

# College and Career Planning for Students with Disabilities



Dr. John D. Barge, State School Superintendent  
*"Making Education Work for All Georgians"*  
[www.gadoe.org](http://www.gadoe.org)

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# Your Career Pathway?



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# Learning Targets

As a result of this session, I can:

1. Explain counselor involvement in the transition process
2. Explain the GACollege411 and IGP requirements for **all** students with disabilities
3. Explain the alternate course sequence of mathematics for students with disabilities
4. State system obligation for services to a student with a disability beyond “senior” year.



# Program of Study....Individual Graduation Plan....Plan of Study.....Transition Plan

Perkins Act – **Program of Study** terminology  
BRIDGE Act – **Individual Graduation Plan** terminology

GaCollege411 website – **Plan of Study** terminology  
**IDEA 2004-Transition Plan**



# How are SWD involved in the process?

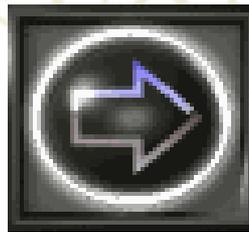
- Bridge Law specifies all
- Elementary, Middle and High School activities apply to **all** children
- Students on alternate assessment may need modified assignments, but requirements apply
- Career planning is especially important for these students!



# What is Post-secondary Transition?

It is....

- the movement from school to post school environments.



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# The IGP

- **All** students have an IGP
- The IGP should be in place prior to the Transition IEP Meeting.
- Based on the IGP, the IEP Team will develop the Transition Plan.
- The IGP will also determine the special education supports and services that will be needed in addition to the necessary coursework.
- This transition plan will serve as a guide to the development of the rest of the IEP.



# Help!!!

- What about students with disabilities on the alternate assessment?
- Assessments for GACollege411
- CCRPI
- Completing the IGP



# What's special about the transition plan?

- It must include measureable, post-secondary goals, based on the child's strengths, preferences and interests (this information is obtained through a variety of assessments)
- It must be a results-oriented process (base all actions and services on the post-secondary goals)



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# It Includes:

Education/Training

Employment

Living Arrangements

Community Involvement

Adult Living Skills



Transition requires support from multiple sources for the child and his/her family to make choices, develop connections, and access services.



# IGP and IEP Transition Goals

- IGP provides framework for determining many of the transition goals
- IGP should be reviewed during development of transition plans
- Transition goals should address the specially designed instruction necessary to achieve IGP
- Counselors possess key knowledge to inform the IEP team!



# Successful Transition Planning also includes:

- Self-determination and student choice
- Student involvement in the IEP process
- A variety of support services
- Appropriate secondary curriculum
- Family training and involvement



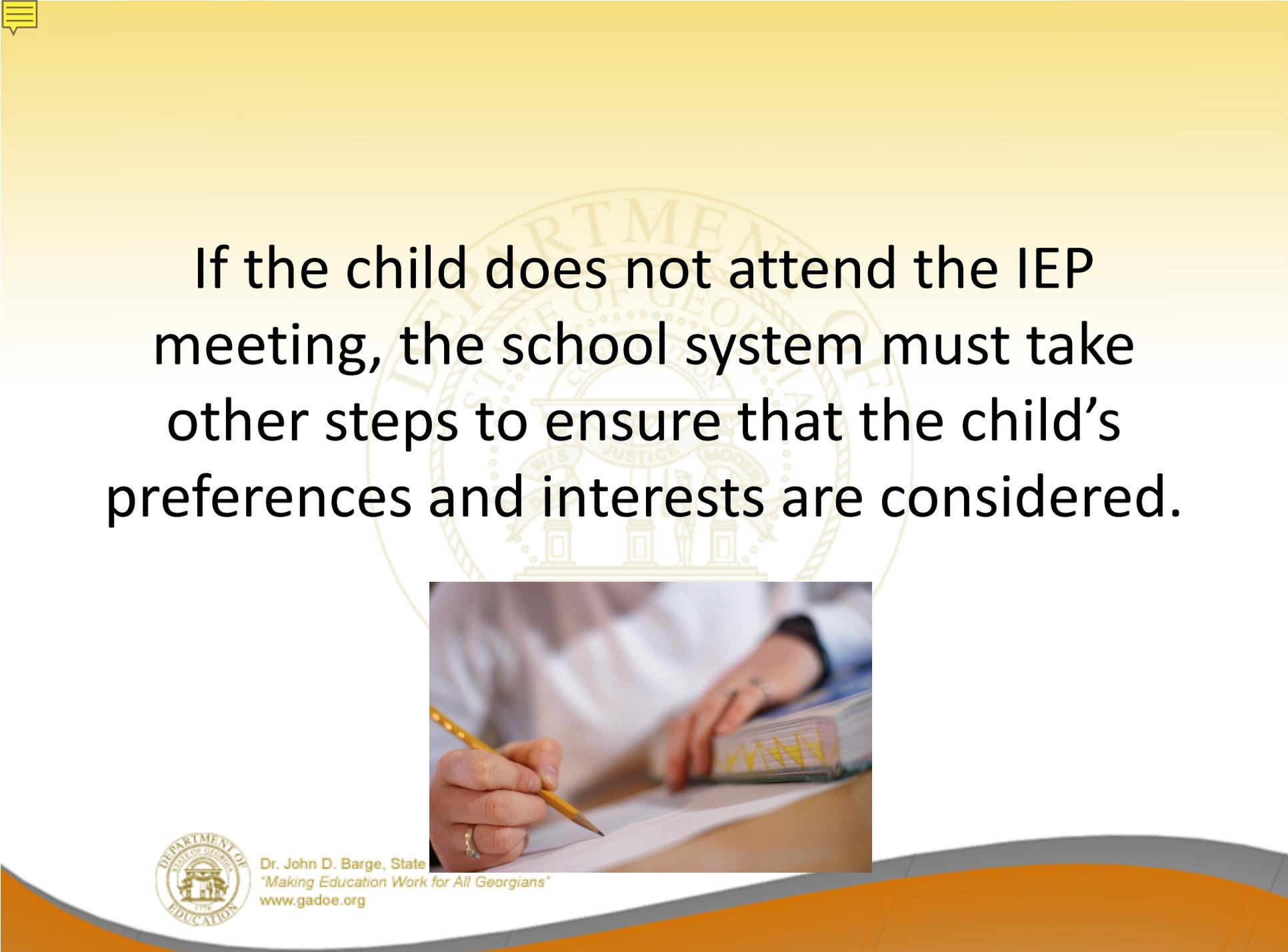
# (Continued)

