

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.

Insert Name of School Here – HEALTH SCIENCE *Make one for each program, change program name*
CAREER/TECHNICAL IMPLEMENTATION PLAN

Student's Name _____ School Year _____

Student's Career Objective _____

Special Education Teacher _____

CTE Program _____ Teacher _____

Check the accommodations needed in addition to the IEP: *(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 SpEd teacher.

_____ Student will be paired with mentor students for group projects.

_____ Student will have periodic monitoring by SpEd teacher for progress towards this career pathway.

_____ Other:

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

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

Specific requirements for advancing into internship/apprenticeship opportunities:

Evaluation: _____

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