

TRANSITION PLANNING: THE MEETINGS AND THE FORMS



People Appropriate for the Transition Planning Team

- ❖ Student
- ❖ Parents
- ❖ Teacher (both regular and special education)
- ❖ Career Education Teacher
- ❖ High School Graduation coach
- ❖ Parent Mentor
- ❖ Technology Teacher
- ❖ Paraprofessional
- ❖ Guidance Counselor
- ❖ Special Education Administrator
- ❖ Transition Coordinator/ Specialist
- ❖ Vocational Teachers/ Coordinator
- ❖ CTI Coordinator
- ❖ Community-Based Teacher or Job Coach
- ❖ Building Level Administrator
- ❖ Support Coordinator for Adult Services
- ❖ Recreational Resources



Agencies or Organizations Appropriate for Transition Planning

- ❖ Vocational Rehabilitation Program
- ❖ Regional Offices for Mental Health, Developmental Disabilities and Addictive Diseases (MHDDAD)
- ❖ Community Service Boards
- ❖ Mental Health Clinics or Day Programs
- ❖ Mental Health Services
- ❖ Employment programs through the community
- ❖ Department of Juvenile Justice
- ❖ Department of Family and Children Service
- ❖ Probation officers
- ❖ Private agencies
- ❖ Place of Employment
- ❖ Residential
- ❖ Day habilitation
- ❖ Private agencies for supported employment, residential services
- ❖ Disability service directors from post-secondary schools
- ❖ Volunteer groups
- ❖ Possible student mentors
- ❖ Civic organizations
- ❖ Business leaders
- ❖ Georgia Parent Mentors
- ❖ Private physicians
- ❖ Private counselors
- ❖ Chamber of Commerce
- ❖ Social Security Administration
- ❖ Parks and Recreation Services



ELEMENTARY TRANSITION PLANNING CHECKLIST

Name _____ School Year: _____

Career Awareness - Can the student begin to explain:

- | Yes | No | |
|--------------------------|--------------------------|--------------------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> | parents' jobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | community jobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | how skills relate to a job? |
| <input type="checkbox"/> | <input type="checkbox"/> | interest in various jobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | his/her goals/dreams for the future? |

Knowledge of Postsecondary Education – Can the student begin to demonstrate knowledge of postsecondary education regarding:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | interest in postsecondary education? |
| <input type="checkbox"/> | <input type="checkbox"/> | knowledge of careers that require postsecondary education? |
| <input type="checkbox"/> | <input type="checkbox"/> | emphasis of academic skills required for postsecondary education? |

Financial Awareness – Can the student begin to demonstrate financial awareness:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | regarding Social Security benefits received? |
| <input type="checkbox"/> | <input type="checkbox"/> | regarding allowance earned in the home? |
| <input type="checkbox"/> | <input type="checkbox"/> | concerning fiscal responsibility in managing allowance? |

Community Participation – Does the student participate in the community through:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | going to restaurants, movies, the library, etc. |
| <input type="checkbox"/> | <input type="checkbox"/> | participating in athletics |
| <input type="checkbox"/> | <input type="checkbox"/> | traveling in his/her neighborhood |
| <input type="checkbox"/> | <input type="checkbox"/> | participating in secular/religious activities |

Leisure/Recreational Activities – Does the student participate in leisure/recreational activities:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | in school ? |
| <input type="checkbox"/> | <input type="checkbox"/> | in Physical Education classes ? |
| <input type="checkbox"/> | <input type="checkbox"/> | by playing games at home ? |
| <input type="checkbox"/> | <input type="checkbox"/> | by expressing an interest in recreational activities ? |

Understanding of Transportation Needs – Does the student demonstrate an emerging understanding of transportation needs:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | by negotiating his/her way around the school? |
| <input type="checkbox"/> | <input type="checkbox"/> | by negotiating his/her neighborhood? |
| <input type="checkbox"/> | <input type="checkbox"/> | by utilizing various available means of transportation? |

Self-Advocacy Skills – Does the student begin to demonstrate self-advocacy skills:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | by communicating his/her needs effectively? |
| <input type="checkbox"/> | <input type="checkbox"/> | by requesting help when needed? |
| <input type="checkbox"/> | <input type="checkbox"/> | by participating in his/her own IEP meeting? |
| <input type="checkbox"/> | <input type="checkbox"/> | by using communication devices effectively? |
| <input type="checkbox"/> | <input type="checkbox"/> | by resolving conflicts with others effectively? |

Socialization Skills – Does the student demonstrate socialization skills :

Yes No

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | by playing with age-appropriate peers? |
| <input type="checkbox"/> | <input type="checkbox"/> | by playing with non-disabled peers? |
| <input type="checkbox"/> | <input type="checkbox"/> | by taking advantage of opportunities to develop friendships? |
| <input type="checkbox"/> | <input type="checkbox"/> | by demonstrating the ability to be a friend? |
| <input type="checkbox"/> | <input type="checkbox"/> | by participating in school/community activities with friends? |

Self-Management – Does the student begin to demonstrate self-management skills :

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | by choosing clothes and dresses self? |
| <input type="checkbox"/> | <input type="checkbox"/> | by performing personal hygiene tasks? |
| <input type="checkbox"/> | <input type="checkbox"/> | by following safety rules? |
| <input type="checkbox"/> | <input type="checkbox"/> | by completing chores in home? |
| <input type="checkbox"/> | <input type="checkbox"/> | by managing his/her own time effectively? |

Living Arrangements – Does the student expresses goals for future living arrangements:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | by describing various types of living arrangements (homes, duplexes, apartments, nursing homes, family roommates, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | by demonstrating an awareness of medical needs? |
| <input type="checkbox"/> | <input type="checkbox"/> | by describing medical needs? |
| <input type="checkbox"/> | <input type="checkbox"/> | by taking medications independently? |
| <input type="checkbox"/> | <input type="checkbox"/> | by stating doctor's name? |
| <input type="checkbox"/> | <input type="checkbox"/> | by understanding future medical needs? |

Knowledge of Insurance – Does the student begin to express a knowledge of insurance:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | by knowing whether or not he/she has medical insurance? |
| <input type="checkbox"/> | <input type="checkbox"/> | by understanding options for insurance? |

Parent Involvement:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | Have parents been involved in the IEP process? Have they been encouraged to include their child in IEP planning? How? |

- Have parents been encouraged to assist their child in setting goals for the future? How?
- Are parents provided information on local resources and contacts to assist them with planning for achieving future goals?
- Have parents been encouraged to develop self-determination skills with their child at home by being provided with strategies and suggestions for developing self-determination?

Student Signature _____ Date _____

Parent Signature _____ Date _____

MIDDLE SCHOOL TRANSITION PLANNING CHECKLIST

Name: _____ School Year: _____

Career Planning Options/Employment Options - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | have opportunities to try out different jobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | know where to find information on careers? |
| <input type="checkbox"/> | <input type="checkbox"/> | self-evaluate skills/abilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | relate skills/abilities to jobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | have any current work responsibilities? |
| <input type="checkbox"/> | <input type="checkbox"/> | state likes/dislikes/interest in particular jobs? |
| <input type="checkbox"/> | <input type="checkbox"/> | make realistic decision in planning for a future job (i.e. designing the 4- year high school plan)? |
| <input type="checkbox"/> | <input type="checkbox"/> | complete interest and career inventories? |
| <input type="checkbox"/> | <input type="checkbox"/> | identify assistive technology tools that can increase employment opportunities? |

Post –secondary training - Can the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | state the appropriate post-secondary training for various careers (i.e. vocational/technical college, community college, four year college, on-the-job training, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | express an interest in post-secondary training? |
| <input type="checkbox"/> | <input type="checkbox"/> | explore options for post-secondary education and training including? admission criteria? |
| <input type="checkbox"/> | <input type="checkbox"/> | develop a school/training plan to reach possible job goals? |

Financial Assistance/Income Support – Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | receive Supplemental Security Income? |
| <input type="checkbox"/> | <input type="checkbox"/> | earn an allowance? |
| <input type="checkbox"/> | <input type="checkbox"/> | earn money from jobs (babysitting, newspaper route, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | manage money wisely? |
| <input type="checkbox"/> | <input type="checkbox"/> | make his/her own purchases? |

Community Participation - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | negotiate his/her neighborhood? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate an ability to access community recreation and civic sites? |
| <input type="checkbox"/> | <input type="checkbox"/> | participate in community sports activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | participate in youth groups? |
| <input type="checkbox"/> | <input type="checkbox"/> | investigate assistive technology tools that can facilitate community participation? |
| <input type="checkbox"/> | <input type="checkbox"/> | broaden student experiences with community activities and expand friendships? |

