

Self-Assessment Program Planning Tool

The self-assessment program planning tool is designed to support students with complex needs as they enroll or transition from a previous school. A school team will want to consider all of a student's needs in order to ensure successful transition, and ultimately, active learning. This is not a compliance checklist, but a tool to support the conversations, training, and planning of a school team. You may find that some of the areas are not applicable or that you have additional considerations that must be addressed. Please customize this as you need for it to be a useful tool.

Topic for Consideration	Guiding Questions and Information	Current Rating	Notes, Questions, Training Needs, Etc.
Logistics			
Course Codes and Scheduling	<ul style="list-style-type: none"> • Have you considered the LRE for each subject and course? • For high school students on the alternate assessments, have you considered the schedule options with the new alternate academic diploma? 	Choose an item.	
IEP and Service Delivery	<ul style="list-style-type: none"> • Have you held an IEP meeting to ensure an appropriate IEP? • Does the student's proposed schedule include opportunities to build on student strengths? Engage in postsecondary preparation or interest-based classes? • Do you feel that the IEP is appropriate? • Have you shared the IEP or IEP-at-a-Glance with all staff that will be supporting the student? • Have you addressed transportation needs, if applicable? Does the driver need any training? 	Choose an item.	

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Environment			
Language Access	<ul style="list-style-type: none"> • How does the student currently communicate? • Do you require any training or supports for the student's communication system? • Does any student require sound amplification or sound isolation in order to hear the instruction? 	Choose an item.	
Classroom Space	<ul style="list-style-type: none"> • Is the student going to be able to navigate the new setting? • Are there systems, routines, or visuals in place to support the student in this new environment? • Is there something that can be incorporated into the environment that mirrors their last setting? • Do you have their name/photo included in any classroom materials you use that include other student names/photos? 	Choose an item.	

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Transitions (within the school/space)	<ul style="list-style-type: none"> • Consider inviting a student into the school for a tour/visit prior to other students arriving • Are there visual cues available to teach the student the different rooms/settings they will be in during the day? • Create a visual schedule for your day to support the new student as well as the class. This may be in words, pictures, symbols, etc. Whatever is the most appropriate, but having the schedule visible can alleviate the amount of “unknowns” for the student(s). • Will the student need reminders, visual cues, timers, or other supports within a class, instructional lesson, or other time frame? • How does the student respond to schedule interruptions? (fire drill, etc.) 	Choose an item.	

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Instruction and Learning			
Content	<ul style="list-style-type: none"> • Do you have access to the student's current knowledge of standards-based concepts? • Consider attending the AAD training if you are high school , or even middle school on July 23rd in Jackson. • Are there teachers that you will be collaborating with this year? 	Choose an item.	
Progress Monitoring	<ul style="list-style-type: none"> • Do you have any past progress monitoring? • Have you set up progress monitoring for the new student? 	Choose an item.	
IEP Goals and Objectives (Intervention)	<ul style="list-style-type: none"> • Do you understand the current IEP goals and, if present, objectives? • Do you need any training, materials, or supports? • Where and when will these skills be taught? 	Choose an item.	

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Communication Skills			
Access	<ul style="list-style-type: none"> • How will the student communicate with their teachers? • How will they communicate with peers? 	Choose an item.	
UDL-Universal Design for Learning	<ul style="list-style-type: none"> • What structures or systems could be added to the classroom(s) that will support the student's active participation in learning? • What opportunities will the student have to talk with peers? 	Choose an item.	
Assistive Technology and/or Augmentative Assisted Communication	<ul style="list-style-type: none"> • Does the student have an adequate communication system for expressing thoughts, ideas, questions, ponderings, and discoveries? <ul style="list-style-type: none"> ○ If not, how do you change this? • What training will be needed for staff and peers? • If using technology, what is the back-up plan when the technology is broken or missing? 	Choose an item.	

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Building Relationships and Collaboration			
Family	<ul style="list-style-type: none"> • Have you met the families? • Do you have a way to contact the family easily (text, phone, email)? • Consider sending a note ahead of time to express your excitement for your future collaboration and relationship. 	Choose an item.	
Student	<ul style="list-style-type: none"> • Have you met the student? • Consider sending a note, postcard, or personal email to welcome the student to your classroom • Have you planned a “Get to Know You” activity for the first day of school? • Ask the parents to send a few photos or tell you some favorite things to have available for the student to share who they are with their new classmates 	Choose an item.	
Staff	<ul style="list-style-type: none"> • Does everyone who will need it have a copy of the IEP or IEP-at-a-Glance? • Is there any special training or support needed for anyone? 	Choose an item.	