We also recommend you use CTSP recommended inventories to inform colleagues who may attend the IEP meeting on your behalf.

So, if someone were attending for a teacher, we want the teacher to be able to give all the appropriate information available so that we make all the appropriate decisions for the student; and when we sign for that student in IEP we are signing in a way that we feel confident, and that at the end of the day the decisions are met and that everyone did the best they could for initial or continued placement for that student.

Consider CTE-based accommodations, modifications and IEP goals which may be different for those typically written for academic settings.

Special education is very good about giving us accommodations. However, when we think about CTE what are the accommodations that we can do that is very different from typical academia or customized for a student? I’d rather you discuss with CTE colleagues the accommodations that is very specific to the classroom so then you can apply it to your lab setting or classroom. Then, often define accommodation and modifications because often we confuse that terminology.

Additionally, practice writing goals for an ARD meeting that still reflects how you are grading.

Often we find that our CTE classes are very specific in the TEKS we teach, and not everyone teaches the TEKS that has to do with cosmetology or related to business applications without realizing that the IEP goals do not reflect that. So when the IEP goal does not reflect that how will you grade it? How will you measure progress? It is very important to practice writing goals for CTE so that when a discussion comes up in an ARD meeting you can suggest specific goals for what the CTE classes are calling for.