



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"

"The Role of the Individual Graduation Plan in College and Career Readiness" Regional Counselor Workshop Agenda

June 2, 2011: Macon State College, 100 College Station Drive, Rm. 211, Macon, GA
June 3, 2011: Georgia Coastal Center, 305 Fahm Street, Main Bldg., Savannah, GA
June 8, 2011: Macon State College, 100 College Station Drive, Rm. 211, Macon, GA

- 9:00 am – 9:15 am **Welcome and Overview**
Dr. Martha Reichrath, GaDOE Deputy Superintendent, Curriculum, Instruction, Assessment
- 9:15 am – 9:30 am **College and Career Readiness Performance Index Update**
Becky Chambers, GaDOE Program Mgr., College Readiness
Emily Spann, GaDOE, Program Mgr., Curriculum and Instruction, Career and Technical Education
- 9:30 am – 10:00 am **Dual Enrollment Update**
Gary Mealer, GaDOE Transition Career Partnerships, Career and Technical Education
- 10:00 am – 10:10 am **BREAK**
- 10:10 am – 10:45 am **Mathematics Update**
Sandi Woodall, GaDOE Program Mgr., Mathematics
- 10:45 am – 11:15 am **Georgia High School Graduation Test/EOCT Update**
Melissa Fincher, GaDOE Associate Superintendent, Assessment
- 11:15 am – 11:30 am **Counselor Professional Learning Modules Update & Ga. Apply to College Update**
Rosalind Barnes-Fowler, Board of Regents, Outreach Director
- 11:30 am – 12:00 noon **GATRACS**
Daphne Blackmon, Board of Regents, Project Director
Georgia Transfer Articulation Cooperative Services (GATRACS)

Working Lunch

Presentation of Individual Graduation Plan Resources

Dr. John Pritchett, GaDOE, Career and Technical Education

12:00 noon – 12:45 pm

- 12:45 pm – 1: 15 pm **Individual Graduation Plan: Mechanics/Reporting**
Vivian Snyder, GaDOE, Career Development, Career and Technical Education
- 1:15 pm – 3:00 pm **Individual Graduation Plan: Implementation Strategies**
Jackie Melendez, GaDOE, School Counseling, Career and Technical Education
Vivian Snyder, GaDOE, Career Development, Career and Technical Education
Dr. John Pritchett, GaDOE, Middle School Curriculum, Career and Technical Education
- 3:00 pm – 3:10 pm **BREAK**
- 3:10 pm – 3:45 pm **Hand in Hand: How the IGP and the IEP Work Together**
Lynn Holland, GaDOE Program Manager, Div. for Special Education Services & Supports
Dr. Lu Nations-Miller, GaDOE, Program Specialist, Div. for Special Education Services & Supports
- 3:45 pm – 4:00 pm **Adjournment/Post Evaluation Forms**

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The Regional Counselor Workshops were developed under a College Access Challenge Grant from the US Department of Education. These workshops do not necessarily represent their policies, and should not infer endorsement by the Federal Government.



DRAFT

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"Making Education Work for All of Georgia's Students"

College and Career Ready Performance Index, High School Model Grades 9 - 12

Graduation Rate

Graduation Rate (%)

* pending USEd approval to include cohort fifth year extension

Tenth Grade SWD Students On-Track for Graduation (%)

Tenth Grade EL Students On-Track for Graduation (%)

Postsecondary Enrollment

Graduates Entering Technical Colleges and/or 2 or 4 Year Colleges and Universities (%)

Graduates Entering TCSG Technical Colleges, and/or USG 2 or 4 Year Colleges and Universities
NOT Requiring Remediation or Support Courses (%)

Postsecondary Options

Students Completing Dual Enrollment courses and/or Move On When Ready courses and/or AP
courses and/or IB Courses that Offer the Potential of High School and College Credit (%)

Graduated Students Earning High School Credit for Two or More Years of One World Language
(%)

National Examinations

Seniors Scoring a minimum of 22 on the ACT (%)

Seniors Scoring a minimum of 1550 on the SAT (%)

Students Scoring 3 or Higher on AP Exams and/or 4 or higher on IB exams (%)