Leisure/Recreation - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | identify interest in leisure activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | participate in an identified area of interest? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to access information about leisure activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | participate in school extracurricular activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate participation in both individual and group leisure activities? |

Transportation - Can the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | negotiate his/her neighborhood? |
| <input type="checkbox"/> | <input type="checkbox"/> | negotiate the school environment? |
| <input type="checkbox"/> | <input type="checkbox"/> | identify various modes of transportation? |
| <input type="checkbox"/> | <input type="checkbox"/> | utilize at least one mode of transportation? |
| <input type="checkbox"/> | <input type="checkbox"/> | pursue and use local transportation options outside of the family? |

Self-Advocacy - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | identify personal learning styles and the necessary accommodations to be a successful learner and worker? |
| <input type="checkbox"/> | <input type="checkbox"/> | learn to effectively communicate student interests, preferences, and needs? |
| <input type="checkbox"/> | <input type="checkbox"/> | learn and practice informed decision-making skills? |
| <input type="checkbox"/> | <input type="checkbox"/> | explain his/ her disability and the accommodations he/she needs? |

Personal Management - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | awake independently in the morning? |
| <input type="checkbox"/> | <input type="checkbox"/> | independently care for hygiene and grooming? |
| <input type="checkbox"/> | <input type="checkbox"/> | prepare simple meals? |
| <input type="checkbox"/> | <input type="checkbox"/> | do his/her laundry? |
| <input type="checkbox"/> | <input type="checkbox"/> | independently complete assigned chores at home? |
| <input type="checkbox"/> | <input type="checkbox"/> | follow safety rules? |
| <input type="checkbox"/> | <input type="checkbox"/> | make purchases for personal items? |
| <input type="checkbox"/> | <input type="checkbox"/> | use time-management techniques? |
| <input type="checkbox"/> | <input type="checkbox"/> | learn and practice money management? |

Living Arrangements - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | express a desire for a certain type of living arrangement upon graduation? |
| <input type="checkbox"/> | <input type="checkbox"/> | identify interests and options for future living arrangements, including supports? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate an understanding of the cost of living/lifestyle planning? |

Medical - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate a basic understanding of the different types of medical care (dental, internal medicine, gynecological, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | realistically express his/her medical needs/limitations? |
| <input type="checkbox"/> | <input type="checkbox"/> | independently take medication, if prescribed? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate skills needed to decide when to take over-the counter medications (i.e. aspirin, etc)? |
| <input type="checkbox"/> | <input type="checkbox"/> | require support for maintaining medical needs? |

Insurance - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate a basic understanding of the different types of insurance (medical, dental, auto, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate an understanding of how he/she can obtain insurance (work benefits, Supplemental Security Income, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | require support in this area? |

Individualized Education Program (IEP) Team meeting - Did the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | attend his/her IEP Team meeting? |
| <input type="checkbox"/> | <input type="checkbox"/> | have input on who would be included in his/her IEP meeting? |
| <input type="checkbox"/> | <input type="checkbox"/> | provide information on goals, interest, and dreams? |
| <input type="checkbox"/> | <input type="checkbox"/> | provide information on personal strengths and weaknesses? |
| <input type="checkbox"/> | <input type="checkbox"/> | provide information on needed supports/accommodations/modifications? |
| <input type="checkbox"/> | <input type="checkbox"/> | acquire an identification card and the ability to communicate personal information? |

IEP Planning:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | The student has been provided instruction on the IEP process. |
| <input type="checkbox"/> | <input type="checkbox"/> | The student has had input on IEP components including: <ul style="list-style-type: none">• meeting participants• present levels of performance (personal strengths/weaknesses)• transition plan• goals and objectives |
| <input type="checkbox"/> | <input type="checkbox"/> | The student has been an active participant in his/her own IEP Team meetings. |

Parental Involvement

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | Parents have been informed of the legal requirements and procedures involving transition planning? |
| <input type="checkbox"/> | <input type="checkbox"/> | Parents are provided information regarding the academic requirements for obtaining a high school diploma? |
| <input type="checkbox"/> | <input type="checkbox"/> | Parents have been provided information on high stakes tests including the Georgia High School Graduation Test (GHSGT), the SAT, and the ACT? |
| <input type="checkbox"/> | <input type="checkbox"/> | Are parents provided information on local resources (medical, living, financial, etc.) and contacts to assist them with planning for transition? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have parents been encouraged to develop self-determination skills with their child at home? |
| <input type="checkbox"/> | <input type="checkbox"/> | Have parents been involved in the IEP process? |

Student Signature _____ Date _____

Parent Signature _____ Date _____

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | understand high school course requirements needed for post-secondary admissions? |
| <input type="checkbox"/> | <input type="checkbox"/> | participate in entrance examinations (SAT/ACT, COMPASS, ASSET, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | visit the campus prior to selection? |
| <input type="checkbox"/> | <input type="checkbox"/> | need assistance selecting an institution? |
| <input type="checkbox"/> | <input type="checkbox"/> | understand entrance requirements? |
| <input type="checkbox"/> | <input type="checkbox"/> | meet criteria for admissions? |
| <input type="checkbox"/> | <input type="checkbox"/> | need assistance with application procedures/financial aid forms? |
| <input type="checkbox"/> | <input type="checkbox"/> | have the necessary self-advocacy skills to independently access available supports? |
| <input type="checkbox"/> | <input type="checkbox"/> | understand the demands and expectations of the educational setting (accessibility, availability of support services, academic rigor, social culture, independent living setting)? |

Financial Assistance/Income - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | determine the need for financial assistance from an adult agency (MHDDAD, VR, SSI, Pell Grants, Hope Scholarship, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | receive SSI and understand the various programs available? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to access financial resources (SSI, Medicaid, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to establish and live within a budget appropriate for the level of income? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to open and maintain a checking and/or savings account? |
| <input type="checkbox"/> | <input type="checkbox"/> | require ongoing assistance with financial matters? |

Community Participation - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate how to locate and utilize public utility companies, post offices, driver's license office, etc.? |
| <input type="checkbox"/> | <input type="checkbox"/> | utilize public shopping malls, theaters, grocery stores, etc.? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how and /or where to register to vote? |
| <input type="checkbox"/> | <input type="checkbox"/> | know where to take the driving test? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how and/or where to register for selective service? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to access community support services (VR, CILS, etc.)? |

Leisure/Recreation - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate participation in school and/or community activities? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate participation in both individual and group recreational activities? |

- demonstrate appropriate communication and social skills in a variety of recreational settings?
- demonstrate the ability to seek out information on leisure activities of interest?

Transportation- Does the student:

Yes No

- use various modes of transportation available within his/her community?
- know how to access transportation when needed?
- have a driver's license?
- need special travel arrangements made on a regular basis?
- need support to meet transportation needs?

Self-advocacy - Does the student:

Yes No

- demonstrate appropriate assertiveness with friends and adults?
- invite desired participants to IEP Team meetings?
- participate in IEP planning?
- participate in the development of long-range goals?
- express opinions and needs appropriately and effectively?
- demonstrate the ability to request assistance if needed?
- identify needed personal assistant services, and if appropriate, learn to direct and manage these services?
- understand and effectively express limitations and/or needs as well as strengths?
- have understanding of his/her needed accommodations on the job or in the school and effectively express them to disability service providers or employers?
- demonstrate an understanding of his/her rights and responsibilities as a person with a disability?
- explore legal status about decision making one-year prior to the age of majority and consider the need for guardianship.

Socialization/Friends- Does the student:

Yes No

- have age-appropriate friends?
- demonstrate different levels of personal relationships (intimate friends, acquaintances)?
- have non-disabled friends?
- participate in social activities with friends?

