

# HIGH SCHOOL GOAL:

## Complete school year with 85%+ Attendance and Mastery of IEP goals\*

Complete these steps if the young person is a student with an IEP who is alternately assessed only (not in a traditional high school).

For more information, see: [High School Graduation Options for Students with Disabilities](#) and [Appendix H4 ACCES-VR Guide](#) and [Appendix F17 IEP Meeting Checklist](#) and [Appendix F18 IEP Red Flags](#) and [Appendix F19 Guide to Transition Services & College Planning: Helping Students with Disabilities Move from School to Adulthood](#).

REQUIRED STEPS (COMPLETE ALL)	COMPLETED?	DATE	PROGRESS NOTES
<input type="checkbox"/> If student is learning virtually/hybrid, ensure student has access to a functioning device and is set up for virtual learning	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Monitor progress toward IEP goals	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Provide weekly coaching and support	<input type="checkbox"/> YES <input type="checkbox"/> NO		Enter notes into CONTACTS section
<input type="checkbox"/> Monitor Attendance***	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Monitor grades/progress reports at least twice a year or as frequently as provided. If student is struggling, review potential steps for ways to provide support.	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Visit school at least once per term to meet with guidance counselor or other school staff regarding young person's performance, plans, & needs ( <i>ideally student attends meeting</i> ).***	<input type="checkbox"/> YES <input type="checkbox"/> NO		

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES
<input type="checkbox"/> Work with young person to improve attendance; coach young person, text young person in the mornings	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Work with young person to improve attendance; connect young person to a peer group or a credible messenger	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Work with young person to improve attendance; connect them to an extracurricular program or experience	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Speak to/meet with program staff regarding young person's attendance or performance	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Refer student to tutor	<input type="checkbox"/> YES <input type="checkbox"/> NO	Date Referral Submitted	Tutor's Name:
<input type="checkbox"/> Follow-up with tutor on performance ( <i>required step if being tutored</i> )	<input type="checkbox"/> YES <input type="checkbox"/> NO		Enter notes into CONTACTS section
<input type="checkbox"/> Update foster parent or caregiver; encourage them to provide support	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Ensure school is providing appropriate transition services	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Ensure representatives from ACCES-VR and/or OPWDD participate in student's IEP meeting	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Work with school to help student apply to ACCES-VR <a href="#">Refer to Appendix H4 for an ACCES-VR Informational Guide.</a>	<input type="checkbox"/> YES <input type="checkbox"/> NO		
<input type="checkbox"/> Other:	<input type="checkbox"/> YES <input type="checkbox"/> NO		

\*\*\*Fill in relevant information in space provided on reverse of worksheet.

### \*ONCE GOAL IS COMPLETED:

- If the student will be enrolled during the upcoming school year, select this goal again ("Complete School Year with 85%+ Attendance and Mastery of IEP Goals").  
Continue selecting this goal until the student is approximately 1 year away from obtaining a SACC.
- Then select ["Obtain Skills and Achievement Commencement Credential \(SACC\)"](#).
- If the student transferred schools during the school year, select ["Transfer Student into a Better-Fit High School Setting"](#).
- If the student drops out, select ["Re-engage and Re-enroll in a Best Fit High School / GED Program"](#).

GOAL TRACKING			
START DATE: _____	GOAL COMPLETED	DATE: _____	<input type="checkbox"/> GOAL CHANGED
YOUTH NAME: _____	<input type="checkbox"/> YES   ATTENDANCE: _____ %		DATE: _____
	IEP GOALS MASTERED: _____		NEW GOAL: _____
COACH: _____	<input type="checkbox"/> NO   ATTENDANCE: _____ %		NOTES:
	NOTES:		

<b>NAME OF HIGH SCHOOL:</b>		<b>TYPE OF HIGH SCHOOL:</b>	
<b>GRADE LEVEL:</b>	<b>SCHOOL YEAR:</b>	<b>SCHOOL YEAR START DATE:</b>	

Enter the monthly attendance rate using a scale of 1 to 100 with up to 2 decimal places. Do not include the % sign. (For example, attendance of 90.75% should be entered as 90.75)

ATTENDANCE RATE	DATE	ATTENDANCE RATE	DATE
September		March	
October		April	
November		May	
December		June	
January		July	
February		August	

<b>TOTAL DAYS PRESENT:</b>		<b>TOTAL DAYS REGISTERED:</b>	
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SCHOOL VISIT DATE	NOTES

FIRST TERM GRADES & GPA	DATE	NOTES
SECOND TERM GRADES & GPA	DATE	NOTES

TRANSCRIPT NOTES	TRACK STUDENT'S TRANSCRIPT AT END OF FIRST SEMESTER*	NOTES
MID-YEAR STATUS:	DATE:	
CREDITS ACTUAL:	CREDITS EARNED:	
GPA:		

\*TO DOCUMENT CREDITS AND GPA, USE HIGH SCHOOL AND GPA FORM

TRANSCRIPT NOTES	TRACK STUDENT'S TRANSCRIPT AT END OF THE SCHOOL YEAR
END OF YEAR STATUS	END OF YEAR STATUS DATE
YEAR-END CREDITS ACTUAL	YEAR-END CREDITS EARNED
CUMULATIVE CREDITS ACTUAL	CUMULATIVE CREDITS EARNED
CUMULATIVE GPA	

POTENTIAL STEPS (EXPLORE IF NEEDED/APPLICABLE)	COMPLETED?	DATE	PROGRESS NOTES

<b>ADDITIONAL NOTES</b>