Compliant Transition Plans

November 17, 2015
Transition

• The purpose of transition is to assist students with disabilities to build the skills and supports needed to successfully reach their post-school goals.

• We need compliant transition plans but meeting the desired outcome is the true goal.
State Performance Plan (SPP) Indicator 13

• Compliance Indicator:
  • Percent of youth with IEPs aged 16 and above with an IEP that includes appropriate measurable postsecondary goals that are annually updated and based upon an age appropriate transition assessment, transition services, including courses of study, that will reasonably enable the student to meet those postsecondary goals, and annual IEP goals related to the student’s transition service needs. There also must be evidence that the student was invited to the IEP Team meeting where transition services are to be discussed and evidence that, if appropriate, a representative of any participating agency was invited to the IEP Team meeting with the prior consent of the parent or student who has reached the age of majority.
Transition Planning Survey

• Collection 1:
  • November 17, 2015 - December 18, 2015

• Collection 2:
  • January 12, 2016 – January 22, 2016

• Collection 3:
  • February 9, 2016 – February 19, 2016
Due Dates

• November 17, 2015 – Transition Planning Opens for Data Entry
• December 18, 2015 – Transition Planning Deadline for Submission
  • Collection 1
  • This is the measure for timely submission: Indicator 20
• January 22, 2016 – Deadline for unloading Individual Student Transition Plan Documents – GO-IEP districts will not have to upload documents.
  • Collection 2
  • Your Compliance Determination will be made based on this Collection.
• February 19, 2016 – Deadline for Uploading Individual Transition Plan for Correction of Non-compliance
Transition Planning Survey

• Collection 1 – An initial review by the district to ensure compliance of randomly selected individual student transition plans
  • 5 to 50 students contingent on the district size

• Collection 2 – State review of individual student transition plans to verify compliance
  • A minimum of 1 to 5 students contingent on the district size and all district reported non-compliant plans

• Collection 3 – Correction of non-compliance

11/16/2015
# Transition Documentation Checklist

**Georgia Department of Education**
**Division of Special Education Services**
**Compliance Unit**

<table>
<thead>
<tr>
<th>System</th>
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<table>
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|   | 1. PS GOALS EDUCATION/TRAINING | 2. PS GOALS EMPLOYMENT | 3. PS GOALS INDEPENDENT LIVING | 4. IEP GOALS TO MEET PS GOALS | 5. PS BASED ON TRANSITION ASSESSMENTS | 6. TRANSITION SERVICES (ACADEMIC AND FUNCTIONAL TO FACILITATE MOVEMENT TO PS) | 7. COURSE OF STUDY TO FACILITATE MOVEMENT TO PS | 8. STUDENT INVITED TO IEP MEETING | 9. AGENCY REPRESENTATIVE INVITED TO IEP MEETING | 10. PRIOR PARENTAL CONSENT RE/AGENCY REP | ALL AREAS IN COMPLIANCE |
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Data elements – the answer should be YES...

1. PS Goals Education/Training
2. PS Goals Employment
3. PS Goals Independent Living
4. IEP Goals to meet PS Goals
5. PS Based on Transition Assessments
6. Transition Services(Activities) Academic and Functional Facilitate Movement to PS
7. Course of Study to Facilitate Movement to Post School
8. Student Invited to IEP Meeting
9. Agency Representative invited to IEP Meeting
10. Prior Parent Approval
100% is your goal...

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Postsecondary Transition School System: 100% 100% 100% 100% 100% 100% 100% 100% 100%
Prepare for the Compliance Review

• Ensure teachers understand the requirements of writing a transition plan
• Establish a peer review process
• Transition Video:
  • [https://www.youtube.com/watch?v=6wHXF1YNuPM](https://www.youtube.com/watch?v=6wHXF1YNuPM)
Transition Manual

Transition Planning

• Preferences, Strengths, Course of Study, Assessments
  • Course of study: state diploma type, career pathway or type of courses/classes/program
  • Include strengths and interests
  • What does the student do well?
  • What are the student’s career and personal interests?
  • Include the results of all assessments used
  • Provide the name or description of the assessment(s)
  • What does the student do during their free time?
Transition Planning

