work on to improve your academics, social skills, and/or behaviors.
- Special Education Services Page – This page outlines the specially designed instruction that your IEP Case Manager, other Special Education teachers and staff, and related service providers will be responsible for providing to you. It also outlines what accommodations you may receive in your general education classes to help you have an equal opportunity in your classes and on tests.
- Signature Page – This page documents, by signature and date, everyone who attends the meeting. The page also documents how much time you will spend out of the general education classroom, if any. Your IEP Case Manager and the IEP Team must explain why you need to spend time out of the general education classroom or be removed from your age-appropriate peers. You or your parent must be provided copies of their Special Education Rights each year, as well as a copy of your IEP. This page documents that those copies were provided to your parent. Also, this page documents that you were informed of your rights transferring to you when you reach the age of majority. For more information on age of majority, see the heading “What is the Age of Majority?”.

How can I play an active role in my IEP meeting?

So once your draft IEP is written, it's time to plan the IEP meeting. Your IEP Case Manager will schedule a time for the meeting with your parents and all the members of the IEP Team, including you. It is very important that you be an active participant in your meeting. You can participate in many ways, from introducing all the IEP Team members to each other, all the way to leading the meeting along with the designated IEP Team facilitator. In this handbook are some tools that can help you participate in your meeting. If you use the EngageAL Transition App highlighted in the tools section, you will print out a Transition Plan that you can use as a guide to help you communicate about your plans for the future. Talk with your IEP Case Manager about how you can participate to the fullest extent possible in your meeting. Additionally, tools such as meeting agendas can help you know meeting topics and schedule. Your IEP Case Manager can help you

develop presentation materials to show the IEP Team what you care about and want for your future. Developing skills to ask for what you want for your future is very important for being able to stand up for yourself now and as an adult.

What is the “Age of Majority”?

What is the “age of majority” that you talked about earlier? The “age of majority” is the age where you are considered an adult and all your rights transfer from your parents to you. In Alabama, the age of majority is **19**. While you can do many things at the age of 18 in Alabama, like join the military and vote, you cannot sign a legal contract until the age of 19. An IEP is considered a legal document, so prior to the age of 19, it must be signed by a parent or guardian. However, once you turn 19, all of those rights to sign for yourself go into effect. As required by law, the school will continue to provide notices of the meetings to your parent. However, you are able to sign the *Notice and Invitation to a Meeting/Consent for Agency Participation* once you turn 19.

What is Self-Determination and Self-Advocacy?

Self-determination and self-advocacy are skills you develop that help you: (1) know and believe in yourself, (2) know what you want for your future and how to plan to achieve it, and (3) know what supports and services you need to help you be in charge of your life. Self-advocacy is a core component of self-determination. Self-advocacy is developing skills that allow you to speak up for yourself. Do you feel like these are skills you might need to learn? If so, speak with your IEP Case Manager and tell him or her that you would like to work on those skills. There are self-determination assessments and curriculum available that can assist you in finding out what skills you need to learn and practice. Great resources for self-determination assessments can be found on the Zarrow Center for Learning Enrichment (University of Oklahoma) Web site: <http://www.ou.edu/content/education/centers-and-partnerships/zarrow/self-determination-assessment-tools.html>. Several different curricula for teaching self-determination can be found there as well. Learning to be someone who knows what you want and being able to speak up for yourself are valuable life skills no matter what your future holds.

What do all those terms and “fancy words” mean?

A Glossary for Transition Terms

In Special Education, we use a lot of fancy words that you may not understand. Here’s what some of those words are and what they mean:

Postsecondary Education – refers to any education or training that occurs after you graduate from high school. This training may consist of two- or four-year colleges or

universities, vocational schools, seminaries, institutes of technology, and any other degree or certificate-earning program.

Related Services – relating to transition services, these are the supports needed for you to access appropriate work, education, and living environments. Such services might be counseling, job coaching, occupational therapy, physical therapy, speech therapy, transportation, and assistive technology.

