

Indicator 13 Compliance Transition Planning FY19

Module # 1: Collaboration

Alignment with State Priorities



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Georgia's
Systems of
Continuous
Improvement
Division Priority
IEP Development
and Implementation



Transition Planning Survey

- Rationale



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- The monitoring priorities and indicators of the OSEP State Performance Plan (SPP) mandate that youth with IEPs aged 16 and above have 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.”



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What is Indicator 13?

- **(SPP/APR - Indicator # 13)** A description of how the LEA will increase the percentage of SWD who are transition-aged students who have coordinated and measurable IEP goals that will lead to attainment of post-secondary goals. (Compliance Indicator)

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Transition in IDEA

- Component of the IEP
- Addresses critical elements on transition
- Federally mandated
- School district responsibility



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Learning Targets



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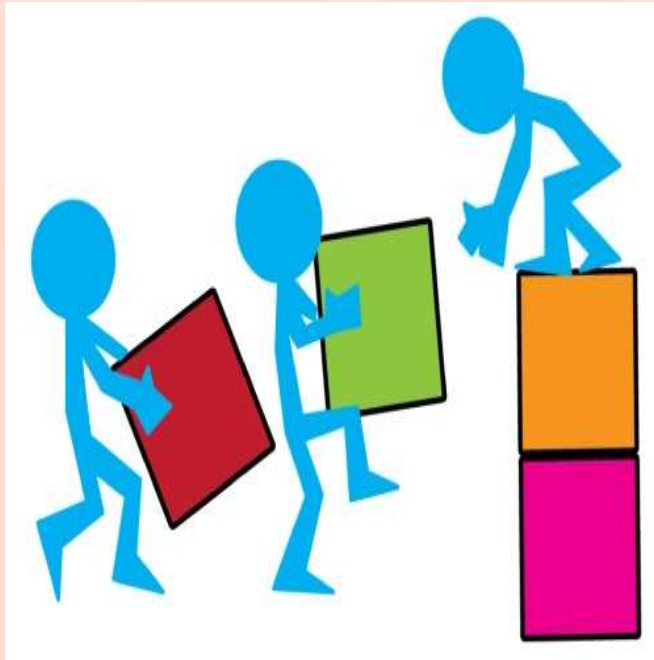
1. I can explain how collaborating helps transition students to their postsecondary choice.
2. I can identify multiple entities and participants that may be needed for transition planning.

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Collaboration



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- Before
 - What services and service providers may be needed to begin transitioning the student to their postsecondary outcomes.
- During
 - How can families, school staff, providers and community organizations and members assist the student to reach their postsecondary goals.
- After
 - Are services being provided to meet the postsecondary goals.

Team Members for Planning



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- **Leader:** Transition Coordinator (Responsible for the process)
- Student
- Parents
- Teachers (general and special education)
- Counselors
- Agency staff
- Others?



Bridge Act (Building Resourceful Individuals to Develop Georgia's Economy), House Bill 400



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- Signed into law May 2010.
- Requirements (Grades 6-8)
 - Career counseling
 - Regularly-scheduled advisement
 - Career awareness
 - Career interest inventories
 - Assist students in evaluating their academic skills and career interests.

Bridge Act (Building Resourceful Individuals to Develop Georgia's Economy), House Bill 400



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- Requirements (High school) :
 - Career counseling
 - Career guidance
 - Regularly-scheduled career advisement
 - Assistance to successfully complete their individual graduation plans
 - Seamless transition to postsecondary life
 - College/technical school, vocational training, or employment

The Individual Graduation Plan (IGP)



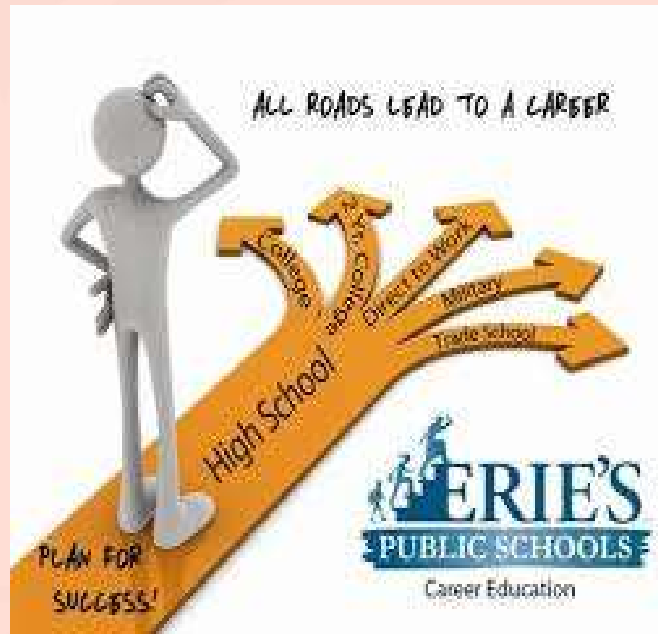
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- Spring semester of the 8th grade
- Indicates:
 - Academic subjects
 - Based on selected academic and career area of choice
 - Developed in conjunction with parents/guardians, student, counselor or teacher as advisor
- Can include:
 - Career-orientation
 - Work-based learning
 - Dual Enrollment

From IGP to IEP and Transition Goals



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- Course of Study
- Career Pathways
 - Guidance Counselors
 - Career Technical Instruction
 - Working in collaboration with instructors from the Career, Technical and Agricultural Education programs

Collaborating for Assistive Technology



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- Assistive technology
 - School
 - Work
 - Community participation
 - Recreation and leisure

Two Different Ways of Looking at Transition Planning



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Compliance

Best Practices

It's a Plan!



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- Remember:
 - The transition plan is part of the IEP, not separate – should drive the IEP
 - Start planning early
 - Discuss goals and activities throughout the year
 - Update goals as student completes during the year and amend as needed
 - Coordinate with team members to ensure activities and services are being implemented
 - Follow-up with the student and family
 - Maintain communication with counselor

Questions?



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Georgia's School Superintendent
"Educating Georgia's Future"
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Laurie Ponsell, Indicator 13 Compliance

lponsell@doe.k12.ga.us

Elise James, Transition Planning

ejames@doe.k12.ga.us

Georgia Department of Education

Division for Special Education Services and Supports

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