Personal Management - Can the student:

- | Yes | No | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | wake up independently in the morning? |
| <input type="checkbox"/> | <input type="checkbox"/> | use good judgment about sleep habits? |
| <input type="checkbox"/> | <input type="checkbox"/> | practice independent living skills, e.g. shopping, cooking, housekeeping? |
| <input type="checkbox"/> | <input type="checkbox"/> | manage money effectively? |
| <input type="checkbox"/> | <input type="checkbox"/> | manage time effectively? |
| <input type="checkbox"/> | <input type="checkbox"/> | perform routine household maintenance chores (dishes, cleaning, replacing light bulbs, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | select appropriate clothes for various settings? |
| <input type="checkbox"/> | <input type="checkbox"/> | maintain appropriate personal grooming and hygiene skills? |
| <input type="checkbox"/> | <input type="checkbox"/> | access needed natural supports, accommodations, and support services? |

Living Arrangements - Can the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | select a realistic and affordable living environment? |
| <input type="checkbox"/> | <input type="checkbox"/> | manage the demands and expectations of the adult living environment? |
| <input type="checkbox"/> | <input type="checkbox"/> | need support to meet the demands and expectations of the adult living environment? |
| <input type="checkbox"/> | <input type="checkbox"/> | identify potential service providers to assist the individual in meeting the demands and expectations of the adult living environment? |

Medical - Does the student:

- | Yes | No | |
|--------------------------|--------------------------|--|
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate what to do in emergency? |
| <input type="checkbox"/> | <input type="checkbox"/> | have medical insurance? |
| <input type="checkbox"/> | <input type="checkbox"/> | demonstrate how to file his/her insurance? |
| <input type="checkbox"/> | <input type="checkbox"/> | independently take medication? |
| <input type="checkbox"/> | <input type="checkbox"/> | make a doctor's appointment? |
| <input type="checkbox"/> | <input type="checkbox"/> | discriminate between serious and minor illnesses? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to locate emergency and other medical services? |
| <input type="checkbox"/> | <input type="checkbox"/> | explain his/her disability to medical personnel? |
| <input type="checkbox"/> | <input type="checkbox"/> | identify health care providers and become informed about sexuality and family planning issues? |
| <input type="checkbox"/> | <input type="checkbox"/> | describe family medical history and any allergies to medicine? |
| <input type="checkbox"/> | <input type="checkbox"/> | Will the student need ongoing assistance in this area? |

Insurance - Does the student:

Yes **No**

- | | | |
|--------------------------|--------------------------|---|
| <input type="checkbox"/> | <input type="checkbox"/> | have auto insurance if needed? |
| <input type="checkbox"/> | <input type="checkbox"/> | have dental insurance? |
| <input type="checkbox"/> | <input type="checkbox"/> | know how to complete and file insurance claim forms? |
| <input type="checkbox"/> | <input type="checkbox"/> | understand the various insurances available (unemployment, medical, dental, car, life, rental, etc.)? |
| <input type="checkbox"/> | <input type="checkbox"/> | Will the student need ongoing assistance in the area? |

At least one year before the student graduates and/or exits the school system

- Apply for financial support programs.
- Review Transition Plan including all Measurable Post Secondary Outcome Goals and begin planning the Summary of Performance.
- Register to vote and for selective services (if male).
- Coordinate with adult service providers and ensure that appropriate referrals have been made.

Student Signature _____ Date _____

Parent Signature _____ Date _____

Transition Plan Reference Sheet

Education/Training

- Technical education courses
- Community Based Vocational Training
- Life Centered Career Education Curriculum
- VR Referral
- On-the-job training
- Job coaching/peer coaching
- Supported or sheltered employment
- Technical school
- Military
- 4 year college or university
- 2 year college
- Certification program
- Apprenticeship

Development of Employment

- Career awareness/exploration
- Job seeking and keeping skills
- VR referral
- Supported or sheltered employment
- Part-time employment
- Work study program
- Volunteer work
- Apprenticeship

Community Participation

- Community-Based Instruction
- Citizenship
 - Voting
 - Taxes
 - Selective service
- Volunteerism in the community
- Accessing emergency services
- Utilizing various community entities
 - Library
 - Bank

- Utilities companies
- Government offices

Adult Living Skills & Post School Options

- Knowledge of paycheck
- SSI/ Medicaid Waiver
- Insurance
- Financial Aid for college/ Scholarships
- Guardianship
- Self-advocacy/Self-determination
- Wills and trusts
- Criminal/Civil actions
- Clubs/ Camps
- Community recreation programs
- Hobbies
- Teams sports
- Church groups
- Social skills training
- Semi-independent living
- Supported living/ Group home
- Day-habilitation/ Adult daycare

Related Services

- OT/PT
- Speech
- Assistive Technology
- Special transportation

Daily Living Skills

- Transportation
 - Public
 - Driving
 - Pedestrian skills
 - Mobility training
 - Special equipment
- Medical care
- Budgeting
- Banking
- Shopping

- Meal preparation
- Housekeeping/ laundry skills
- Time management skills
- Hygiene/sex education

Georgia High School Graduation Requirements

On September 13, 2007 the State Board of Education adopted rigorous new graduation requirements effective with the incoming ninth grade class in 2008. A hallmark of the new rule is the elimination of tiered diploma options where students followed either College Preparatory or Technology/Career coursework. Under the new rule, all students are expected to complete a common set of requirements to earn a regular diploma. The new rule also specifies certain courses that all students must take – making rigorous content an expectation for all, not just some.

Under the new rule, all students will have an opportunity to choose both academic and career tech courses that may include Advanced Placement, dual enrollment, joint enrollment, industry certification and career pathways. More students should be able to take a variety of courses based on their areas of interest. Students who are actively involved in selecting courses they want are more likely to engage in courses that lead to graduation.

Requirements in the new graduation rule are aligned with the Georgia Performance Standards (GPS) for math, science, social studies and English language arts. Electives provide multiple opportunities for students to continue taking advanced coursework, academic support classes, or special interest courses, depending on the individual’s needs and goals. More students with disabilities will have the opportunity to earn a regular education diploma, thus enabling them to be employed or go on to postsecondary education.

The new graduation requirements, along with new state curriculum standards and assessments, will help ensure that more students finish school ready to thrive in the new knowledge-based, high-skills economy.

Key Features of the New Requirements:

4 units of English, Mathematics, and Science; 3 units of Social Studies; 1 Health/PE required

23 total units required

7 elective units

4th Science unit can be used to meet career pathway requirements

Students who enrolled in 9th grade prior to 2008-09 will follow requirements in current rule IHF5. Additional information regarding graduation requirements can be found at www.gadoe.org/ci.

160-4-2-.48 HIGH SCHOOL GRADUATION REQUIREMENTS FOR STUDENTS ENROLLING IN THE NINTH GRADE FOR THE FIRST TIME IN THE 2008-09 SCHOOL YEAR AND SUBSEQUENT YEARS.

(1) **PURPOSE.** This rule specifies programs of study that shall be offered by local boards of education for students enrolling in the ninth grade for the first time in the 2008-2009 School Year and for subsequent years.

(2) **DEFINITIONS.**

(a) **Career, Technical and Agricultural Education (CTAE) Pathways** – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.

(b) **Core Courses** - courses identified as “c” or “r” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses.

(c) **Elective Courses** – any courses identified as “e” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses that a student may select beyond the core requirements to fulfill the unit requirements for graduation.

(d) **Required courses** - specific courses identified as “r” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses that each student in a program of study shall pass to graduate from high school.

(e) **Secondary School Credential** - a document awarded to students at the completion of the high school experience.

1. **High School Diploma** - the document awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.
2. **High School Certificate** - the document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment, but who have earned 23 units.
3. **Special Education Diploma** - the document awarded to students with disabilities assigned to a special education program who have not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).

(f) **Significant Cognitive Disabilities** – students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

(g) **Unit** – one unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

(h) **Unit, Summer School** – one unit of credit awarded for a minimum of 120 clock hours of instruction.

(3) REQUIREMENTS.

(a) Local boards of education shall provide secondary school curriculum and instructional and support services that reflect the high school graduation and state assessment requirements and assist all students in developing their unique potential to function in society.

(b) Local boards of education shall require that

1. Students who enroll from another state meet the graduation requirements for the graduating class they enter and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.
2. Students who enroll in the ninth grade for the first time in the 2008-2009 school year and withdraw shall meet the graduation requirements specified in this rule and the assessment requirements specified in Rule 160-3-1-.07 Testing Programs - Student Assessment.

3. UNITS OF CREDIT.

(i) All state-supported high schools shall make available to all students the required areas of study.

ii) A course shall count only once for satisfying any unit of credit requirement for graduation. See the following chart.

(iii) **AREAS OF STUDY.**

	<u>Units Required</u>
(I) English/Language Arts*	<u>4</u>
(II) Mathematics*	<u>4</u>
(III) Science*	<u>4</u>
The 4 th science unit may be used to meet both the science and elective requirement	
(IV) Social Studies*	<u>3</u>
(V) CTAE and/or	

Modern Language/Latin and/or Fine Arts	<u>3</u>
(VI) (Health and Physical Education)*	<u>1</u>
(VII) Electives	<u>4</u>
TOTAL UNITS (MINIMUM)	<u>23</u>
*Required Courses and/or Core Courses	

4. COURSE CREDIT.

(i) Unit credit shall be awarded only for courses that include concepts and skills based on the Georgia Performance Standards (GPS) for grades 9-12 or those approved by the State Board of Education. Unit credit may be awarded for courses offered in the middle grades that meet 9-12 GPS requirements. The Individualized Education Program (IEP) shall specify whether core courses taken as part of an IEP shall receive core unit credit.