Community Experiences – involve a variety of activities within the local community that expose you to career and job information, daily living activities, etc. Such experiences may include job shadowing or internships in various businesses in the community.

Functional Vocational Evaluation – this type of evaluation is used to determine your strengths, preferences, interests, and needs in relation to work. The evaluation may be made up of several quick tests, surveys, observations, etc.

Interests – things you like and want to learn more about.

Strengths – qualities or abilities that are extremely useful and valuable to you and others; things you do well.

Needs – things you require to be successful or achieve your goals.

Preferences – a greater liking for one alternative over another or others. An example might be a preference in music is country music over rock music.

IEP – stands for Individualized Education Program. It is a plan that helps you be successful in school and life. It changes each year to meet your needs. It is a confidential document.

FERPA – stands for *Family Educational Records Privacy Act*. This law helps ensure that your educational information stays private and confidential. Your educational records are stored in a safe place and only people with permission can look at them.

HIPAA – stands for *Health Insurance Portability and Accountability Act*. This law keeps your personal health and medical information private and confidential.

Transition Goals – goals that you and your IEP Team develop together to help you achieve your plans for your life after high school—for work, where you will live, and any further education you might want.

Parental Concerns – concerns that your parents might have about your education and your future.

Transition Assessments – information that is collected about your current post-school interests, skills, and needs to identify your future goals, your interests, what adult life skills you already have and what you still need to learn, and what others may think about your skills.

Transition Services – people and activities that will help you meet your transition goals. These services are identified in your IEP and may be formal or informal services. An example might be instruction in self-determination skills in a small group or individually.

Vocational Education – a transition service that helps you learn about a career and how to get and keep a job.

Adult Living Skills – skills that help you live as an adult, including housekeeping, good hygiene, meal planning and preparation, budgeting and maintaining a checking account, etc.

Community Living Skills – skills that help you live as an adult in the community, including how to use the grocery store, bank, laundromat, etc.

Supplementary Aids and Services – aids, supports, and services that help you access your educational programs successfully. These may include accommodations that help to “level the playing field” for you. These might include having things read aloud, extra time, using a calculator, etc.

Alabama Department of Rehabilitation Services – a state agency, often called Voc. Rehab for short, that assists you in preparing for a job. You will have to apply for these services and show evidence of your disability. The ADRS can provide many services to you while you are in high school and beyond.

Inclusion – term used to describe services that students with disabilities with an IEP receive in general education classrooms with appropriate support services. Students may receive instruction from both a general education teacher and a special education teacher.

Free and Appropriate Public Education (FAPE) – the education to which every student is entitled under the IDEA. Every student is entitled to an education that is appropriate for his or her unique needs and that is provided free of charge. In Alabama, the ages for FAPE are 3-21.

Individuals with Disabilities Education Act (IDEA) – a law that guarantees educational rights to all students with disabilities and makes it illegal for school districts to refuse to educate a student based on his or her disability.

Competitive Employment – a job in the community in which the hiring, salary, job description, and evaluations are handled equally for all employees.

Competitive Integrated Employment – work performed by a person with a disability in an integrated environment, and the salary and benefits are equal to other employees doing the same work.

Independent Living – living in a house or apartment alone or with others, but not with a family member or professional staff.

Job Coach – a person who provides assistance to an individual with a disability to learn skills needed to get and/or maintain a job. This can include training and support at the job site.

Least Restrictive Environment – a work, school, or living situation that allows individuals as much freedom of choice and independence as possible without endangering their health or physical safety.

Prevocational – the term refers to instructions and activities designed to prepare an individual for a job and teach job-related behaviors.

Vocational (Career) Assessment – the systematic collection of information about the student’s vocational aptitudes, abilities, expressed interests, and occupational awareness used in planning a transition to postsecondary education and/or competitive integrated employment.

Common Acronyms

ADA – *Americans with Disabilities Act*

ADRS -- Alabama Department of Rehabilitation Services

ESY – Extended School Year

FAPE – Free Appropriate Public Education

IDEA – *Individuals with Disabilities Education Act*

IEP – Individualized Education Program

LEA – Local Education Agency

LRE – Least Restrictive Environment

OT – Occupational Therapy

PT – Physical Therapy

SLP – Speech Language Pathologist

VR – Vocational Rehabilitation

What are some tools that can help me in the transition process?