Career Ready

Graduates Completing Three or More Pathway Options in the Visual, Graphic and Performing
Arts, or World Languages (%)

Students Completing Three or More Designated CTAE Pathway Courses (%)

CTAE Pathway Completers Earning a CTAE Industry-Recognized Credential (%)

Students Receiving a Silver Certificate or Higher on the Georgia Work Ready Assessment (%)

Course Mastery/Students Scoring at Meets or Exceeds on EOCTs/(CCA's, 14-15)

9th Grade ELA (%)

American Literature (%)

Mathematics I (%)

Mathematics II (%)

Physical Science (%)

Biology (%)

US History (%)

Economics (%)

Regional Counselor Workshop Move On When Ready

June 2, 3 and 8, 2011



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Presenter Information

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Transition Career Partnership Coordinator

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http://www.gadoe.org/ci_cta.aspx?PageReq=CICTASeam



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Frequent Reminders

- A. Move On When Ready is for public HS students only
- B. Accel can be for public and private high school students
- C. Move On When Ready students can not take any classes at the high school
- D. Tuition, mandatory fees, materials are paid. Books also, if funds are available
- E. Move On When Ready pays for 12 hours per semester only, students pay for additional courses



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Updates and Changes

- A. Dual enrollment per segment administrative fee of \$144 paid through GAORS, no request needed
- B. MOWR \$200 administrative fee paid through GAORS, no request needed
- C. Move On When Ready Spring quarter payments will be by check paid to colleges
- D. Next year all colleges will be on the semester schedule



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Updates Continued

- E. House Bill 186 currently being reviewed by our Policy and Legal areas
- F. Important to note in House Bill 186 where it uses "shall", "must" and "should"
- G. April 1 is deadline for general information and forms for all College Credit Now (dual enrollment) programs to grades 8-11.
- H. Dual enrollment student also counted for the high school FTE segment
- I. Accel changes for next year



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Resource Forms and Documents


- 1) Move On When Ready Participation Permission Form
- 2) Move On When Ready Participation Guidance Checklist
- 3) State Educational Agency Links
- 4) Guidelines to Determine Eligible Colleges
- 5) Approved Supplemental Course List
- 6) Move On When Ready and College Credit Now Flyers



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MOWR Enrollment Guidance Process

- a) Eligible 11th or 12th grade student and parent/guardian must meet with high school counselor to receive MOWR advisement information.
- b) High school counselor verifies student meets all requirements, completes the *Move On When Ready Participation Permission Form*, and gives student/parent a copy.
- c) College courses are selected that will satisfy high school graduation requirements.
- d) Student must complete the college application process.
- e) Copy of all MOWR information is sent to postsecondary MOWR contact person if requested.
- f) Student is notified by the postsecondary institution of acceptance.

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First Year Results

Move On When Ready Student Participation				
Term	Private	Technical College	Board of Regents	Totals
Fall	2	38	184	224
Winter		53		53
Spring	8	38	183	229
Total	10	129	367	506

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MOWR Payment Process for 2012

- A. In 2011 we used a paper process
- B. FY12 we will complete the process electronically
- C. Georgia Department of Education will complete verification process
- D. FTE amount paid per student will be accessible electronically in July.
- E. Counselors involved with advisement process only, not verification or payments

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Georgia Department of Education



Georgia's College Credit Now

What is it?

Dual Enrollment provides opportunities for Georgia high school students to take college-level courses and earn concurrent credit toward a *high school diploma and a college degree* while still in high school.

Dual Enrollment Programs

Accel

... is a non-need based grant program offered for students that wish to take college-level (academic-only, degree-level) coursework for credit toward both high school and college graduation requirements.

https://www.gsfc.org/gsfnew/SandG_regs_2010.cfm

HOPE Grant

...is a non-need based grant program for students seeking technical certificates or diplomas from TCSG postsecondary institutions.

<http://www.gsfc.org/main/publishing/pdf/2010/regulatio>

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"Dual enrollment eases the transition from high school to college, provides students an early start on their college careers, including those who might not otherwise have access to early college opportunities."