(ii) No course credit may be awarded for courses in which instruction is based on the GPS for grades K-8.

(iii) Completion of diploma requirements does not necessarily qualify students for the HOPE Scholarship Program.

5. AREAS OF STUDY.

(i) Courses that shall earn unit credit are listed in Rule 160-4-2-.03 List of State-funded K-8 Subjects and 9-12 Courses.

(ii) Any student may select any course listed in the course listing rule. The one exception to this provision is where the letter "r" appears with course names. These courses are required. They **must** be successfully completed and cannot be substituted with any other course. Any course identified as "c" is a core course and may be selected to count as one of the core unit requirements. A course identified as "e" is an elective course that may be selected beyond the core requirements to fulfill the unit requirements. 160-4-2-.48 (Continued)

(I) **English Language Arts:** Four units of credit in English language arts shall be required of all students. A full unit of credit in American Literature/Composition and a full unit of credit in Ninth-Grade Literature and Composition shall be required. All courses that may satisfy the remaining units of credit are identified with a "c." The Writing, Conventions, and Listening, Speaking, and Viewing strands of the Georgia Performance Standards shall be taught in sequence in grades 9-12. Literature modules may be taught in any sequence in grades 10-12.

(II.) **Mathematics:** Four units of credit in mathematics shall be required of all students, including Mathematics 1 or its equivalent, Mathematics 2 or its equivalent, and Mathematics 3 or its equivalent. Additional units needed to complete four credits in mathematics must be chosen from the list of GPS/AP/IB designated courses. I. Students with disabilities who take and pass Mathematics 1 in conjunction with a mathematics support class and Mathematics 2 in conjunction with a mathematics support class upon

determination through the Individualized Education Plan process may meet diploma requirements by completing Mathematics 3 or its equivalent for a total of 3 math credits. Completion of 3 units of math may not meet mathematics admission requirements for entrance into a University System of Georgia institution or other post-secondary institution without additional coursework.

(III) **Science:** Four units of credit in science shall be required of all students, including one full unit of Biology; one unit of either Physical Science or Physics; one unit of either Chemistry, Earth Systems, Environmental Science or an AP/IB course; and one additional science unit. The fourth science unit may be used to meet both the science and elective requirements. Any AP/IB science course may be substituted for the appropriate courses listed above.

(IV) **Social Sciences:** Three units of credit shall be required in social studies. One unit of credit shall be required in United States History. One unit of credit shall be required in World History. One-half unit of American Government/Civics shall be required. One-half unit of Economics shall be required.

(V) **CTAE/Modern Language/Latin/Fine Arts:** A total of three units of credit shall be required from the following areas: CTAE and/or Modern Language/Latin and/or Fine Arts. Students are encouraged to select courses in a focused area of interest.

I. **Career, Technical and Agricultural Education (CTAE) Pathways:** Students may earn three units of credit in a coherent sequence of CTAE courses through a self-selected pathway leading to college readiness and a career readiness certificate endorsed by related industries.

II. **Modern Language/Latin:** All students are encouraged to earn two units of credit in the same modern language/Latin. Students planning to enter or transfer into a University System of Georgia institution or other post-secondary institution must take two units of the same modern language/Latin. Georgia Department of Technical and Adult Education (DTAE) institutions (Technical College System of Georgia) do not require modern language/Latin for admissions.

A. Students whose native language is not English may be considered to have met the foreign language expectation by exercising the credit in lieu of enrollment option if they are proficient in their native language. A formal examination is not necessary if other evidence of proficiency is available.

B. American Sign Language may be taken to fulfill the modern language requirements.

III. **Fine Arts:** Electives may be selected from courses in fine arts.

(VI) **Health and Physical Education:** One unit of credit in health and physical education is required. Students shall combine one-half or one-third units of credit of Health (17.011),

Health and Personal Fitness (36.051), or Advanced Personal Fitness (36.061) to satisfy this requirement. Three (3) units of credit in JROTC (Junior Reserve Officer Training Corps) may be used to satisfy this requirement under the following conditions: 1) JROTC courses must include Comprehensive Health and Physical Education Rule requirements in rule 160-4-2-.12 and 2) the local Board of Education must approve the use of ROTC courses to satisfy the one required unit in health and physical education.

6. REQUIRED PROCEDURES FOR AWARDING UNITS OF CREDIT.

(i) A unit of credit for graduation shall be awarded to students only for successful completion of state-approved courses of study based on a minimum of 150 clock-hours of instruction provided during the regular school year, 135 clock-hours of instruction in an approved block schedule during the regular school year, or a minimum of 120 clock-hours of instruction in summer school.

7. STUDENTS WITH SIGNIFICANT COGNITIVE DISABILITIES.

(i) Students with significant cognitive disabilities may graduate and receive a regular high school diploma when the student's IEP team determines that the student has:

(I) completed an integrated curriculum based on the GPS that includes instruction in Mathematics, English/Language Arts, Science and Social Studies as well as career preparation, self determination, independent living and personal care to equal a minimum of 23 units of instruction, and

(II) participated in the GAA during middle school and high school and earned a proficient score on the high school GAA test, and

(III) reached the 22nd birthday OR has transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system.

8. LOCAL AUTHORITIES AND RESPONSIBILITIES.

(i) Local boards of education shall provide instructional, support and delivery services. These services shall include, but are not limited to, the following.

(I) A continuous guidance component beginning with the eighth grade. The purposes of the guidance component are to familiarize students with graduation requirements, to help them identify the likely impact of individual career objectives on the program of studies they plan to follow and to provide annual advisement sessions to report progress and offer alternatives in meeting graduation requirements and career objectives.

(II) Record keeping and reporting services that document student progress toward graduation and include information for the school, parents and students.

(III) Diagnostic and continuous evaluation services that measure individual student progress in meeting competency expectations for graduation.

(IV) Instructional programs, curriculum and course guides and remedial opportunities to assist each student in meeting graduation requirements.

(V) Appropriate curriculum and assessment procedures for students who have been identified as having disabilities that prevent them from meeting the prescribed competency performance requirements.

(4) This rule shall become effective on July 1, 2008.

Authority O. C. G. A. § 20-2-131; 20-2-140; 20-2-142; 20-2-150(a); 20-2-151(a), (b); 20-2-154(a); 20-2-160; 20-2-161.1; 20-2-161.2; 20-2-281(a), (c).

Adopted: September 13, 2007

Effective: July 1, 2008 Georgia

Georgia High School Graduation Requirements

Graduation Rule Definitions

Career, Technical and Agricultural Education (CTAE) Pathways – Three elective units in a coherent sequence that includes rigorous content aligned with industry-related standards leading to college and work readiness in a focused area of student interest.

Core Courses – courses identified as “c” or “r” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses.

- IDA(2) Rule 160-4-2-.03 *List of State-Funded K-8 Subjects and 9-12 Courses* can be accessed on the Georgia Department of Education web site at www.doe.k12.ga.us. Click on “State Board” at the top of the home page and select “Rules” in the drop-down menu. When the page opens, scroll down to IDA(2) and click to open the document.

Credit Recovery – Credit recovery is an opportunity for a student to retake a course that he/she previously was not academically successful in earning credit towards graduation. Credit recovery options allow students that have completed seat time and calendar requirements to earn credit based on competency of the content standards. Credit recovery is NOT an individual contract between students and teachers to retake individual content items or strands of a course in which a student has not achieved mastery. Credit Recovery courses are complete courses containing all GPS content on which the student will demonstrate mastery before receiving a new grade. In general, credit recovery programs are intended for students who have been previously unsuccessful in a specific academic course and need additional review of the academic material in order to earn credit for the course.

Dual Enrollment – Articulation for secondary work that has been aligned with the technical college course standards (student must meet the technical college criteria to receive the credit). Dual Enrollment/Accel allows students the opportunity to take postsecondary courses that lead to a degree program in the academic core only. Dual Enrollment/HOPE allows students the opportunity to take postsecondary courses that lead to a diploma or technical certificate only.

Elective Courses – any courses identified as “e” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses that a student may select beyond the core requirements to fulfill the unit requirements for graduation.

