

Hand In Hand: The IGP and IEP Working Together



Dr. John D. Barge, State School Superintendent
"Making Education Work for All Georgians"
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- **All** students will have an Individual Graduation Plan (IGP).
- Students with disabilities (SWD) will participate in all Bridge Bill activities, including students with significant cognitive disabilities, with caseload managers consulting as appropriate



The Process

- 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 be the road map for the IEP
- This transition plan will serve as a guide to the development of the rest of the IEP.



State Rule

- Transition Service Plan(as part of the IEP) will be completed beginning not later than the first IEP to be in effect when the student **enters the ninth grade or sixteen years old or younger if appropriate by IEP Team** and updated annually.



IEP Team Role

- The IEP Team will identify the skills and supports needed to reach each transition goal which will be linked to the IGP.
- The IEP Team will identify the specially designed services and supports necessary for the achievement of the IGP



How does this fit?

- Transition Plan supports the attainment of postsecondary goals outlined by the IGP, just as the IEP supports the achievement of the Georgia Performance Standards
- The post secondary goals may include:
Attending a postsecondary institution;
receiving an industry certification, preparation of the work force or supported employment



What does a transition plan require?

- Student must attend or system must take steps to ensure student's preferences and interests are considered when developing the transition plan.
- Parent should receive notice the student is invited, that this is a transition plan meeting and be informed of any other agencies that are invited.



Transition Plan Requirements(cont)

Transition Services:

- A coordinated set of activities
- Results oriented process
- Appropriate measurable postsecondary outcome goals based on age appropriate assessments.



Requirements

- These post secondary goals should be in the areas of: training/education; employment; and independent living, as appropriate

With measurable IEP Transition goals, activities and services that are used to reach the post secondary goals in the areas of training and education, employment, related services, community experiences, post school and daily living if appropriate.



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)

(This section is currently blank for input.)

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)

Individual Graduation Plan

SAMPLE

Name _____ Class of _____

Current Area of Interest: Agriculture, Food & Natural Resources/Veterinary Science - This *INDIVIDUAL GRADUATION PLAN* can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet learner's educational potential and career goals. Opportunities for coursework are flexible and can vary at the local levels.

EDUCATION LEVELS	GRADE	English/Language Arts 4 credits	Math 4 credits	Science 4 credits*	Social Studies 3 credits	Health/ Physical Education 1 credit	Electives 4 credits	Career and Technical Courses for Veterinary Science 3 elective credits**	SAMPLE Occupations Relating to this Career Pathway		
<i>Career-related assessments administered and Individual Graduation Plan initiated for all learners by the end of the 8th grade (BRIDGE compliance)</i>											
SECONDARY	9	9 th Literature & Composition	Math I, GPS Algebra I or GPS Geometry	Physical Science	American Government/ Civics	Health	Elective or Modern Language Latin	Elective or Basic Agriculture Science Technology	Equine Managers Veterinarians Veterinary Assistants Animal Scientists Wildlife Biologists Livestock Geneticists Animal Nutritionists		
	<i>On-going advisement with learner and family (BRIDGE compliance) to include postsecondary admissions assessment; career-related activities</i>										
	10	10 th Literature & Composition	Math II, or GPS Geometry or GPS Advanced Algebra	Biology	World History	Personal Fitness	Elective or Modern Language Latin	Basic Agriculture Science Technology or Small Animal Care			
	<i>On-going advisement with learner and family (BRIDGE compliance) to include postsecondary admissions assessment level; dual enrollment; work-based learning</i>										
	11	11 th American Literature/Composition	Math III, GPS Advanced Algebra or Advanced Math	Chemistry	United States History	Elective	Elective or Modern Language Latin	Small Animal Care or Veterinary Science			
	<i>On-going advisement with learner and family (BRIDGE compliance) to include postsecondary admissions assessment level; dual enrollment; work-based learning</i>										
POSTSECONDARY	12	Advanced Composition	Advanced Math or *Career Pathway Related Math	*Animal Science Technology/ Biotechnology	Economics/ Business/ Free Enterprise	Elective	Elective or Modern Language Latin	Elective or Veterinary Science			
	<i>Postsecondary advisement with learner and family to include postsecondary admission assessment level; dual credit (College Credit Now)</i>										
<ul style="list-style-type: none"> Learners who will continue their education at one of Georgia Public Technical Colleges should prepare to take the COMPASS assessment for admissions to those institutions. Learners who will continue their education at one of Georgia's University System 4-year state college or research university institutions should prepare to take the SAT or ACT. Check with your selected institution for specific admissions requirements. Georgia's 2-year colleges do not require the SAT/ACT for admissions. 											

* 4th Science may be used to meet both the required science and required elective in CTAE sequence of courses

**Learners must complete 2 years (2 credits) of the same Modern Language/Latin for admission to Georgia Board of Regents colleges/universities; Students must complete CTAE pathway and take end of pathway assessment. See the back for a more specific description of graduation requirements.

Some courses do not follow the same sequence at the local levels.