Move On When Ready

... provides an *eligible* 11th or 12th grade student to take ALL of his or her courses through an eligible institution and/or a virtual program. Students receive secondary credit for completing graduation and high school diploma requirements.

http://www.gadoe.org/cj_cta.aspx?PageReq=CIC_TASeam

Early College

... is a partnership between a designated local school system and University System of Georgia institution.

There are now twelve Early Colleges in Georgia. Students can earn a high school diploma as well as coursework toward an Associate's or Bachelor's degree.

<http://www.gaeearlycollege.org/>

Gateway To College

... is located exclusively on a college campus and is site specific through local agreements between local school systems and colleges.

http://www.gatewaytocollege.org/partner_programs.asp

Residential Programs

... are offered for gifted, talented, and motivated students through the University System of Georgia at two institutions:

- The Advanced Academy of Georgia on the campus of the University of West Georgia
- The Georgia Academy of Mathematics, Engineering and Science at Middle Georgia College

<http://www.advancedacademy.org/>

<http://www.mgo.edu/Academics/Natural-Science-Math/GAMES/>

Move On When Ready Participation Guidance Checklist

Use this checklist with the Participation Permission Form. Below are items to share when counseling students and their parents/guardians about participation in the Move On When Ready program:

- 1) ___ The student must be entering the 11th or 12th grade and had spent the prior year in a Georgia public high school and was counted in both the prior October and March FTE counts.
- 2) ___ Student must have been a resident of Georgia since the October FTE count of the prior year and continue to meet Georgia Residency requirements for the purpose of Move On When Ready eligibility. Residency is to be determined by local system guidelines.
- 3) ___ The student must be enrolled full-time, 12 semester hours and maintain full-time status. Student must notify their local high school if they fall below full-time status.
- 4) ___ Students need to be aware if they participate the entire year they could receive 8 units of credit which is more than they may receive on a 6-or7-period day schedule during the regular school year.
- 5) ___ A student must be admitted and classified as a Move On When Ready student by an Eligible Postsecondary Institution.
- 6) ___ Participation is limited to up to two years but can be as little as only one semester.
- 7) ___ Students seeking to enroll in the Move On When Ready program will be expected to complete all graduation course requirements, all state testing and any other assessment requirements as defined by the GaDOE.
- 8) ___ All Move On When Ready coursework must be done at or through an eligible post secondary institution. Students cannot be enrolled in high school courses while they are a Move On When Ready student.
- 9) ___ Upon completion of the courses, the student shall be responsible for requesting an official transcript be sent to the student's local high school.
- 10) ___ Courses can be taken beyond the regular school hours and/or through the college's on-line courses that are part of the Move On When Ready course list.
- 11) ___ Courses taken must meet local and state high school graduation requirements.
- 12) ___ The student must adhere to the high school and college's behavior code of conduct and/or discipline guidelines and can be disciplined by either or both institutions for violations.

- 13) ___ Tuition, fees, books, and materials are the only expenses covered by Move On When Ready funding.
The student and/or parents/guardians are responsible for all other expenses.
- 14) ___ An eligible student enrolled in an eligible institution for secondary credit shall not be eligible for any other state student financial aid at an eligible institution for courses taken under the program.
- 15) ___ Move On When Ready hours do not count against any hourly caps for HOPE Scholarships or Grants.
- 16) ___ USG institutions do not allow Move On When Ready students to transfer to another USG institution during an academic term.
- 17) ___ Student's high school graduation could be affected by course incompleteness, and/or failure.
- 18) ___ Student must notify the high school if his/her full-time status changes at any time at the eligible postsecondary institution.
- 19) ___ Students are responsible for their own transportation and any food costs.
- 20) ___ Students are allowed to participate in high school competitive and other extracurricular events. They must meet all requirements established by the Georgia High School Association and Rule 160-5-1-.18 Competitive Interscholastic Activities Grades 6-12. Conflicts with class requirements and scheduling could prevent the student from being able to participate.
- 21) ___ Learning support, remedial courses, exemption credit and summer school are not allowable for Move On When Ready.
- 22) ___ Students who are admitted under the Move On When Ready program will not be permitted to switch to another dual enrollment program (ACCEL or HOPE Grant, etc.) during the quarter or semester once they enroll in classes.
- 23) ___ Post secondary institution's virtual courses can be used as long as they are approved courses that meet the high school graduation requirements.
- 24) ___ High school only virtual courses cannot be used.
- 25) ___ Student should maintain contact with the high school counselor throughout the semester.