Georgia Virtual School Program – the program authorized to provide online learning courses to eligible students in the State of Georgia

Required courses – specific courses identified as “r” in Rule 160-4-2-.03 List of State-Funded K-8 Subjects and 9-12 Courses that each student in a program of study shall pass to graduate from high school.

Secondary School Credential – a document awarded to students at the completion of the high school experience.

- **High School Diploma** – the document awarded to students certifying that they have satisfied attendance requirements, unit requirements and the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment.
- **High School Certificate** – the document awarded to pupils who do not complete all of the criteria for a diploma or who have not passed the state assessment requirements as referenced in Rule 160-3-1-.07 Testing Programs – Student Assessment, but who have earned 23 units and meet all local board requirements.
- **Special Education Diploma** – the document awarded to students with disabilities assigned to a special education program and who has not met the state assessment requirements referenced in Rule 160-3-1-.07 Testing Programs - Student Assessment or who have not completed all of the requirements for a high school diploma but who have nevertheless completed their Individualized Education Programs (IEP).

Significant Cognitive Disabilities – students with significant intellectual disabilities or intellectual disabilities concurrent with motor, sensory or emotional/behavioral disabilities who require substantial adaptations and support to access the general curriculum and require additional instruction focused on relevant life skills and participate in the Georgia Alternate Assessment (GAA).

Unit – one unit of credit awarded for a minimum of 150 clock hours of instruction or 135 hours of instruction in an approved block schedule.

Unit, Summer School – one unit of credit awarded for a minimum of 120 clock hours of instruction.

Graduation Requirements

Students with Disabilities

Most students with disabilities, when provided with special education support and accommodations, are able to meet all high school graduation requirements and earn the diploma just as students without disabilities. However, the high school graduation rule recognizes that a small number of students with disabilities will need special considerations while maintaining rigor as they work toward the high school diploma. The high school rule provides the structure for meeting the requirements of the high school diploma and also sets out the requirements for the special education diploma. It is very important that students and their families have a clear understanding of the different exit credentials, the requirements for each and the post-secondary options available to them with each secondary credential.

A high school diploma is usually required for post-secondary education such as colleges, universities and most technical colleges in Georgia. Many employment opportunities, as well as the military, also require a high school diploma.

While the special education diploma is accepted for access to post-secondary supports through other state agencies (such as the Georgia Department of Labor including Vocational Rehabilitation or the Department of Human Resources, Division for Mental Health, Developmental Disabilities and Addictive Diseases) and entry level employment, it may limit opportunities for advancement. Based on desired post-secondary outcomes, students and their families should be encouraged to work toward the high school diploma in most circumstances. Since not all students may be able to complete all the requirements for a high school diploma within the traditional four year time frame, it is important that they receive accurate and clear information regarding the new graduation rule from both IEP teams and school counselors.

Students and their families should be informed that they are eligible for services until they either graduate with a high school diploma or reach their 22nd birthday. This time allows students the opportunity to continue to work toward the high school diploma. Regardless of secondary school credential earned by a student, in most circumstances the transcript will be reviewed in order to support eligibility and qualifications for entry into a postsecondary educational program, the military or employment.

The role of the IEP including the Transition Plan

The IEP team, which includes the parent and the student, plays a critical role in identifying desired post-secondary outcomes and then defining the course of study and supports the student will need to reach those outcomes. Students are required to have a transition plan as part of their IEP prior to entry to 9th grade or age 16, whichever comes first. This plan should be the “guide to graduation” and should clearly begin to delineate the path and the supports necessary to assist the student to achieve graduation.

The identification of what the student wants to do once he/she graduates from high school is critical to the choice of course of study. For example, to attend a college/university, the student will need two units of credit in a foreign language even though foreign language is an elective and not required for the high school diploma. Careful consideration must be given to the desired post-secondary outcomes and what the requirements are to achieve those outcomes.

Parents and students must have a clear understanding of the requirements to achieve a high school diploma so that the IEP team can plan with the student how she or he will meet those requirements. Some students may need to consider that earning a high school diploma will take longer than four years. Students may need to take support classes, plan a schedule so that the courses are balanced and extremely challenging coursework is not taken all at one time. The team along with the student and his or her parents must determine what credential is desired and what likely path they will take.

Many students resist the idea of staying in high school more than four years even if it means achieving a high school diploma. Some school systems allow students to participate in commencement exercises with their peers after four years of high school, based on achieving a special education diploma (or a certificate) even though they plan to continue receiving some educational services until their 22nd birthday or they earn the high school diploma. Transition planning should proactively discuss various options with the families and the student.

Systems should be aware of the importance of not entering an exit code in the Student Information System if the student with a disability is accepting a special education diploma for the purposes of participating in graduation exercises, but will be returning to continue work on the high school diploma. These students should not be reported as or considered exiting until such time as they leave the school system with the final credential. This is important for the accurate determination of Adequate Yearly Progress.

Students who are working toward the high school diploma and participate in the Georgia Alternate Assessment (GAA) will usually stay in school completing their course of study beyond the four years considered traditional. In fact, they may stay until their 22nd birthday. The IEP team will have a course of study planned to prepare the student to maximize independent living and employment as well as participation in the community.

Mathematics Requirement and Students with Disabilities

The IEP team should anticipate that every entering freshman will earn the four units of mathematics specified in the graduation rule and design the student's program toward this goal. There are students with disabilities who do not need special education support in mathematics and those for whom the co-taught or collaborative environment will provide appropriate support to accrue four units of mathematics.

There are also some students whose IEP team will acknowledge that mathematics is particularly difficult for the student. Prior to entry into high school, the IEP team will examine the CRCT scores from middle school and the level of support needed in middle school to achieve success in mathematics classes, and determine what levels of support will be needed.

In the case of students with disabilities who have consistently struggled in mathematics even with good instruction along with special education support, the IEP team will recommend the student take mathematics support classes as well as the regular mathematics class to meet the requirements of Mathematics I and II. These support classes will provide review, practice and preview that will enable students to master the Mathematics standards. The math support classes should be taught by a certified mathematics teacher, preferably one with experience in differentiating instruction to meet the needs of struggling students. The math support teachers should work closely with the teacher(s) in the regular academic math class to align content, instruction, and assessment. More information on the math support class can be found in Section 6: Math Support Class Guidance of this document.

The graduation rule allows students with disabilities to graduate with a high school diploma after accumulating three mathematics credits (instead of 4) *if* they have taken Mathematics I with a support class (two units of credit, one core and 1 elective) and Mathematics II with a support class (another 2 units of credit, 1 core and 1 elective) and then either Mathematics III or its equivalent. It is anticipated that the core mathematics units will most likely be in a co-taught or collaborative setting and that the support class will also provide co-taught or collaborative support. The IEP team must be sure that all students are held to high expectations, even when reducing the mathematics requirements to earn the high school diploma.

Students who require this much support in mathematics may take more than four years to complete the requirements for graduation. Students who attend schools on a block schedule have more opportunity to meet their unit requirements within a four year time period when they need to take their mathematics units along with mathematics support classes.

Students who elect to meet their mathematics requirement as outlined above must also meet the testing/assessment requirements as set out in the Testing rule. In high school, they must participate in and pass the Georgia High School Graduation Tests in five content areas: Writing, Language Arts, Science, Mathematics and Social Studies. The majority of students will meet the testing requirements just as students without disabilities do. Based on recent federal guidance related to testing, some students will have the availability of participating in an assessment based on modified academic achievement standards as a way to meet this requirement.

Those students who decide with their IEP team, to limit their Math coursework to Mathematics III or its equivalent as the most advanced mathematics course, will have had the opportunity to learn the skills and be exposed to the standards that are essential to passing the GHSGT in Mathematics. Although passing Mathematics III or its equivalent will not ensure a passing score, it should not hinder a student's ability to do so.

Other requirements and electives

Support classes or services may also be needed for other content areas, whether electives or required courses to assist students to meet the high school diploma requirements. Supports may be individualized or may be other classes or resources available to all students. The IEP team will assist in the determination of needed support.