- Skill development through CTAE as appropriate
- CTI support as needed
- School-to-work experiences
- Community-based training/experiences
- Career development
- Transportation
- Recreation/leisure



- It includes looking at transition services needed to help reach these goals while still in school
- It includes looking at various aspects of post-school living:
  - Post-secondary education and training
  - Employment
  - Adult services
  - Living arrangements
  - Community Participation





If the child does not attend the IEP meeting, the school system must take other steps to ensure that the child's preferences and interests are considered.



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# Your Turn

- What are the elements that the counselors bring to the IEP Team Meeting?



# Elementary Counseling

- All means all with Elementary Grade Level Cluster Activities including any accommodations necessary



# Middle School

- Critical time period for SWD
- IGP is developed
- First transition plan at IEP meeting
- IEP team must explicitly plan for high school success



# 160-5-1-.15 AWARDING UNITS OF CREDIT AND ACCEPTANCE OF TRANSFER CREDIT AND/OR GRADES.

The link below will take you to the complete rule:

<http://www.gadoe.org/External-Affairs-and-Policy/State-Board-of-Education/SBOE%20Rules/160-5-1-.15.pdf>

**(e) Awarding Units of Credit for Mathematics Courses for Students Receiving Special Education Services Under the Individuals with Disabilities Education Act (IDEA).**

“mathematics courses that will satisfy the mathematics course requirements in State Board of Education Rule

160-4-2-.48”



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# Documentation Prior to 9<sup>th</sup> grade

- Prior to the student entering the ninth grade, the student's Individualized Education Program (IEP) Team identified that the student had a disability that affected mathematics achievement.

## Possible evidence:

- ✓ Mathematics CRCT scores
- ✓ IEP goals designed to provide access to the standards
- ✓ Present levels of performance documentation
- ✓ Psychological assessment data
- ✓ Eligibility report documentation



# Additional Requirements

- The student **successfully earns course credit**, in accordance with this rule, for Mathematics I and Mathematics II or GPS Algebra and GPS Geometry or CCGPS Coordinate Algebra and CCGPS Analytic Geometry; and
- The student **successfully earns course credit, in accordance with this rule for at least two other state-approved mathematics courses**, which may include, but not be limited to, Mathematics Support courses.



# Additional Requirements

- Local boards of education shall inform parents and students that students who do not complete Mathematics III, GPS Advanced Algebra, or CCGPS Advanced Algebra **may not meet the mathematics admission requirements** for entry into a University System of Georgia institution or other post-secondary institution without additional coursework.



# IEP Team Shall Document

- The student's disability has precluded the student from achieving grade-level proficiency,
- The student's progress to date in response to appropriate instruction, including special education and related services designed to address the student's individual needs, is such that, **even if significant growth occurs, the IEP team is reasonably certain that the student will not successfully master the standards in Mathematics III, GPS Advanced Algebra, or CCGPS Advanced Algebra.**
- The determination of the student's progress has been based on multiple measurements



# Questions

How will the required evidence be documented by the IEP Team?

- ✓ Record on decision making rubric and include with the IEP documentation.

When should the IEP Team use the rubric to consider an alternate course sequence for meeting the mathematics graduation requirements?

- ✓ After the student completes Mathematics I and Mathematics II or GPS Algebra and GPS Geometry or CCGPS Coordinate Algebra and CCGPS Analytic Geometry II.



# Questions

Will any data be collected on students utilizing the alternate course sequence?

- ✓ Yes, you will report annually on students utilizing the alternate course sequence in the June SR collection.

How should a district provide Math III over two years?

- ✓ The course could be taught in two .5 unit segments with .5 mathematics support courses each year, i.e. CCGPS Advanced Algebra A - .5 unit + CCGPS Advanced Algebra A Support - .5 unit in the junior year, followed by CCGPS Advanced Algebra B - .5 unit + CCGPS Advanced Algebra B Support - .5 unit in the senior year.



# Questions

How Math I and Math I supports be scheduled?

- ✓ The math support courses are designed to be provided at the same time as the course it supports. i.e. Math I and Math I supports taught in tandem.

What is the recommended alternate course sequence for most students taking this option?

- ✓ The first consideration should be math III over two years with supports and appropriate accommodations.



# Additional Information

- FAPE is available to all students with disabilities ages 3 until 22<sup>nd</sup> birthday who have not graduated from high school with a **regular diploma**.
- This means that any SWD that does not receive a regular diploma may return to high school until the student **receives the diploma** or turns **22** years old.



# Awarding Credit QUESTIONS?

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## Transition Questions?

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