*Local systems may include additional advisement items they feel are needed.

Mathematics Sequence Options

Diploma Options for Students Who Enter HS in 2011-2012	Diploma Options for Students Who Entered HS in 2010-2011	Diploma Options for Students Who Entered HS in 2009-2010	Diploma Options for Students Who Entered HS in 2008-2009
Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III
Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III
Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III	Math I-III + 4 th Math OR GPS Alg, GPS Geo, GPS Adv Alg + 4 th Math OR Math I, Math II, Math Support III, Math III

NOTE: Support courses will be available for struggling students for both delivery systems.



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Secondary CCGPS Mathematics

Implementation Plan

	Ninth Graders	Tenth Graders	Eleventh Graders	Twelfth Graders
2011/ 2012	GPS Course	GPS Course	GPS Course	GPS Course
2012/ 2013	CCGPS Course	GPS Course	GPS Course	GPS Course
2013/ 2014	CCGPS Course	CCGPS Course	GPS Course	GPS Course
2014/ 2015	CCGPS Course	CCGPS Course	CCGPS	GPS Course

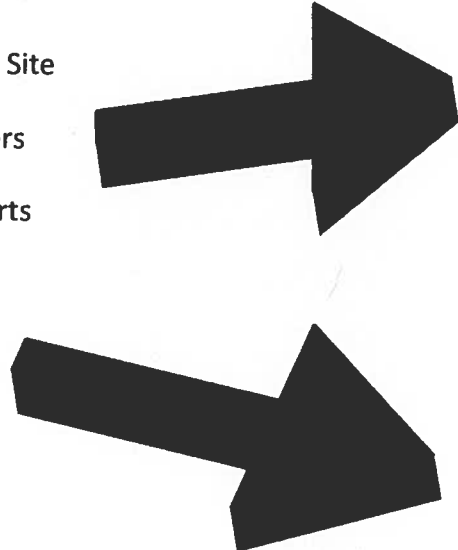


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Career Development Resources on Georgia Department of Education web site

http://www.gadoe.org/ci_cta.aspx?PageReq=CICTACareer

- Visit the Teacher As Advisor Web Site
- Review the Fact Sheets for Clusters and Occupational Charts
- Additional trainings/webinars for Teacher As Advisors



GEORGIA CONNECTIONS

- ◀ [Teacher As Advisor web site](#)
- ◀ [Crosswalk Georgia 11 Concentrations to Federal 16 Clusters](#)
- ◀ [Program Concentration Fact sheets](#)
- ◀ [PeachState Pathways Occupational Charts](#)
- ◀ [Ga Jobs and Growth Projections](#)

» More

ADDITIONAL INFORMATION

- ◀ [TAA one day workshop](#)
- ◀ [TAA and Non-Traditional Eliminate webinar sessions 2009-2010](#)
- ◀ [Spring 2010 Workshop-TAA Presentation](#)
- ◀ [Spring 2010 Workshop-Supporting Counselors](#)
- ◀ [Spring 2010 Workshop-Dual Enrollment and MOVR](#)

» More

Additional GaDOE web sites

http://www.gadoe.org/ci_cta.aspx

Instruction and Assessment Career, Technical and Agricultural Education
 Georgia Performance Standards

Georgia Career Pathways
HIGH SCHOOL PATHWAY CURRICULUM




Georgia Assessments
END OF PATHWAY ASSESSMENTS

Career Pathways Course Numbers / Career Pathway Chart

Fourth Science Requirements

Program Delivery

- Program Delivery Overview
- Agriculture
- Architecture, Construction, Communications and Transportation
- Business and Computer Science
- ITSO System Recognition
- Career and Education
- Family and Consumer Sciences
- Manufacturing and Technology
- Government and Public Safety
- Health Care Science
- Marketing, Sales and Services

CTAE Recorded Sessions

http://www.gadoe.org/ci_services.aspx

Instruction and Assessment Curriculum and Instruction
 Georgia Performance Standards