Some supports will be in the form of actual classes; other students may need less structured situations, such as before or after school tutoring or preview sessions. Still others will need instruction in utilizing good learning/studying strategies to enhance content mastery. The IEP team should utilize progress monitoring data to drive the decision-making process regarding necessary supports for a student with a disability. As stated earlier, the need for support classes may extend the time it takes a student with a disability (or any student) to obtain all credits needed or desired for the high school diploma. Students with disabilities should also be encouraged to consider at least a three course sequence related to career development. Focus should be based on the student's preferences and interests, and coursework intended to develop additional skills in these areas should be strongly suggested. IEP teams for students, including those who elect to limit their mathematics to Mathematics III or its equivalent as the most advanced course, should carefully review the student's transition plan to be sure that there is a cohesive path selected for the student that will provide the necessary skills for the desired post-secondary outcome. Since selecting some options (such as the Mathematics III or a special education diploma) will limit some postsecondary opportunities, additional emphasis on developing career-related skills is critical. In addition to the suggested three-course career pathway sequence, the team may wish to explore the desirability of additional career-related experience while in high school such as Community-Based Vocational Instruction, apprenticeships and other experience based coursework. Additional information regarding Career, Technical and Agricultural Education (CTAE) options and career development opportunities available in high school may be found in this document in Part 14.

Even though many students would like to complete all the requirements within the traditional four year period, specific transition planning should address the requirements for the high school diploma and the possibility that additional time (or summer coursework) may be necessary to prepare students to meet the requirements to be college and work ready. Even if students do not plan to seek post-secondary education, it is important that high school provide them with the skills to meet the increased demands of the workplace and the community.

Students must meet the testing requirements of the state testing rule. Those who are working toward the high school diploma must participate in and pass all sections of the high school graduation tests. The State is exploring options for an alternate assessment based on modified academic achievement standards. These are the students who are capable of mastering the grade level content, but have unique assessment needs in order to show they know and are able to do. This alternate assessment based on modified academic achievement standards should be available by the time students for whom this rule applies (the students who are in the 8th grade during the 2007-2008 school year) reach 11th grade. Additional information regarding state testing can be found at www.gadoe.org/ci.

Students with the Most Significant Cognitive Disabilities

The provision for students with the most significant cognitive disabilities provides a diploma path for a very small number of students with disabilities. They are those students who access the Georgia Performance Standards at an entry or prerequisite level and for whom that access is often provided through augmented communication, assistive technology and significant personnel supports. In all but the most unusual circumstances, the presence of the cognitive, motor and sensory disabilities is known at the time the student enters school.

Students with significant cognitive disabilities who participate in the GAA no later than the 8th grade may follow a rigorous course of study that can lead to a high school diploma. This course of study is only for those with significant cognitive disabilities and they must be participating in the GAA by 8th grade. These students will participate in an integrated curriculum to earn 23 units (minimum). The units earned will align with and provide these students access to the content in language arts, mathematics, science and social studies that all children study. Students will also have IEP goals that include self-determination, independent living and other skills needed to maximize independence. GaDOE is identifying courses that will align with the standards and meet the requirements for the high school diploma.

In addition, students must meet the testing requirements by being proficient on the GAA. Students will have multiple opportunities to participate in the GAA beginning in 11th grade and retake following years as necessary. Since students will remain in school until they are 22, there is plenty of time for retakes. The state will assume the cost of the scoring, just as it does for the GHSGTs and the GHSWT. The Divisions for Special Education Services and Supports will work with Testing on the specifics.

The students on this course of study will have transition goals identified that will include outcome goals that may require the support of other public or private agencies once the students are no longer in high school. Systems will work with the family and the various businesses, agencies and other organizations to transition the student to the desired outcome and support agency by the 22nd birthday or earlier, as appropriate. Students must either remain in school until their 22nd birthday or transition with the desired supports in place prior to age 22 as well as meet the other requirements to earn the high school diploma.

Additional information regarding transition planning and available resources can be found at www.gadoe.org/ci exceptional students.

Special Education Diploma

The special education diploma is an option for students with disabilities. However, IEP teams should be very cautious when selecting this option. The student and parent who select this option prior to the student reaching the 22nd birthday should be offered an IEP that offers a program specifically planned to provide the instruction and support to allow the student to meet requirements for the regular high school diploma, even if the student plans to receive a special education diploma that will allow him or her to participate in graduation ceremonies at the end of four years. Furthermore, the student and parent should be made aware that the special education diploma, in most circumstances, does not meet requirements for many types of employment, entry into the military, or admission to post-secondary educational institutions.

The special education diploma does not meet the federal criteria to be counted as a high school diploma when calculating the graduation rate for AYP. Only those high school diplomas which are tied to a rigorous curriculum meet the requirements for inclusion in the graduation rate for AYP. The special education diploma, the high school certificate as well as students who drop out are not counted as receiving a high school diploma when calculating graduation rate.

There are some students with disabilities who will earn all necessary units of credit for the high school diploma, but are unable to pass the GHSGTs and/or the GHSWT, but yet are not appropriate for the GAA. Federal Regulations, released in April, 2007, gave states the option of developing an alternate assessment based upon modified achievement standards for use with students with disabilities (up to 2% of the population of a grade level) who, even with appropriate instruction in grade-level standards, and with special education and related services, would not meet the grade-level expectations within the time covered by the student's current Individualized Education Program (IEP). Student participation in this assessment, as with the others in the state-wide assessment program, would be determined by the student's IEP team, based upon certain criteria. Federal Regulations also state that participation in the alternate assessment based upon modified achievement standards may not preclude a student from pursuing a high school diploma. Georgia is currently studying this option for assessing students with disabilities.

Section 16.7 Frequently Asked Questions

Why must students with the most significant cognitive disabilities be assessed using the GAA during middle school, as well as Grade 11 in high school? Why can't this decision be made later?

The provision for students with the most significant cognitive disabilities was intended to provide a high school diploma path for a very small portion of the students with disabilities. They are those students who access the Georgia Performance Standards at an entry or prerequisite level and for whom that access is often provided through augmented communication, assistive technology and significant personnel supports. In all but the most unusual circumstances, the presence of the cognitive, motor and sensory disabilities is known at the time the student enters school. Leaving the option open until middle school, was intended to provide a wide opportunity so that ONLY appropriate students are included.

What allowances will be made for arranging re-takes of the GAA if the student is not proficient in all areas during the first administration in 11th grade?

Students will be able to participate in re-administrations of the GAA. The state will assume the cost of the scoring, just as it does for the GHSGTs and the GHSWT. The Divisions for Special Education Services and Supports will work with Testing on the specifics.

Is the special education diploma still an option? The special education diploma is still part of the graduation rule as an option for students with disabilities. However, IEP teams should very cautious when selecting this option. The student and parent who select this option prior to the student reaching the 22nd birthday should be offered an IEP that offers a program specifically planned to provide the instruction and support to allow the student to meet requirements for the high school diploma, even if the student plans to accept a special education diploma that will allow him or her to participate in graduation ceremonies at the end of four years. Furthermore, the student and parent should be made aware that the special education diploma, in most circumstances, does not meet requirements for many types of employment, entry into the military, or admission to post-secondary educational institutions.

Can the special education diploma be counted for AYP? The special education diploma does not meet the federal criteria to be counted as a high school diploma when calculating the graduation rate for AYP. Only those high school diplomas which are tied to a rigorous curriculum meet the requirements for graduation rate. The special education diploma, the high school certificate as well as students who drop out are not counted as receiving a high school diploma when calculating graduation rate.

Won't the students who take longer than the traditional four years to graduate count against our AYP calculation?

By the time the students impacted by this rule are completing four years of high school; Georgia will have revised the process for calculating graduation rate. NCLB allows for students to count positively toward graduation when they complete high school in the standard number of years. Georgia is exploring various ways to define the standard number of years. However, systems should be aware that the special education diploma

does not count toward AYP under the current graduation rule, nor will it count toward AYP under the new graduation rule.

Some school systems allow students to participate in graduation ceremonies with their peers after four years of high school based on achieving a special education diploma even though they plan to continue some educational services. If these students are not reported as EXITED at the time they receive a special education diploma, they will not be included in the calculation until such time as they do actually exit with the high school diploma.

What options will there be for special education students who can pass all the general education courses, but can't pass the GHSGT because they have unique assessment needs to demonstrate what they know and are able to do?

Federal Regulations, released in April, 2007, gave states the option of developing an alternate assessment based upon modified achievement standards for use with students with disabilities (up to 2% of the population of a grade level) who, even with appropriate instruction in grade-level standards, and with special education and related services, would not meet the grade-level expectations within the time covered by the student's current Individualized Education Program (IEP). Student participation in this assessment, as with the others in the state-wide assessment program, would be determined by the student's IEP team, based upon certain criteria. Federal Regulations also state that participation in the alternate assessment based upon modified achievement standards may not preclude a student from pursuing a high school diploma. Georgia is currently studying this option for assessing students with disabilities.

Please explain the provision for the mathematics requirement and students with disabilities in more detail. What are the specifics of the core course and the support class?