Diploma Checklists – this guide contains three diploma checklists for helping you keep track of the credits you have earned for your diploma pathway. The checklists include all required credits needed for each pathway. There are separate checklists for the General Education Pathway, the Essentials Pathway, and the Alternate Achievement Standards Pathway. Course requirements vary among the three different pathways. Your school may require more than the minimum 24 credits required by the Alabama State Department of Education. Each box after the course represents one-half credit. If your school is on a semester schedule, mark the box at the end of each semester for courses you earned a passing grade. If you are on a block schedule, then you would mark both boxes at the end of the semester since you earned one full credit for the course. If you

did not make a passing grade in one of these courses, you will have to retake that course in order to receive the credit. You might want to highlight these courses. These checklists are also available at the link listed below: <http://www.alsde.edu/sec/ses/Diploma/Diploma%20Checkklists%20for%20All%20Three%20Pathways.pdf>.

My Transition Plan Template – this PowerPoint template is designed to be used in conjunction with the EngageAL Transition App. Once the EngageAL app has been completed, you can take the information from the Transition Plan and put it into the PowerPoint template. You can print the PowerPoint to share at your IEP meeting or actually present it to the IEP Team. This allows you to share your transition goals with the IEP Team in a presentation format. The template is shown in this manual, but can be accessed to edit to your needs at the following link: <http://www.alsde.edu/sec/ses/ts/Engage%20AL/My%20EngageAL%20Transition%20App%20Plan%20Template.pptx>

My IEP Meeting: Letting My IEP Team Know About Me! Template – This PowerPoint template is designed to be used to assist you in leading your IEP meeting. The editable slides allow you to enter information either used to develop your IEP or information actually on the IEP. Using the completed template as a presentation within your IEP meeting will allow you to share your interests, preferences, and needs, and have a very active role in your IEP meeting. It allows the IEP Team to have input from you on your IEP. This template is a great tool to use to lead your IEP meeting as you develop self-determination and self-advocacy skills. You can find this template at the following link: <http://www.alsde.edu/sec/ses/ts/Resources/My%20IEP%20Meeting%20Template.pptx>

My Pocket Résumé – A small version of your résumé to carry with you to complete job applications and to have needed information for job interviews. Complete this résumé either by hand or through the fillable PDF available at this link: <http://www.alsde.edu/sec/ses/ts/Resources/My%20Pocket%20Resume%20Fillable%20PDF.pdf>.

EngageAL Transition App – this app, available through your web browser or downloadable from the Apple or Google stores, is designed to assist students and their families in planning for the student's future through the creation of a transition plan that allows them to have a voice at their IEP meeting. The use of this app assists the student in developing self-determination and self-advocacy skills. To access the app and other supporting documents and information, go to the following link: <http://www.alsde.edu/sec/ses/ts/Pages/engage-all.aspx>.

References

“How Self-Determined Are You? A Toolbox of Resources to Help Build Self-Determination Skills.” *I'm Determined*, Virginia Department of Education's Self-Determination Project, 2016,
www.imdetermined.org/files_resources/1029/toolbox_for_self-determination_2.pdf.

Palmer, Barbara, and Helen Ryley. “Charting a Course for the Future - A Transition Toolkit.” *Charting a Course for the Future - A Transition Toolkit | CDE*, Colorado Department of Education, Special Education Services Unit,
www.cde.state.co.us/cdesped/transition_tk.

**Alabama High School Diploma
General Education Pathway – Diploma Credits Checklist**

Student Name: _____ Anticipated Graduation Year: _____

Directions: Use the student’s current transcript to mark off (☒) earned credits each semester. Each box represents one-half credit earned. Ensure that all graduation requirements are met before graduation.

