

## **PEACH STATE PATHWAYS**

(Instructions for implementation for Students with Disabilities)

### **Purpose:**

**This plan was developed for educational and career planning for all Georgia's secondary students. These instructions relate to students with disabilities and IDEA 2004. The 2004 reauthorization of IDEA changed transition services to a "results-oriented process" that is focused on improving the academic and functional achievement of the child" (20 U.S.C. ~ 1414 (c) (5) (B) (ii). The Individuals with Disabilities Education Improvement Act of 2004 (IDEA 2004) also requires the IEP team to include "appropriate measurable postsecondary goals based upon age-appropriate transition assessments related to training, education, employment, and, where appropriate independent living. This Peach State Pathways document can serve as the Transition Service Plan or the Transition Components of the IEP if it is completed at the beginning of the Individualized Education Program meeting for students with disabilities. It should be completed by the time the student is transition age. It should drive all contents of Individualized Education Program. There should be a relationship between a student's IEP goals and objective and the Peach State Pathways. This document should be based on the student's present level of performance. It should be "user friendly." It should include input from school personnel (including special education I.E.P. Team members and graduation team members), outside agency personnel, family, and above all, the student.**

### **General Information:**

**Complete the student's name, the student's identification number (State identifier for F.T.E. reporting purposes), Parent/Guardian name, Date of Birth, Teacher Advisor (Note: This could be Special Education Caseload Manager), and Homeroom Teacher if different from Teacher Advisor.**

### **Goals:**

**These should be measurable post secondary outcome/completion goals based on what the student wants to achieve after graduation. They should be major life accomplishment goals or completion goals that are completed after the student graduates from school. Under Career Goals, Employment Goals for transition should be addressed. Also, Course of Study should be included. The student with disabilities'**

**Educational and Training Goals should be addressed in the next section. In the area of Personal Living Goals, the student with disabilities' Daily Independent Living Goals should be addressed as appropriate.**

**Potential Risk Factors:**

**This section should be completed based on information gathered.**

**My Peach State Pathway:**

**High School-to-Postsecondary-to-Career:**

**This section should be the student with disabilities' projected course of study. It should be reviewed and updated every year as courses are completed.**

**The Student Course of Study (Technical College/College, University/Other):**

**This section should be completed as information is discussed and decisions are made. Also as needed, Work Based Learning Options and Potential Postsecondary Career Opportunities should be discussed and noted on the plan as it relates to the student's goals. (Note: This could also include Community Based Instruction/Community Based Experience.) The next part of this section is Extra Curricular/Student Learning Organizations. All clubs including Career and Technical Student Organizations, RVI Leadership Activities and activities needed to complete Personal Living Goals can be discussed in this area and noted on the plan.**

**In the Work Based Learning Experience part of this section any work experiences (paid or unpaid) that relate to Career Goals or Educational Training Goals should be listed. These would be actual completed activities (unlike the above part of this section which is projected).**

**Assessment:**

**This section is important because the assessment information should be used as the basis for the student's goals and action plan. An assessment of the skills and interests related to education, employment, training, independent living skills (as appropriate) must be conducted prior to developing the transition components. The transition assessment should be on-going and fluid. Part of the assessment could occur when a re-evaluation consideration is conducted. Assessment tools that clearly describe a student's strengths and weaknesses and document a student's**

interests and perceptions about their skills should be utilized. Surveys and interviews work well for this type of assessment. Also, there are six characteristics that should be considered when conducting a transition assessment; the assessment should be student centered, continuous, and occurring in many places, involving a variety of people, have understandable data, and be sensitive to cultural diversity. This assessment should happen in conjunction with the identification of goals and interests of the student. This assessment can begin when the student is transitioning from the eighth grade or not later than 16 years old based on the student's areas of interest. This assessment is not to be a "one size fits all".

#### **Career and Other Assessments:**

The next three pages are very important to the Peach State Pathways System. Scores for tests taken and how these scores and information gathered (GAA, etc.) are interpreted as instructional strategies and for data analysis can help to determine a successful graduation path of a student with disabilities.

#### **Targeted Action Plan:**

The last section of the document should be completed. Under Action Strategies and Interventions, the student's measurable transition IEP goals that will help the student reach the desired measurable post secondary outcome/completion goals should be listed in measurable terms along with implementation dates, resources, person or agency responsible, success and method of measurement. Also, note that at least one of these goals should be listed for each of the desired measurable post secondary outcome/completion goals from the "Goal Section" on the first page. This section should be completed using the "Assessment Section" and also, be based on data analysis of the assessment/test results. The completion of this section should be directly relate to the how, when, where, and what is needed to complete each measurable post secondary outcome/completion goal. It should be relevant to "how to get to" the desired measurable post secondary outcome/completion goals. (It must be noted that the first two desired measurable post secondary outcome/completion goal sections should be completed with at least one measurable IEP transition goal that is based on the transition assessment with the Daily Independent Living Goal being addressed on an "as appropriate basis" with a measurable IEP transition goal if it is originally addressed.)