The graduation rule allows for students with disabilities to graduate with a high school diploma after accumulating three mathematics credits (instead of 4) if they have taken Mathematics I with a support class (two units of credit, one core and 1 elective) and Mathematics II with a support class (another 2 units of credit, 1 core and 1 elective) and then either Mathematics III or another mathematics unit. It is anticipated that the core mathematics units will most likely be in a co-taught or collaborative setting and that the support class will also provide co-taught or collaborative support.

However, there will certainly be students with disabilities who do not need special education support in mathematics as well as those for whom the co-taught or collaborative environment without the need for the support class will be more appropriate. These students will need four units of math to graduate.

Why is there not a provision for a support class in all subject areas?

Support classes can and should be offered in any subject area in which a student with a disability has a need. The only requirement in the new graduation rule is that a student MUST take the support class for Mathematics I and Mathematics II if he/she plans to utilize the three units of mathematics option under the rule.

What provisions are there for the students who entered the 9th grade during the 2007-2008 school years? Isn't it unfair that their IEP teams didn't have the option of determining they were best assessed by the GAA?

The new graduation rule goes into effect with entering freshman in the fall of 2008. This is the same for students with and without disabilities. In most cases, students who are eligible for the high school diploma because they are students with the most significant cognitive disabilities have been assessed by the GAA since entering school. Since students eligible for the high school diploma as a student with the most significant cognitive disabilities must have been assessed using the GAA for 6th, 7th and 8th grades; this is not a “decision” that would be made in preparation for entering high school.

Students who have been assessed through participation in the CRCT may be more appropriate for the modified alternate assessment that is in the process of being developed, but it is highly unlikely that those students truly would be appropriate for the GAA.

Isn't it unfair that students will have to take so many support classes to be sure they pass mathematics? Isn't this limiting their high school experience?

The need for support classes may extend the time it takes a student with a disability (or any student) to obtain all credits needed or desired for the high school diploma. Although many students would like to complete all the requirements within the traditional four year period, specific transition planning should now be better able to address the requirements for the high school diploma and the possibility that additional time (or summer coursework) may be necessary to prepare students to meet the requirements to be college and work ready. Even if students do not plan to seek to post-secondary education, it is important that high school provide them with the skills to meet the increased demands of the workplace.

SUMMARY OF PERFORMANCE (SOP)

Instructions

Purpose: The Summary of Performance (SOP) is required under the reauthorization of the Individuals with Disabilities Education Improvement Act of 2004 (IDEA). IDEA [Section 614(c)(5)(B)(ii)] requires the following: “For a child whose eligibility under special education terminates due to graduation with a regular diploma, or due to exceeding the age of eligibility, the local education agency shall provide the child with a summary of the child’s academic achievement and functional performance, which shall include recommendations on how to assist the child in meeting the child’s postsecondary goals.” The SOP, with the accompanying documentation, is critical as a student transitions from high school to higher education, post-secondary training and/or employment. This information is necessary to establish a student’s eligibility for reasonable accommodations and supports in *postsecondary* settings under Section 504 of the Rehabilitation Act and the Americans with Disabilities Act.

The SOP is most useful when coordinated with the Georgia Performance Standards, Georgia graduation requirements, course of study and the IEP/transition plan. It must be completed during the final year of a student’s high school education. The timing for completion of the SOP may vary depending on the student’s desired postsecondary goals. For example, if a student is transitioning to higher education, the SOP, with additional documentation, may be needed as the student applies to a college or university. Likewise, this information may be needed prior to graduation as a student applies for services from agencies identified in the transition plan. For other students, it may be appropriate to wait until the spring of a student’s last year in school to finalize the information on the performance of the student.

When developing the SOP, the student should actively participate. Other IEP team members, family members or other community agencies involved in this student’s transition planning process should also provide input. The SOP becomes the student’s resume as he or she transitions to postsecondary settings.

Part 1: **Student Information** – Complete this section as specified. Please note this section you are requested to provide copies of the most recent formal and informal assessment reports that document the student’s disability and provides information to assist in post-high school planning.

Part 2: **Student’s Postsecondary Goals** – These goals should indicate the post-school environment or environments in which the student intends to transition upon completion of his/her high school education. These goals should address education, employment, independent living and community access, as appropriate for the student.

Part 3: **Present Levels of Performance Summary** – This section includes two critical areas of student performance: Academic and Functional Levels of Performance. Next to each academic or functional area, please complete the student’s present level of performance, the accommodations used and the rationale for why those accommodations are necessary. When listing

accommodations include any accommodation, modification, assistive technology or other supports used to assist the student in achieving success in this area. Include specific details about each accommodation, such as 30 minutes extra time instead of simply extra time. In the rationale section, provide the explanation of how the student’s disability impacted his or her performance such that the listed accommodations were necessary for success.

An *Accommodation* is defined as a support or service that is provided to help a student fully access the general education curriculum or subject matter. An accommodation *does not change the content* of what is being taught or the expectation that the student meet a performance standard applied for all students. A *Modification* is defined as a change to the general education curriculum, which changes the standards or expectations for students. *Assistive Technology* is defined as any device that helps a student with a disability function in a given environment, and includes “low tech” or “high-tech” options.

- Part 4: Recommendations to Assist the Student in Meeting Post Secondary Goals** – This section should present suggestions for accommodations, adaptive devices, assistive devices, assistive services, compensatory strategies, modifications, or general areas of need that a student will require to be successful in a post-high school environment, including higher education, training, employment, independent living and/or community participation.
- Part 5: Student Perspective** - The student provides information for the development of this SOP. The student’s contribution can help (a) secondary professionals complete the summary, (b) the student to better understand the impact of his/her disability on academic and functional performance in the postsecondary setting, and (c) postsecondary personnel to more clearly understand the impact of the disability on this student. This section may be filled out independently by the student or completed with the student through an interview.
- Part 6: Postsecondary Community Agency Contacts, Team Members, and Supports** - The Transition Team should provide all the necessary contact information to help the student as he or she transitions to postsecondary settings.

This template is an adaptation of a template developed by the National Transition Documentation Summit © 2005 based on the work of Stan Shaw, Carol Kochhar-Bryant, Margo Izzo, Ken Benedict, and David Parker. **Note on this revision:** This template reflects the contributions and suggestions of numerous stakeholders in professional organizations, state agencies, school districts and universities.

Summary of Performance

Part 1: Student Information

Student Name: _____ Date of Birth: _____ Year of Graduation: _____
 Address: _____ Telephone Number: _____ Primary Language: _____
 Current School: _____ Date of Most Recent IEP: _____ Area of Disability: _____
 Course of Study: _____
 Date of Eligibility determination/redetermination _____ Date of Last Psychological Evaluation: _____
 (Attach Psychological evaluation)

Please check off and include a copy of the assessment reports that identify the student’s disability that will assist in postsecondary planning:

- | | | | |
|---|---|--|---|
| <input type="checkbox"/> Psychological Report | <input type="checkbox"/> Response to Intervention | <input type="checkbox"/> Medical/Physical | <input type="checkbox"/> Reading Assessment |
| <input type="checkbox"/> GHSGT Results | <input type="checkbox"/> EOCT Results | <input type="checkbox"/> Adaptive Behavior | <input type="checkbox"/> Behavioral Analysis |
| <input type="checkbox"/> CBVI Resume | <input type="checkbox"/> Transcripts | <input type="checkbox"/> Career Assessment | <input type="checkbox"/> Assistive Technology |
| <input type="checkbox"/> Transition Checklist | <input type="checkbox"/> Self Determination | <input type="checkbox"/> OT/PT Plan | <input type="checkbox"/> IEP/Transition Plan |
| <input type="checkbox"/> Other: _____ | | | |

Part 2: Student’s Desired Postsecondary Goals (Consideration should be given to education, employment, independent living and community access)

1. _____
2. _____
3. _____

Part 3: Present Levels of Performance Summary

ACADEMIC AREAS	PRESENT LEVEL OF PERFORMANCE (Strengths, Needs)	DATE	ACCOMMODATIONS (Include accommodations, modifications and assistive technology or other supports used in high school)	ACCOMMODATIONS RATIONALE (Explanation of impact of disability and the need for listed accommodations)
Reading (Basic Reading, Decoding, Comprehension, Reading Speed)				
Math (Calculation, Reasoning, Speed)				

ACADEMIC AREAS	PRESENT LEVEL OF PERFORMANCE (Strengths, Needs)	DATE	ACCOMMODATIONS (Include accommodations, modifications and assistive technology or other supports used in high school)	ACCOMMODATIONS RATIONALE (Explanation of impact of disability and the need for listed accommodations)
Written Language (Written Expression, Skills in Composition , Speed)				
Learning Skills (Class participation, Note taking, Keyboarding, Organization, Test taking, Study skills)				
FUNCTIONAL AREAS				
Social Skills and Behavior (Interactions with teachers/peers, Level of initiation in asking for assistance, Confidence and Persistence as a learner)				
Communication (Oral expression, Listening Comprehension, Pragmatics)				
Independent Living Skills (Self-care, Leisure skills, Banking)				
Environmental Access (Assistive Tech, Mobility, Transportation)				
Self Determination/Self Advocacy Skills (Ability to explain disability and ask for assistance)				
Career/Vocational (Career Interests, Job training)				
Medical/Family Concerns				

ACADEMIC AREAS	PRESENT LEVEL OF PERFORMANCE (Strengths, Needs)	DATE	ACCOMMODATIONS (Include accommodations, modifications and assistive technology or other supports used in high school)	ACCOMMODATIONS RATIONALE (Explanation of impact of disability and the need for listed accommodations)

Part 4: Recommendations to Assist Student in Meeting Postsecondary Outcomes

What are the recommended accommodations, modifications, assistive technology, or general areas of need? If none are needed, must explain why not.