Course Requirements		
English/Language Arts Four credits to include:	Options include: Advanced Placement/International Baccalaureate (IB)/Postsecondary courses/SDE-approved courses	
	English 9	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 10	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 11	<input type="checkbox"/> <input type="checkbox"/> = 1
	English 12	<input type="checkbox"/> <input type="checkbox"/> = 1
Mathematics Four credits to include: Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry *Note: Students planning on attending a 4-year college must complete Algebra II or Algebra II with Trig	Options include: <i>Alabama Course of Study: Mathematics</i> or mathematics credit-eligible courses from Career & Technical Education/Advanced Placement/IB/Postsecondary courses/SDE-approved courses	
	Algebra I or	<input type="checkbox"/> <input type="checkbox"/> = 1
	Algebra IA and Algebra IB	<input type="checkbox"/> <input type="checkbox"/> = 1 <input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry or	<input type="checkbox"/> <input type="checkbox"/> = 1
	Geometry A and Geometry B	<input type="checkbox"/> <input type="checkbox"/> = 1 <input type="checkbox"/> <input type="checkbox"/> = 1
	Algebra II w/Trig/ Algebra II/Algebra w/Finance/Career Math	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional credit from <i>Alabama Course of Study: Mathematics</i>	<input type="checkbox"/> <input type="checkbox"/> = 1
Science Four credits to include:	Options include: <i>Alabama Course of Study: Science</i> or science credit-eligible courses from Career & Technical Education/Advanced Placement/ IB/Postsecondary courses/SDE-approved courses	
	Biology	<input type="checkbox"/> <input type="checkbox"/> = 1
	Physical Science (Chemistry, Physics, or Physical Science)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional Science credit (_____)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Additional Science credit (_____)	<input type="checkbox"/> <input type="checkbox"/> = 1
Social Studies Four credits to include:	Options include: Advanced Placement/International Baccalaureate (IB)/Postsecondary courses/SDE-approved courses	
	World History	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States History I	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States History II	<input type="checkbox"/> <input type="checkbox"/> = 1
	United States Government	<input type="checkbox"/> = 0.5
	Economics	<input type="checkbox"/> = 0.5
Required Electives	Lifelong Individualized Fitness Education (LIFE PE)	<input type="checkbox"/> <input type="checkbox"/> = 1
	Health Education	<input type="checkbox"/> = 0.5
	Career Preparedness	<input type="checkbox"/> <input type="checkbox"/> = 1
	Career & Technical Education and/or World Language and/or Arts Education (three credits)	
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
Additional Electives	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> <input type="checkbox"/> = 1
	Course: _____	<input type="checkbox"/> = 0.5
Total Credits should be equal to 24 credits		Total Credits:

Alabama High School Diploma Essentials Pathway -- Diploma Credits Checklist

Student Name: _____ Anticipated Graduation Year: _____

Directions: Use the student's current transcript to mark off (☒) earned credits each semester. Each box represents one-half credit earned. Ensure that all graduation requirements are met before graduation.

