

Student Curriculum Plan (Iowa Code 279.61)

Incorporating Required State Components into Secondary IEPs of Youth with Significant Disabilities

8th Grade		
Required Components for All	Required for IEP Development	Alternate Methods to Complete the Requirement Students with Significant Disabilities
Create an electronic student portfolio		<ul style="list-style-type: none"> • Create a portfolio in <i>IHAPI</i> to attach documents • Use the IEP as the electronic portfolio
Complete a career interest assessment.	Identify career interest(s)	<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 3 of the Iowa Transition Assessment Matrix
Complete a Career Cluster Assessment and identify a Career Cluster of interest from one of the 16 Federal Career Clusters	Identify at least one career cluster <ul style="list-style-type: none"> ○ Agriculture, Food & Natural Resources ○ Architecture & Construction ○ Arts, Audio/Video Technology & Communications ○ Business Management & Administration ○ Education & Training ○ Finance ○ Government & Public Administration ○ Health Science ○ Hospitality & Tourism ○ Human Services ○ Information Technology ○ Law, Public Safety, Corrections & Security ○ Manufacturing ○ Marketing ○ Science, Technology, Engineering & Mathematics ○ Transportation, Distribution & Logistics 	<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 3 of the Iowa Transition Assessment Matrix AND • Identify a cluster area or preferred work characteristics (i.e., number of hours worked, wage level, integrated setting, with/without accommodations, with/without supplementary work supports)
Build a course plan using saved career options and school course offerings.		Build a course plan using career options or preferred work characteristics and school course offerings.
A parent approval/signature form (electronic or printed).		Parent approval required either through IEP or other means.

9th Grade

Required Components for All	Required for IEP Development	Alternate Methods to Complete the Requirement Students with Significant Disabilities
Complete the Interest Profiler Assessment.	Identify specific interests/preferences and link them to possible career(s) (e.g., their interests/preferences are common with social/helper and common careers for social/helper include teaching, child care, social worker)	<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 2 of the Iowa Transition Assessment Matrix
Complete a career assessment that links interests and school subjects. (Career Finder)		<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 2 of the Iowa Transition Assessment Matrix
Complete a skills assessment that links their skills and careers. (Basic Skills Survey)	Identify basic skills/work habits needed – these are the soft skills (e.g., use of time, working with others, take directions, taking initiative)	<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 6 of the Iowa Transition Assessment Matrix
Revise and rebuild a course plan based on interests, courses and programs at their school.	Course of Study includes courses and activities to refine/build skills and interests linked to career areas of choice (and possible postsecondary education)	<ul style="list-style-type: none"> • Revise and rebuild a course plan based on interests, courses and programs at their school. • Refer to <i>Decisions for High School Preparation and Exit to Postsecondary Working</i> for possible activities.
Complete a student reflection paragraph on the portfolio and career and educational plan.		<ul style="list-style-type: none"> • Participate in IEP meeting – use PowerPoint to display interests and preferences

10th Grade

Required Components for All	Required for IEP Development	Alternate Methods to Complete the Requirement Students with Significant Disabilities
Complete a work values/ beliefs survey. (Values Sorter)	Identify habits, attitudes, values, beliefs as they relate to career(s) options listed in PSE (e.g., how they spend their time, community, moral, change, money. Money is important and career choice is high paying or time for family is important but the career choice is more than 40 hours, or want to live in the area but the job exists outside the area)	<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 9 of the Iowa Transition Assessment Matrix
Compare careers options side by side		<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 9 of the Iowa Transition Assessment Matrix • Compare job shadows/experiences
Research career s and programs		<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cell 3 of the Iowa Transition Assessment Matrix • Refer to <i>Decisions for High School Preparation and Exit to Postsecondary Learning</i> for possible program options
Compare colleges/programs side by side		<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cells 2 or 11 of the Iowa Transition Assessment Matrix
Revise and review a course plan for 11 th and 12 th grade.	<p>If going for a formal degree, information needs to include current academic performance at the college level (eg., Compass or Plan)</p> <p>If going for an informal education information needs to include possible options.</p>	<ul style="list-style-type: none"> • Use any of assessment methods/tools in Cells 2 of the Iowa Transition Assessment Matrix • Refer to <i>Decisions for High School Preparation and Exit to Postsecondary Learning</i> for possible program options
Complete a student reflection paragraph on the portfolio and career and educational plan.		<ul style="list-style-type: none"> • Revise and rebuild a course plan based on interests, courses and programs at their school. • Refer to <i>Decisions for High School Preparation and Exit to Postsecondary Working</i> for possible activities.

11th Grade and Continued until Graduation

Required Components for All	Required for IEP Development	Alternate Methods to Complete the Requirement Students with Significant Disabilities
Complete a transferrable skills inventory, checklist or assessment.	Identify transferable work (and technical skills if appropriate) and link to career options listed in PSE.	Use any of assessment methods/tools in Cells 2 or 11 of the Iowa Transition Assessment Matrix
Create a resume.		
Create a cover letter.		
Compare schools and programs side by side.		
Note any postsecondary visits (virtual or physical)		
Complete a practice college application.		
Research financial aid and financial aid information.		
Research scholarships and scholarship information.		
Review and revise your Plan/Plan or Study for 12th grade.	Identify resulting activities, supports or linkages needed to chose/apply for a job/college	
Complete a student reflection paragraph on the portfolio and career/educational plan		

Graduation

Required Components for All in 12th Grade	Required for IEP Development	Alternate Methods to Complete the Requirement Students with Significant Disabilities
Retake Interest Profiler® and compare with the 9 th grade assessments		Use any of assessment methods/tools in Cell 3 of the Iowa Transition Assessment Matrix
Retake career assessment (linking school subjects and careers)		
Review school and college choices and indicate choices.		
Revise and review your Plan/Plan or Study for post-secondary opportunities.		
Research job interview information and complete job interview practice.		
Complete a student reflection paragraph on career and post-secondary decisions.		