Higher Education or Career Technical Education:	
Employment:	
Independent Living:	
Community Participation:	

Part 5: Student Perspective

A. How does your disability affect your schoolwork and school activities? (Think about grades, relationships, assignments, tests, communication, extra-curricular activities.)

B. In the past, what supports have been tried by teachers to assist you in being successful in school?

C. Which of these accommodations and supports worked best for you? Why did they work?

D. What strengths should others know about you as you begin college or work?

E. What has been most difficult for you in school?

Part 6: Post-Secondary Community Agency Contacts, Team Members and Supports

(Contact Information for adult services for daily living skills, independent living, financial assistance, employment, transportation, etc.)

AGENCY Community or local resource the student is likely to contact	CONTACT PERSON Name and title of person student should contact	SERVICES PROVIDED Services the agency might provide after graduation	CONTACT INFORMATION Phone number, address, e-mail
High School Team			
Health and Family Services			
Employment Agency			
Independent Living Agency			
Institute of Higher Education			
Disability Services Provider			
Other (specify):			

Transition Service Plan

Purpose:

The purpose of a Transition Service Plan is to assist children with their IEP team and natural supports, build the skills and support they need to reach their post-school goals. The successful transition of children with disabilities from school to post school environments should be a priority of every IEP team. The purpose of the Individuals with Disabilities Act (1997) was “to ensure that all children with disabilities have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for employment and independent living,” (20 U.S.C. ~ 140 (d) (1) (A)).

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 Individual 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.” Transition should be completed at the beginning of the Individualized Education Program meeting of all children by eighth grade. It should drive all contents of Individualized Education Program. There should be a relationship between a child’s IEP goals and objective and Transition. This document should be based on the child’s present levels of performance. It should be “user friendly,” it should include input from school personnel, outside agency personnel, family, and above all the child.

Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition

Assessments – An assessment of the skills and interests related to education, employment, training, independent living skills (as appropriate) should be conducted in conjunction with the development of the transition components. The initial transition assessment may be prior to the eighth grade and could occur when a re-evaluation consideration is conducted. It should also be ongoing and fluid. Assessment tools that clearly describe a child’s strengths and weaknesses and document a child’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 child centered, continuous, and occurring in many places, involving a variety of people, have understandable data, and be sensitive to cultural diversity.

Desired Measurable Post Secondary Outcome/Completion Goals-These should be measurable post secondary outcome/completion goals of what the child wants to achieve *after* graduation. They should be “major life accomplishments” or “completion goals” These should be in the areas of Education/Training, Employment and Independent Living (as appropriate). These goals should be written in easy to understand language. These outcome/completion goals can change and become more refined as the child has more experience and gets closer to graduation. They should occur after the child graduates from school.

Measurable Transition IEP Goals - (based on age appropriate transition assessment) including transition activities and services appropriate to attain the Post Secondary Outcome/Completion Goals. This section should include measurable transition IEP goals that directly relate to the how, when, where, and what is needed to complete each postsecondary outcome/completion goal. They should be relevant to “how to get to” the desired post-secondary outcomes. They must be meaningful. This section is divided into Education/Training, Development of Employment, Community Participation, Adult Living Skills and Post School Options, Related Services and Daily Living Skills (as appropriate). There must be at least one measurable transition IEP goal for Education/Training and Employment. Measurable transition goals for Independent Living should be addressed as appropriate.

Transition Activities and Services – This section should address the transition activities and services that are needed to attain these measurable goals and should also be listed. Transition Activities and Services should be planned as the “what is needed to achieve these goals.” Many activities and services should be planned and implemented for each goal.

Persons and Agency Involved-This section should include who will help the child achieve the goals stated. There must be documentation that these persons were invited to the Transition IEP meeting and that the parents and student (if over 18) were notified of their possible attendance. (When needed, if participating agency does not attend, document other actions for agency linkages.)

Date of completion and Achieved Outcome-This should also be completed by date and what was achieved.

Transition Service Plan

Name:	Projected date of Graduation:	Date of Initial Transition Program Development: _____ Update: _____
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Preferences, Strengths, Interests and Course of Study based on Present Levels of Performance and Age Appropriate Transition Assessments (Areas for consideration include course of study, post-secondary education, vocational training, employment, continuing education, adult services and community participation)

Desired Measurable Post Secondary/Outcome Completion Goals (These goals are to be achieved *after* graduation and there must be a completion goal for Education/Training and Employment)

Education/Training-

Employment -

Independent Living (as appropriate)-

Based on age appropriate transition assessments, in the spaces below, include measurable Transition IEP Goals and Transition Activities/Services appropriate for the child's post-secondary preferences, strengths and needs. Note: There must be at least a measurable Transition IEP Goal to help the child reach each of the desired Measurable Post Secondary/Outcome Completion Goals.

Education/Training (Goals based on academics, functional academics, life centered competencies or career/technical or agricultural training needs and job training.)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

Development of Employment (Goals based on occupational awareness, employment related knowledge and skills and specific career pathway knowledge and skills.)			
Transition IEP Goal(s)	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
Community Participation (Goals based on knowledge and demonstration of skills needed to participate in the community (e.g., tax forms, voter registration, building permits, social interactions, consumer activities, accessing and using various transportation modes.))			
Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
Adult Living Skills & Post School Options (Goals based on skills for self-determination, interpersonal interactions, communication, health /fitness and the knowledge needed to successfully participate in Adult Lifestyles and other Post School Activities (e.g. skills needed to manage a household, maintain a budget and other responsibilities of an adult.))			
Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
Related Services (Goals based on Related Services that may be required now to help a child benefit from regular and special education and transition services (e.g., speech/language, occupational therapy, counseling, vocational rehabilitation training or the planning for related services that the individual may need access to as an adult.))			

Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome
Daily Living Skills (Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others.)			
Transition IEP Goals	Transition Activities/Services	Person/Agency Involved	Date of Completion/ Achieved Outcome

TRANSFER OF RIGHTS (Required by age 17): _____ was informed on _____ of his/her rights, if any, that will transfer at age 18.
 (Name) (Date)

RIGHTS WERE TRANSFERRED (Required by age 18): _____ was informed on _____ of his/her rights.
 (Name) (Date)

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 © (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 Services Program 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 IEP 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 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 on an as needed basis.

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 Area of Program of Study: (Technical College/College, University/Other) This 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 (if needed) 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 be a "one size fits all".

Tests Taken:

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 interrupted as instructional strategies and for data analysis can determine the successful graduation 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 their outcome 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 outcome

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 related to the how, when, where, and what is needed to complete each outcome goal. It should be relevant to “how to get to” the desired post-secondary outcome. (It must be noted that the first two outcome goal sections should be completed with at least one measurable goal that is based on a transition assessment with the last outcome goal being addressed on an as needed basis with an IEP goal if it is originally addressed.)

The previous sources may be of help to you as you consider the transitional needs of your student. While these sources are provided to assist you in your search, it is your responsibility to investigate them to determine their value and appropriateness for your situation and needs. These sources are provided as a sample of available resources and are for informational purposes only. **THE GEORGIA DEPARTMENT OF EDUCATION DOES NOT MONITOR, EVALUATE, OR ENDORSE THE CONTENT OR INFORMATION OF THESE RESOURCES. NONE OF THESE RESOURCES SHOULD BE CONSIDERED THE ADVICE OR GUIDANCE OF THE GEORGIA DEPARTMENT OF EDUCATION.**