Course Requirements		
English/Language Arts Four credits to include:	Options include: General Education or SDE-approved Essentials courses	
	English 9 or English Essentials 9	☐ ☐ = 1
	English 10 or English Essentials 10	☐ ☐ = 1
	English 11 or English Essentials 11	☐ ☐ = 1
	English 12 or English Essentials 12	☐ ☐ = 1
Mathematics Four credits to include: Algebra I or Geometry can be split into an A course and B course and earn two credits for either Algebra or Geometry	Options include: <i>Alabama Course of Study: Mathematics</i> or mathematics credit-eligible courses from Career & Technical Education or SDE-approved Essentials courses	
	Algebra I or Algebraic Essentials	☐ ☐ = 1
	Algebra IA or Algebraic Essentials A, and Algebra IB or Algebraic Essentials B	☐ ☐ = 1 ☐ ☐ = 1
	Geometry or Geometry Essentials	☐ ☐ = 1
	Geometry A or Geometry Essentials A, and Geometry B or Geometry Essentials B	☐ ☐ = 1 ☐ ☐ = 1
	Algebra II w/Trig/Algebra II/Algebra w/Finance/Career Math or Essentials Algebra II/Essentials Algebra II with Trig/Essentials Algebra with Finance	☐ ☐ = 1
	Additional credit from <i>Alabama Course of Study: Mathematics</i> or <i>Curriculum Guide to the Standards: Mathematics (Algebraic Concepts)</i>	☐ ☐ = 1
Science Four credits to include:	Options include: <i>Alabama Course of Study: Science</i> or science credit-eligible courses from Career & Technical Education	
	Biology or Essentials Biology	☐ ☐ = 1
	Physical Science (Chemistry, Physics, or Physical Science) or Essentials Physical Science	☐ ☐ = 1
	Additional Science credit (_____) or Essentials Earth and Space Science or Essentials Environmental Science	☐ ☐ = 1
	Additional Science credit (_____) or Essentials Human Anatomy & Physiology	☐ ☐ = 1
Social Studies Four credits to include:	Options include: <i>Alabama Course of Study: Social Studies</i> or SDE-approved Essentials courses	
	World History or Essentials I: World History	☐ ☐ = 1
	United States History I or Essentials II: U.S. History to 1877	☐ ☐ = 1
	United States History II or Essentials III: U.S. History from 1877	☐ ☐ = 1
	United States Government or Essentials IV; U.S. Government	☐ = 0.5
Required Electives	Economics or Essentials IV: Economics	☐ = 0.5
	Lifelong Individualized Fitness Education (LIFE PE)	☐ ☐ = 1
	Health Education	☐ = 0.5
Career Technical Education	Career Preparedness	☐ ☐ = 1
	Career & Technical Education (two credits)	
	Course: _____	☐ ☐ = 1
	Course: _____	☐ ☐ = 1
Additional Electives	Workforce Essentials or Transition Services II	☐ ☐ = 1
	Cooperative Education/Work-Based Learning or Essentials Career Preparation	☐ ☐ = 1
Additional Electives	Course: _____	☐ ☐ = 1
	Course: _____	☐ = 0.5
Total Credits should be equal to 24 credits		Total Credits:

Alabama High School Diploma Alternate Achievement Standards Pathway -- Diploma Credits Checklist

Student Name: _____ Anticipated Graduation Year: _____

Directions: Use the student's current transcript to mark off (☒) earned credits each semester. Each box represents one-half credit earned. Ensure that all graduation requirements are met before graduation.

Course Requirements		
English/Language Arts Four credits to include:	AAS: English Language Arts-9	☐ ☐ = 1
	AAS: English Language Arts-10	☐ ☐ = 1
	AAS: English Language Arts-11	☐ ☐ = 1
	AAS: English Language Arts-12	☐ ☐ = 1
Mathematics Four credits to include:	AAS: Mathematics-9	☐ ☐ = 1
	AAS: Mathematics-10	☐ ☐ = 1
	AAS: Mathematics-11	☐ ☐ = 1
	AAS: Mathematics-12	☐ ☐ = 1
Science Four credits to include:	AAS: Science-9	☐ ☐ = 1
	AAS: Science-10	☐ ☐ = 1
	AAS: Science-11	☐ ☐ = 1
	AAS: Science-12	☐ ☐ = 1
Social Studies Four credits to include:	AAS: Social Studies-9	☐ ☐ = 1
	AAS: Social Studies-10	☐ ☐ = 1
	AAS: Social Studies-11	☐ ☐ = 1
	AAS: Social Studies-12	☐ ☐ = 1
Required Electives	Lifelong Individualized Fitness Education (LIFE PE)	☐ ☐ = 1
	AAS: Life Skills-9 (aligned with Health for one semester)	☐ ☐ = 1
	AAS: Life Skills-10 (aligned with Career Preparation)	☐ ☐ = 1
Vocational & Community-based	AAS: Prevocational-9 (or 10, 11, or 12)	☐ ☐ = 1
	AAS: Vocational-10 (or 9, 11, or 12)	☐ ☐ = 1
	AAS: Community-based Instruction-11 (or 9, 10, or 12)	☐ ☐ = 1
	AAS: Life Skills-11	☐ ☐ = 1
	AAS: Life Skills-12	☐ ☐ = 1
Total Credits should be equal to 24 credits		Total Credits:

Students pursuing the Alabama Alternate Achievement Standards Pathway must follow the *Alabama Extended Standards* for their core content: English Language Arts, Mathematics, Science, and Social Studies. The courses for the AAS Life Skills, AAS Prevocational, AAS Vocational, AAS Community-Based Instruction, and/or AAS Elective Course are locally developed. Each class/school/LEA is expected to have course syllabi on file and documentation that the students completed the objectives. One of the locally developed AAS Life Skills courses should align to the topics in the Career Preparedness course that other students are required to take. This means it should include content related to Career and Academic Planning, Computer Applications, and Financial Literacy. (ALSDE Memorandum FY14-2057)

My Transition Plan



This template is designed to be used in conjunction with the Engage Alabama Transition App.

Who Am I?

- My name is _____
- Insert your picture here
- I'm currently in the _____ grade at _____ School.
- I am _____ years old.

About Me!

- My hobbies are:
- The clubs, church groups, or organizations in the community I am involved in are:
- I currently volunteer at:
- I'd like to learn more about these hobbies, sports, or organizations so I can get more involved:
- I am interested in volunteering at:

My Goals after High School:



- Employment:**
- I am interested in jobs in the _____ career cluster(s).
- Skills I am good at are:
- I have prior work experience, chores or volunteer experience in:
- The pre-employment transition services I feel we need to discuss are:
- After high school I plan to work in the area of: _____
- Accommodations I think I might need on a job are:

My Goals after High School:



- Postsecondary Education/Training:**
- I want to continue my education and/or training by:
- The pre-employment transition services for postsecondary education and/or training that I feel we need to discuss are:
- I think I will need the following accommodations or modifications to reach my full potential:
- Currently in high school I receive the following accommodations:

My Goals after High School:



- Independent Living:**
- I want to live _____.
- Independent living skills that I am good at are:
- The pre-employment transition services for social and independent living skills I feel need to be discussed are:

Self-Advocacy

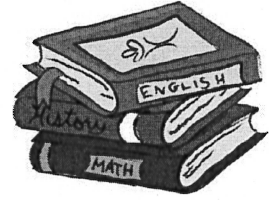
Self-advocacy skills I want help with are:

Self-Advocacy:
Know Yourself,
Know What You
Need, Know How
to Get It

Course of Study

Classes that I am good at are:

Classes that I would like to take are:



Community Agency and Adult Services

I might need referrals to the following agencies:



My IEP Meeting: Letting My IEP Team Know About Me!

Student Name entered here...

This is who I am:

I'm currently in the ____
grade at _____
School.

Next year, I expect to be in
the ____ grade.

I'm ____ years old.

○ Insert your picture here

I feel my strengths are:

○ List your strengths here...

natural
Strengths
abilities
gifts
Qualities
Core talents

My preferences and interests are:

Interests

○ List the things you like and want to learn more about here...

Preferences

○ List the things you like more than others here....

My transition assessment results show:

ASSESSMENT
INFO

○ List results of your most recent age-appropriate transition assessments here, including identified strengths, preferences, interests, and needs, if not already listed elsewhere... Also include any identified areas of career interest.

My academic assessments show:

ASSESSMENT
INFO

○ List results of your most recent academic assessments here, including your strengths and needs.

Based upon my all assessments, my needs are:

Transition

○ List your transition needs here...

Academic

○ List your academic needs here...

Based upon my preference and interests, my long-term goals are:

Postsecondary Education and Training Goal:

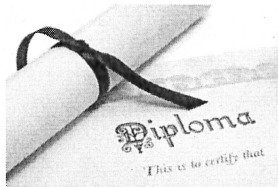
Employment/Occupations/Career Goal:

Community/Independent Living Goal:

My Pathway to the Alabama High School Diploma:

My pathway to the Alabama High School Diploma is the _____ Pathway.