GeorgiaStandards.Org
PATHWAY TO EDUCATION & PROFESSIONAL RESOURCES

CCGPS
Common Core Georgia Performance Standards

Express High School Tutorials

Content Areas

- English Language Arts
- Mathematics
- Science
- Social Studies

GRADUATION REQUIREMENTS

- ◀ 100-4-2-46 - Student Exiture 9th Grade in 2008 and Assessment Years
- ◀ Graduation Requirement Guidance

TOPIC PRESENTATIONS

- ◀ 100-4-2-20 (DACA) State Council for Students Exiture 9th Grade in 2008 and Subsequent Years

HELPFUL LINKS

- ◀ Assessment
- ◀ (GACS) Georgia Assoc. of Curriculum and Instructional Supervisors
- ◀ (ASCI) Assoc. for Supervision and Curriculum Development
- ◀ Ed. and Health Care Professionals
- ◀ Georgia Work Ready

ARCHIVE

School Counselor Regional Workshop

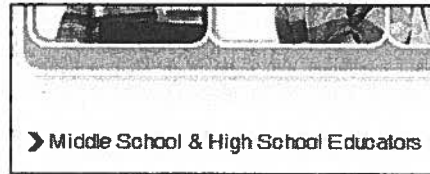
June 2011

1. Many resources suitable for use with students, faculty, staff, central office, community and business partners are available for school counselors to use as needed.

2. Log onto the web and enter the URL

www.gacollge411.org

3. Go the bottom of the page and click on the link



4. This link will give you the following page and links

Middle School & High School Educators

EDUCATOR RESOURCES

Explore GAcollge411 at your own pace using demos and tutorials

- ▶ Learn more about what's here
- ▶ View Recorded Webinars, PowerPoint Presentations from Conferences an incorporating GAcollge411 into your school
- ▶ Presentations, TAA Activities, Videos and More
- ▶ HOPE GPA/Transcript Exchange
- ▶ Transcript Exchange Document Library
- ▶ Manage your HOPE eligible students/Accel Program
- ▶ Scholar Tracking and Reporting System (STARS)
- ▶ Quick Reference Guides for the Professional Center

Click on the link Presentations, TAA Activities, Videos and More

Visiting this page will provide access to *narrated PowerPoints*, review and implement *TAA activities*, and integrate into classroom lessons *Videos* in 3 downloadable formats suitable to present to students, faculty, administration, community and business partners.

Incorporating GAcollge411 into your School

PowerPoint Presentation Videos and PDF's

- ▶ Peach State Pathway
- ▶ Financial Aid for Juniors
- ▶ Keep On Going
- ▶ Paying for Postsecondary Education
- ▶ College Credit Now
- ▶ General Grade Tips for PowerPoint Presentations

Teacher as Advisor Activities

- ▶ Teacher As Advisor Guide with Activities (7mb PDF)
- ▶ 6-12 Scope and Sequence Chart with Activity Links
- ▶ Advisement Checklist
- ▶ Advisement Checklist (revised 12/8/2010)
- ▶ Bridge Legislation Advisement Checklist Using GAcollge411.org

Classroom Activities

- ▶ Career Planning Word Search
- ▶ Financial Aid Word Search

Career Concentrations - Your Pathways to Success

(Click a file to View or Download)

- Video 1 - Making the Georgia Connection - [WMV](#) [Flash](#) [QuickTime](#)
- Video 2 - Keep On Going - [WMV](#) [Flash](#) [QuickTime](#)
- Video 3 - College Credits Now - [WMV](#) [Flash](#) [QuickTime](#)
- Video 4 - Financial Aid for Success - [WMV](#) [Flash](#) [QuickTime](#)

GAcollege411
Expand Your Opportunities

BRIDGE Reporting on 411
"Providing the Accountability to Ensure Compliance"

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Georgia Department of Education
www.doe.k12.ga.us

The BRIDGE Legislation (May, 2010)
Middle School

- Beginning with the 2010-2011 school year, students in the sixth, seventh, and eighth grades shall be provided counseling, advisement, career awareness, career interest inventories, and information to assist them in evaluating their academic skills and career interests.
- Before the end of the second semester of the eighth grade, students shall develop an individual graduation plan in consultation with their parents, guardians or individuals appointed by the parents or guardians to serve as their designee.

