

Military

The guide for Military is a tool for students, parents, teachers, and school counselors to utilize during the transition process.

Military

Army, Navy, Air Force, Marines, Coast Guard or National Guard

Student Rights in the Military as required by the Americans with Disabilities Act (ADA)

Individuals in the military do not have additional rights by ADA. Their rights are the same as all individuals entering the military.

Military: Transition to Adulthood Checklist for Teachers

Grade 8

State Law Requires transition planning to begin not later than the first IEP to be in effect when the child is 14, and updated annually thereafter.

- Follow district procedure for student's moving across levels (SMAL) for movement from 8th to 9th grade. Plan and develop high school class schedule aligned to transition path/course of study.
- Include high school teacher in 8th grade transition IEP meeting to improve the transition to high school.
- Facilitate student tour of the high school either individually or in small groups, based on student's needs.
- Assess student's post-secondary interests and aptitudes to determine transition path.
- Administer an age appropriate transition assessment.

Grade 9

- Identify student interests and aptitudes.
- Administer an age-appropriate transition assessment.
- Work with School Counselor and design a class schedule based on ability, interests, post-secondary options and admission requirements.
- Schedule student into courses or environments that promote skill development in time management, note taking, study skills, self-advocacy, stress management, and exam preparation.
- Facilitate exploration of career options through any of the following: Academic & Career Planning documents, career/interest inventories, career fairs, discussions with family/friends/school personnel.
- Encourage student participation in extracurricular activities.
- Begin to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.

Grade 10

- Continue programming opportunities and/or activities designed to encourage continued academic development, self-advocacy skills, appropriate social skills, and vocational skills
- Continue to identify student interests and aptitudes.
- Administer an age appropriate transition assessment.
- Encourage student participation in career exploration and or vocational possibilities through site visits, career fairs, volunteer opportunities.
- Facilitate student use of public transportation and/or working with student on the written exam for a driver's license.
- Facilitate student/family/school counselor meeting to discuss military and military entrance requirements.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, work permits, and letters of recommendation when appropriate.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.

Grade 11

- Work with family and school counselor to match career opportunities to interests/abilities and develop a tentative career goal.
- Coordinate with school counselor credit profile update to meet graduation requirement.
- Continue programming opportunities and/or activities designed to encourage continued academic development, self-advocacy skills, appropriate social skills, and vocational skills
- Administer an age appropriate transition assessment.
- Encourage participation in volunteer or paid work experience.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.
- Meet with military recruiter(s) to assess options and preferences.
- Identify branch of military to meet student need.
- Assist student in scheduling ASFAB (military test).
- Monitor student completion of military application process.
- Inform student and parent/legal guardian of the rights that will transfer to the student at age 18.

- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, work permits, employment history, and letters of recommendation when appropriate.

Grade 12

- Continue programming opportunities and/or activities designed to encourage continued academic development, self-advocacy skills, social skills and vocational skills.
- Administer an age appropriate transition assessment.
- Obtain written consent from parent to invite outside agency prior to creating IEP invitation (if/when appropriate). Invite representative to the IEP when appropriate and document that the outside agency is invited on the IEP.
- Assist student in finalizing all required military applications.
- Continue to develop Student Portfolio. Include the latest reevaluation/IEP, transcript, standardized test scores, medical records if appropriate, work permits, employment history, and letters of recommendation when appropriate.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Complete Notice of Graduation and Summary of Performance during last year of school prior to exiting high school, i.e., student will no longer be entitled to special education.

**Military:
Transition to Adulthood Checklist for Parents and Students**

Grade 8

- Begin developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card.
- Discuss with your child the importance of lifelong learning and the value of work/employment.
- Create opportunities for your child to establish positive work and study habits or various work responsibilities.
- Encourage involvement in extracurricular activities and volunteering.
- Engage your child in decision making so that he/she learns to look at options carefully, to act decisively, and to take responsibility for final decisions.
- Start to network with your child's teachers and counselors about your son/daughter's interests and career possibilities.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Grade 9

- Continue developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card.
- Discuss with your child the importance of lifelong learning and the value of work/employment.
- Create opportunities for your child to establish positive work and study habits or various work responsibilities.
- Encourage involvement in extracurricular activities, volunteering, and internships or other work experiences.
- Engage your child in decision making so that he/she learns to look at options carefully, to act decisively, and to take responsibility for final decisions.

- Continue to network with your child’s teachers and counselors about your son/daughter’s interests and career possibilities.
- Ensure that your child understands the nature of his/her disability and the impact of this disability in various environments. Work with your child to develop language describing his/her disability and practice advocacy skills.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child’s participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Grade 10

- Continue developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card.
- Continue to network with your child’s teachers and counselors about your son/daughter’s interests and career possibilities.
- Begin exploring appropriate short term and long term vocational options with your child.
- Continue your support of extracurricular involvement and encourage participation in leadership roles.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Ensure that your child understands the nature of his/her disability and the impact of this disability in various environments. Work with your child to develop language describing his/her disability and practice advocacy skills.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child’s participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Grade 11

- Continue developing an organized student file with assistance from teacher(s) and counselor(s) that will be expanded throughout high school. The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, work history, and letters of recommendation.

- Continue networking with your child’s teachers and counselors about your son/daughter’s interests and career possibilities.
- Encourage involvement in extracurricular activities, volunteering, and possibly paid work experiences based on interests and skills.
- Assist son/daughter in obtaining work permit from school office when offered employment. Birth certificate, social security card, and letter of intent to hire from employer are needed. The student will be charged for the work permit.
- Network with other parents on short and long-term vocational options/ideas for your son/daughter.
- Assist son/daughter to identify branch of military they are interested in.
- Meet with military recruiter(s) to assess options and preferences.
- Assist son/daughter in scheduling ASFAB (military test).
- Monitor son/daughter’s completion of military application process.
- Attend Junior Conference with a focus on appropriate career options.
- Coordinate with school counselor credit profile update to meet graduation requirements.
- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child’s participation in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Grade 12

- Assist child in expanding an organized student file with assistance from teacher(s) and counselor(s). The file could contain relevant educationally related documents such as IEPs, evaluations, birth certificate, social security card, work history, letters of recommendation and resumé.
- Encourage involvement in extracurricular activities, volunteering, and particularly paid work experiences.
- Reinforce programming opportunities that strengthen academic development and self-advocacy skills.
- Coordinate w/school counselor credit profile update to meet graduation requirements.
- Assist son/daughter in finalizing all required military applications.

- Provide written consent to case manager, when appropriate, to invite outside agencies prior to IEP meeting.
- Attend and meaningfully participate in IEP meeting(s), be prepared to share your hopes, dreams and vision of the future for your child.
- Encourage and facilitate your child's leadership in the IEP process. Encourage him/her to convey hopes, dreams, and vision for the future.

Military Resources

Military: www.militarycareers.com

US Air Force: www.af.mil

US Army: www.goarmy.com

US Navy: www.navy.mil

US Marines: www.usmc.mil

National Guard: www.nationalguard.com

Coast Guard: www.uscg.mil/Join/