I will take the following courses during the upcoming school year:



My Transition Annual Goals and Activities – Postsecondary Education/Training

I think that based upon my long-term goal and the results of my age-appropriate transition assessments, I need to work on _____ as my annual goal for this area.

Some activities that might help me meet this goal are:

My Transition Annual Goals and Activities – Employment/Occupations/Career Goal

I think that based upon my long-term goal and the results of my age-appropriate transition assessments, I need to work on _____ as my annual goal for this area.

Some activities that might help me meet this goal are:

My Transition Annual Goals and Activities – Community/Independent Living Goal

I think that based upon my long-term goal and the results of my age-appropriate transition assessments, I need to work on _____ as my annual goal for this area.

Some activities that might help me meet this goal are:

My academic and/or social/behavioral measurable annual goal needs are:

Based upon my recent evaluation results and identified needs, I feel I need academic and/or social/behavioral goals in the following areas:

Academic and/or Social/Behavioral Goals:

I think my goals should address these skill deficits (needs):

Specially-designed instruction I need to help me reach my goals are:

Transition

The services I need in this area are:

Academic and/or Social/Behavioral

The services I need in this area are:

Supplementary Aids & Services and Accommodations for Assessments I need are:

Supplementary Aids & Services

The accommodations that would assist me in progressing in the curriculum are:

Accommodations for Assessments

The accommodations that would assist me on classroom tests are:

The accommodations that would help me on state assessments are:

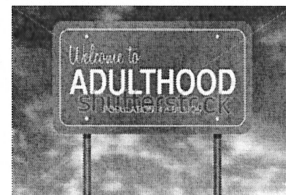
Where I receive my Special Education Services (Least Restrictive Environment):

In order to meet my individual needs, I feel that my services should be provided in the following location(s):

Transfer of Rights

I know that my rights under IDEA will transfer over to me when I turn 19.

Currently I'm ____ years old.



My Pocket Résumé



**A Tool to Assist in the Job
Application Process**

Date of Birth	Social Security #	Driver's License #

Personal Information		
Home Address	Phone Numbers	
House # & Street	Home	
City/State/Zip	Cell	
	Other	

Education			
Name and Address of School	Highest Grade Completed?	How long attended?	
	Year Graduated?	Course/certificate or degree?	
Name and Address of School	Highest Grade Completed?	How long attended?	
	Year Graduated?	Course/certificate or degree?	
Other training, classes, etc.			
Any tools, equipment, or machines operated			

Previous Employment			
Employer's Name & Address	Name of Supervisor	Worked From/To Dates	Wage or Salary

References		
Name	Address	Phone Number

Your Job Interview

Be Prepared Before You Go

- Know something about the business or employer
- Complete the Pocket Résumé
- Review job qualifications to be sure you are qualified

Exhibit Appropriate Appearance and Attitude

- Be appropriately dressed for the interview
- Be alert and interested
- Be polite and positive
- Leave troubles and bad attitude at home

At the Interview

- Answer all questions directly and truthfully
- Be able to tell why you want to work for the employer
- Listen carefully to what the interviewer says
- Don't be afraid to ask questions

If You Have to Take a Test

- Listen to or read instructions carefully
- Read each question thoroughly
- Write legibly – use a pen with black or blue ink

Take These Items with You to the Interview

- Social Security Card
- Driver's License or State ID Card
- Pocket Résumé and a black or blue ink pen

Notes/Reminders



EngageAL Transition App for Students with Disabilities

Students with disabilities need to have a voice in the Individualized Education Program (IEP) transition planning process for their lives after high school. This free app helps students and families have that voice by creating a transition plan that addresses their strengths, preferences, interests and needs. The plan can be used as a tool or guide for discussion at the student's IEP meeting. You can access the app on the web at www.engageal.com, in the Apple Store (search Engage AL Transition), and in the Google Play Store (search EngageAL Transition). For more information contact the Alabama State Department of Education, Special Education Services Section at 334-694-4782.



Developed in collaboration between:



ALABAMA
COUNCIL ON
DEVELOPMENTAL DISABILITIES