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BRIDGE Legislation (May, 2010)
High School

- High school students shall be provided guidance, advisement, and counseling annually that will enable them to successfully complete their individual graduation plans, preparing them for a seamless transition to postsecondary study, further training, or employment.

NOTE: The current administration recommends on-going or regularly scheduled advisement in grades 6-12.

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Individual Graduation Plan (IGP)
shall...

- Include rigorous academic core subjects and focused course work in mathematics and science or in humanities, fine arts, and foreign language or sequenced career pathway course work;
- Incorporate provisions of a student's Individualized Education Program (IEP), where applicable;
- Align educational and broad career goals and a student's course of study;
- Be based on the student's selected academic and career focus area as approved by the student's parent or guardian;

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Individual Graduation (IGP) shall...

- Include experience based, career oriented learning experiences which may include, but not be limited to, internships, apprenticeships, mentoring, co-op education, and service learning;
- Include opportunities for postsecondary studies through articulation, dual enrollment, and joint enrollment;
- Be flexible to allow change in the course of study but be sufficiently structured to meet graduation requirements and qualify the student for admission to postsecondary education; and
- Be approved by the student and the student's parent or guardian with guidance from the student's school counselor or teacher adviser.

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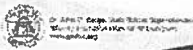
Middle School Checklist (Revised)

- % of 6th graders who have electronic portfolio accounts
- % of 6th graders who take a career assessment or Interest Inventory and save the results in their portfolio
- % of 7th graders who take a career assessment or interest inventory and save the results in their portfolio
- % of 7th graders who explore at least three careers concentrations/clusters and save the career clusters/concentrations in their portfolios
- % of 8th graders who explore at least three occupations and save the occupational information in their portfolios prior to the transitional parent/student conference or student led conference
- % of 8th graders who complete an Individual Graduation Plan to utilize during the face-to-face transitional conference between middle and high school for students, advisor/counselor and family.

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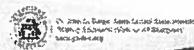
How does this fit?

- Transition Plan supports the attainment of postsecondary goals outlined by the IGP, just as the IEP supports the achievement of the Georgia Performance Standards
- The post secondary goals may include:
Attending a postsecondary institution;
receiving an industry certification, preparation of the work force or supported employment



What does a transition plan require?

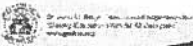
- Student must attend or system must take steps to ensure student's preferences and interests are considered when developing the transition plan.
- Parent should receive notice the student is invited, that this is a transition plan meeting and be informed of any other agencies that are invited.



Transition Plan Requirements(cont)

Transition Services:

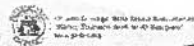
- A coordinated set of activities
- Results oriented process
- Appropriate measurable postsecondary outcome goals based on age appropriate assessments.



Requirements

- These post secondary goals should be in the areas of: training/education; employment; and independent living, as appropriate

With measurable IEP Transition goals, activities and services that are used to reach the post secondary goals in the areas of training and education, employment, related services, community experiences, post school and daily living if appropriate.



Transition Service Plan			
Name	Proposed date of Completion	State of Initial Transition Program Development	System
<p>Preferences, Interests, Activities and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments (Please list the assessment methods used: study, post-secondary activities, vocational training, employment, community activities, self-awareness and community involvement)</p> <p>Desired Measurable Post-Secondary/Outcomes Completion Goals (Check goals to be achieved after graduation and those suitable for completion just in Education/Training and Employment)</p> <p>Employment - _____</p> <p>Independent Living (as appropriate): _____</p> <p><small>Not all age appropriate transition assessments, or the approved list, include transition services/IEP Goals and Vocational Activities Services appropriate for the child's present or anticipated needs, strengths and needs. Note: There must be at least one measurable Transition IEP Goal to help the child meet each of the desired Measurable Post-Secondary/Outcomes Completion Goals.</small></p>			
Transition IEP Goals	Transition Activities/Services	Person/Agency Services	Date of Completion/Additional Questions
<p>State of Employment of Auxiliary Personnel (Check based on occupational training, employment history, knowledge and skills and specific areas of professional knowledge and skills)</p>			
Transition IEP Goals	Transition Activities/Services	Person/Agency Services	Date of Completion/Additional Questions