• Desired Measureable Post-Secondary/Outcome Completion Goals
  • Education: “After graduation, ________ will.......”
    • Include the type of training and in what field. If military is the choice, you do not have to list the area/field.
  • Employment: “After graduation, ________ will.......”
    • Include the type of job or career the student is planning.
  • Independent Living (as appropriate): “After graduation, ________ will.......”
    • Only complete if the student needs goals for adult living skills or daily living skills
    • If completed, must write goals in adult living skills or daily living skills
Transition Planning

• Education/Training Annual Transition Goals

  Goals based on academics, functional academics, life-centered competencies or career/technical or agricultural training needs and job training

• Annual Transition Goals: Must have at least one, must be measurable and attainable in a year as well as age and grade appropriate, and aligned with post-secondary education/training goal.

• Activities/Services: Must have at least one per transition goal. Write as steps to lead to attainment of the goal. Indicate the person/agencies to be involved for each.
Transition Planning

• Development of Employment Annual Transition Goals

  Goals based on occupational awareness, employment related knowledge and skills, specific career pathway related knowledge and skills

• Annual Transition Goals: Must have at least one, be measurable and attainable in a year, be age and grade appropriate, and aligned with the post-secondary education/training goal.

• Activities/Services: Must have at least one per transition goal. Write as steps to lead to attainment of the goal. Indicate the person/agencies to be involved for each.
Transition Planning

• Community Participation – required if section is addressed
  
  Goals based on knowledge and demonstration of skills needed to participate in the community (such as: tax forms, voter registration, building permits, consumer activities, accessing and using various transportation)

• Annual Transition Goals: Must have at least one, must be measurable, attainable in a year, age and grade appropriate, and aligned with the post-secondary education/transition goal.

• Activities/Services: Must have at least one per transition goal. Write as steps to lead to attainment of the goal. Indicate the person/agencies to be involved for each.
Transition Planning

• Adult Living Skills and Post School Options
  • If a post-secondary goal is written in Independent Living, this section is required if goals were not written in Daily Living Skills.
    
    Goals based on skills for self-determination, interpersonal interactions, communication, health/fitness and knowledge needed to successfully participate in adult lifestyles and other post school activities (such as: skills to manage a household, maintain a budget and other adult responsibilities)

• Annual Transition Goals: Must have at least one, must be measurable, attainable in a year, age and grade appropriate, and aligned with the post-secondary education/transition goal.

• Activities/Services: Must have at least one per transition goal. Write as steps to lead to attainment of the goal. Indicate the person/agencies to be involved for each.
Transition Planning

• Related Services – required if section is addressed
  
  Goals based on services that will be needed post-graduation such as speech/language, occupational therapy, counseling, vocational rehabilitation training, and other adult service providers

• Annual Transition Goals: Must have at least one, must be measurable, attainable in a year, age and grade appropriate, and aligned with the post-secondary education/transition goal.

• Activities/Services: Must have at least one per transition goal. Write as steps to lead to attainment of the goal. Indicate the person/agencies to be involved for each.
Transition Planning

• Daily Living Skills
  • If a post-secondary goal is written in Independent Living, this section is required if goals were not written in Adult Living Skills.

  *Goals based on adaptive behaviors related to personal care and well-being to decrease dependence on others*

  • Annual Transition Goals: Must have at least one, must be measurable, attainable in a year, age and grade appropriate, and aligned with the post-secondary education/transition goal.

  • Activities/Services: Must have at least one per transition goals. Write as steps to lead to attainment of the goal. Indicate the person/agencies to be involved for each.
Transition Planning

- Transfer of Rights/Rights were Transferred
  - Student is informed of rights being transferred at 18
    - Required by age 17
  - Student is able to make decisions pertaining to their IEP
    - Required by age 18
Transition Planning

• Meeting Notification Form
  • Student is invited to IEP meeting – Need documentation on sign-in sheet, minutes or meeting notification.
  • Agency representative invited to the meeting – Documentation on sign-in sheet, minutes or meeting notification (such as: VR Counselor, Disabilities Coordinator from colleges, DBHDD representative).
  • Prior parental consent for agency representative to attend the meeting – Documentation can be found on sign-in sheet, minutes, meeting notification form. Required if agency representative is invited.
Contact Information

• Wina Low, Program Specialist for Transition
  • wlow@doe.k12.ga.us or (404) 657-9955