Legend: Golden rod=Core requirements; Green=Elective Requirements



Georgia Department of Education

The sample VETERINARY SCIENCE PATHWAY occupations listed below meet two out of three of GDOE definitions for high-demand, high-wage and high-skilled. www.occsupplydemand.org			
Occupation Specialties	Level of Education Needed	Average Salary	Annual Average Openings in Georgia
Animal Breeder	Short-Term On-the-Job Training	\$22,152	20
Animal Trainer	Moderate On-the-Job Training	\$28,891	40
Veterinarian	First Professional Degree	\$67,101	60
Veterinarian Technologist & Technician	Associate Degree	\$25,480	60

Go to GACollege411 at www.GACollege411.org for more information about your education and career planning, including valuable financial information (grants and scholarships including HOPE Program, loans, AND FAFSA and CSS forms).			
Current GEORGIA Graduation Rule for student entering the 9 th grade in fall of 2008-2009	Credits	Postsecondary Programs of Study Technical College	Postsecondary Programs of Study University of Georgia System
English/Language Arts	4	TBD	TBD
Mathematics	4		
*Science	4		
Social Studies	3		
** Career, Technical & Agricultural Education and/or Modern Language/Latin, and/or Fine Arts	3		
Health & Physical Education	1		
Electives	4		
TOTAL	23		
<p>* 4th Science may be used to meet both the required science and required elective in CTAE sequence of courses</p> <p>** Students must complete 3 units in a pathway to complete CTAE pathway and take the end of pathway assessment. Student must complete 2 years of the same Modern Language/Latin for admission to Georgia Board of Regents colleges/universities.</p>		<p>NOTE: Learners planning to attend a technical college should prepare to take the COMPASS assessment for admissions.</p>	<p>NOTE: Learners planning to attend a Georgia 4-year college/university should prepare to take the ACT/SAT.</p>

VETERINARY SCIENCE PATHWAY

Veterinarians treat health problems of pets, livestock, and animals in zoos, racetracks, and laboratories. They are concerned with preventing, controlling, and curing animal diseases as well as researching human and animal health to develop new ways to prevent and cure diseases. Some veterinarians are meat inspectors, and others work in wildlife management.

The American Medical Veterinary Association reports that about 70 percent of veterinarians work in private medical practices treating small animals. Almost one-fourth of all veterinarians work in "mixed" practices, treating pigs, goats, cattle, and sheep in addition to companion pets. A small number of veterinarians treat large animals (horses or cattle) exclusively. These veterinarians drive to farms or ranches to provide services for herds or individual animals. Veterinarians involved in food safety and inspection check livestock for diseases that may be transmitted to human beings. They advise owners on the treatment of their animals as well as ordering quarantines when necessary. They may also inspect slaughtering and processing plants and enforce federal regulations concerning food purity and sanitation.

Veterinarians must obtain a Doctor of Veterinary Medicine (D.V.M. or V.M.D.) from an accredited college of veterinary medicine after completing an undergraduate program. Competition is keen for admission to veterinary school. To apply, students should complete pre-veterinary course requirements (primarily science classes) as well as submitting test scores from the Graduate Record Examination (GRE), Veterinary College Admission Test (VCAT), or Medical College Admission Test (MCAT).

After graduation from an accredited veterinary program, veterinarians must earn a passing grade on a national board examination, the North American Veterinary Licensing Exam, before practicing veterinary medicine. Employment of veterinarians is expected to increase by 35 percent by 2016 attributed somewhat to the fact that modern veterinary services now parallel human medicine. For example, certain procedures that were only previously available for humans, are now available for animals—procedures such as hip replacement, kidney transplants, and blood transfusions.



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)

This section of the Transition Plan will use the IGP

- Gacollege411/GCIS/CareerCruising
- Career Pathways/Course of Study
- Other IGP Information as needed
- Other age-appropriate transition assessments
- student and family input
- Career Pathways/Course of Study



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)-

- Use the IGP as a road map to “guide” the Transition/IEP team into making decisions concerning the Transition Outcome Goals



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Important Information

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



- If the student does not receive a diploma, remember even if the student “graduates” with a special education diploma or certificate that student must be offered FAPE
- IEP should be developed by IEP team, even if the student says they will not be returning
- Majority of SWDs should be working on the regular education diploma



“90 Courses”

- Beginning with incoming 9th grade students in Fall 2008, non-credit special education courses have been eliminated
- Access Courses ONLY for those assessed using GAA
- All others should be enrolled in available listed courses with appropriate supports
- Study skills is still in the course list
- May take longer than the traditional 4 years to graduate



For students assessed by the GAA:

- Students with significant cognitive disabilities who are assessed by Georgia Alternate Assessment may graduate and receive a regular high school diploma when they have
 - Participated in an integrated curriculum based on the GPS that includes instruction in all core academic subjects as well as career preparation, self determination, independent living and personal care.
 - reached the 22'd birthday OR transitioned to an employment/education/training setting in which the supports needed are provided by an entity other than the local school system



Access Courses

- Are entry or prerequisite level
- Align to general ed courses, but do not cover GPS in same depth/breadth
- Are ONLY for students who are assessed with GAA
- Use “5” in fourth digit to distinguish from general course
- Will include instruction in necessary functional and developmental skills
- Access is often provided through augmented communication, assistive technology and significant personnel supports.
- Access courses are not for students who
 - participate in the regular course curriculum
 - receive instruction in the breadth of the curriculum , are struggling and need extra support to be successful.



Access Courses

- Course listings for access classes for are in the approved rule IDA(3) at <http://www.doe.k12.ga.us/documents/doe/legalservices/160-4-2-.20.pdf> , p. 10-12.
- Access course descriptions and additional information are included with the DOE
- [Course Descriptions](#) and [Graduation Guidance](#) documents on the Curriculum & Instructional services webpage.



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