Community Participation (Check based on knowledge and assessment of individual to participate in the community (i.e. for leisure, recreation, voting, etc.)			
Transition IEP Goals	Transition Activities/Services	Person/Agency Services	Date of Completion/Additional Questions
<p>Adult Living Skills & Post-School Options (Check based on skills in self-direction, independent decision-making, communication, health, fitness and knowledge about community resources and safety concerns and other Post-School Activities (i.e. post-secondary training, employment, recreation and other community activities))</p>			
Transition IEP Goals	Transition Activities/Services	Person/Agency Services	Date of Completion/Additional Questions
<p>Related Services (Check based on related services necessary to support service to help child meet goals related to special education and transition activities (i.e. speech therapy, occupational therapy, counseling, vocational education/assessment or for training for related services that the individual cannot access in a suitable))</p>			
Transition IEP Goals	Transition Activities/Services	Person/Agency Services	Date of Completion/Additional Questions
<p>Daily Living Skills (Check based on subjective information gathered from parent and child/teenager to determine appropriate goals)</p>			
Transition IEP Goals	Transition Activities/Services	Person/Agency Services	Date of Completion/Additional Questions

Georgia Department of Education

Individual Graduation Plan

SAMPLE

Name: _____ Class of: _____

Current Areas of Interest: Agriculture, Food & Natural Resources, Veterinary Medicine - An individual's educational plan can change as a student grows and with other major changes in life. It is important to review and update the plan as needed.

Subject	Grade	Course	Prerequisite	Grade	Course	Prerequisite	Grade	Course	Prerequisite	Grade	Course	
1	9	English I	None	10	English II	English I	11	English III	English II	12	English IV	English III
2	9	Math I	None	10	Math II	Math I	11	Math III	Math II	12	Math IV	Math III
3	9	Science I	None	10	Science II	Science I	11	Science III	Science II	12	Science IV	Science III
4	9	History I	None	10	History II	History I	11	History III	History II	12	History IV	History III
5	9	Art I	None	10	Art II	Art I	11	Art III	Art II	12	Art IV	Art III
6	9	Physical Education I	None	10	Physical Education II	Physical Education I	11	Physical Education III	Physical Education II	12	Physical Education IV	Physical Education III
7	9	Foreign Language I	None	10	Foreign Language II	Foreign Language I	11	Foreign Language III	Foreign Language II	12	Foreign Language IV	Foreign Language III
8	9	Health	None	10	Health	Health	11	Health	Health	12	Health	Health
9	9	Career/Technical	None	10	Career/Technical	Career/Technical	11	Career/Technical	Career/Technical	12	Career/Technical	Career/Technical

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Georgia Department of Education

Individual Graduation Plan

SAMPLE

Name: _____ Class of: _____

Current Areas of Interest: Agriculture, Food & Natural Resources, Veterinary Medicine - An individual's educational plan can change as a student grows and with other major changes in life. It is important to review and update the plan as needed.

Subject	Grade	Course	Prerequisite	Grade	Course	Prerequisite	Grade	Course	Prerequisite	Grade	Course	
1	9	English I	None	10	English II	English I	11	English III	English II	12	English IV	English III
2	9	Math I	None	10	Math II	Math I	11	Math III	Math II	12	Math IV	Math III
3	9	Science I	None	10	Science II	Science I	11	Science III	Science II	12	Science IV	Science III
4	9	History I	None	10	History II	History I	11	History III	History II	12	History IV	History III
5	9	Art I	None	10	Art II	Art I	11	Art III	Art II	12	Art IV	Art III
6	9	Physical Education I	None	10	Physical Education II	Physical Education I	11	Physical Education III	Physical Education II	12	Physical Education IV	Physical Education III
7	9	Foreign Language I	None	10	Foreign Language II	Foreign Language I	11	Foreign Language III	Foreign Language II	12	Foreign Language IV	Foreign Language III
8	9	Health	None	10	Health	Health	11	Health	Health	12	Health	Health
9	9	Career/Technical	None	10	Career/Technical	Career/Technical	11	Career/Technical	Career/Technical	12	Career/Technical	Career/Technical

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Preferences, Strengths, Interest and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments (Items for consideration include areas of study, postsecondary education, vocational training, employment, continuing education, adult services and community participation)

This section of the Transition Plan will use the IGP

- Gacollege411/GCIS/CareerCruising
- Career Pathways/Course of Study
- Other IGP Information as needed
- Other age-appropriate transition assessments
- student and family input
- Career Pathways/Course of Study

Desired Measurable Post Secondary/Outcome Completion Goals (These goals are to be achieved after graduation and then can be completed in Education/Training, Employment, Independent Living (as appropriate))

- Use the IGP as a road map to "guide" the Transition/IEP team into making decisions concerning the Transition Outcome Goals

Georgia Department of Education

Individual Graduation Plan

SAMPLE

Name: _____ Class of: _____

Current Areas of Interest: Agriculture, Food & Natural Resources, Veterinary Medicine - An individual's educational plan can change as a student grows and with other major changes in life. It is important to review and update the plan as needed.

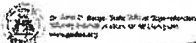
Subject	Grade	Course	Prerequisite	Grade	Course	Prerequisite	Grade	Course	Prerequisite	Grade	Course	
1	9	English I	None	10	English II	English I	11	English III	English II	12	English IV	English III
2	9	Math I	None	10	Math II	Math I	11	Math III	Math II	12	Math IV	Math III
3	9	Science I	None	10	Science II	Science I	11	Science III	Science II	12	Science IV	Science III
4	9	History I	None	10	History II	History I	11	History III	History II	12	History IV	History III
5	9	Art I	None	10	Art II	Art I	11	Art III	Art II	12	Art IV	Art III
6	9	Physical Education I	None	10	Physical Education II	Physical Education I	11	Physical Education III	Physical Education II	12	Physical Education IV	Physical Education III
7	9	Foreign Language I	None	10	Foreign Language II	Foreign Language I	11	Foreign Language III	Foreign Language II	12	Foreign Language IV	Foreign Language III
8	9	Health	None	10	Health	Health	11	Health	Health	12	Health	Health
9	9	Career/Technical	None	10	Career/Technical	Career/Technical	11	Career/Technical	Career/Technical	12	Career/Technical	Career/Technical

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Important Information

- FAPE is available to all students with disabilities ages 3 until 22nd birthday who have not graduated from high school with a regular diploma.
- Any SWD who does not receive a regular diploma may return to high school until the student receives the diploma or turns 22 years old.

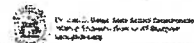
- If the student does not receive a diploma, remember even if the student "graduates" with a special education diploma or certificate that student must be offered FAPE
- IEP should be developed by IEP team, even if the student says they will not be returning
- Majority of SWDs should be working on the regular education diploma



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"90 Courses"

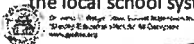
- Beginning with incoming 9th grade students in Fall 2008, non-credit special education courses have been eliminated
- Access Courses ONLY for those assessed using GAA
- All others should be enrolled in available listed courses with appropriate supports
- Study skills is still in the course list
- May take longer than the traditional 4 years to graduate



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For students assessed by the GAA:

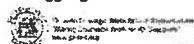
- Students with significant cognitive disabilities who are assessed by Georgia Alternate Assessment may graduate and receive a regular high school diploma when they have:
 - Participated in an integrated curriculum based on the GPS that includes instruction in all core academic subjects as well as career preparation, self determination, independent living and personal care.
 - reached the 22nd birthday OR transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system



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Access Courses

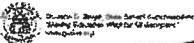
- Are entry or prerequisite level
- Align to general ed courses, but do not cover GPS in same depth/breadth
- Are ONLY for students who are assessed with GAA
- Use "5" in fourth digit to distinguish from general course
- Will include instruction in necessary functional and developmental skills
- Access is often provided through augmented communication, assistive technology and significant personnel supports.
- Access courses are not for students who
 - participate in the regular course curriculum
 - receive instruction in the breadth of the curriculum, are struggling and need extra support to be successful.



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Access Courses

- Course listings for access classes for are in the approved rule 160-4-2-20 at <http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-2-20.pdf>, p. 10-12.
- Access course descriptions and additional information are included with the DOE
- Course Descriptions and Graduation Guidance documents on the Curriculum & Instructional services webpage.



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