



Cobb County School District Transition Program

Cobb County School District Transition Team



@CCSDSpecialEd

Superintendent's Priorities

- Ensure that Cobb is the best place to teach, lead, and learn.
- Simplify our foundation for teaching and learning in order to prepare for innovation.
- Use data to make decisions



Special Education Priorities



Agenda

- Types of Transition Programs
- Descriptions of the Transition Classes
- Process for Transition Programs



Learning Target(s)

- The learner will understand the purpose of the Transition Program classes.
- The learner will understand the differences between Transition Program classes.
- The learner will understand the process for entering a Transition Program class.



Contact Information



- If you have questions during the meeting or want a TRS to contact you after the meeting, use the QR code.
- We will answer questions at the end of the meeting.
- Please include your contact information in case we are unable to get to your question, or you need a follow-up with the TRS.





Opening

Can you spot the differences between Transition Classes and Program Classes?





What's the Difference

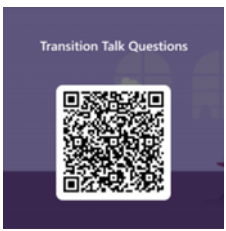
Program Class

- Focus on academic instruction.
- Access to instruction in career preparation, self-determination, independent living, and personal care.
- Instruction in the community to expose students to post-secondary skills and supports.

Transition Class

- Focus on instruction in career preparation, self-determination, independent living, and personal care.
- Application of academic skills to adult living.
- Frequent instruction in the community to improve employability skills and connect to post-secondary skills and supports.





The W's of Transition

Who

- Students who have participated in classes with alternate academic content standards

When

- When students have completed academic and testing requirements for graduation

Where

- Students attend the school/campus that has their program and is closest to their home
- School/program locations are not documented in the IEP

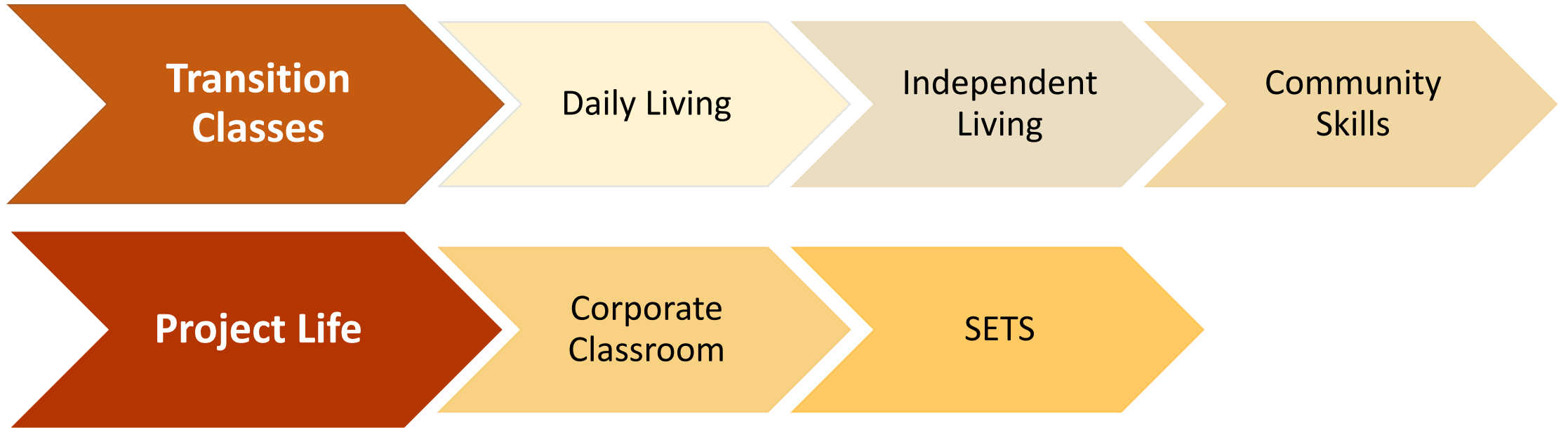
Why

- Students who need additional instruction in vocational, independent living, and/or community access skills
- An IEP committee decides that a Transition class is required based on
 - Present levels of academic and adaptive functioning
 - Post-secondary and transition goals
 - IEP goals





Current Transition Programs





Community Access & Exposure



Campus Based Skills Instruction

Students use the classroom and school campus to build employability, independent living, and social skills.

Common locations include:

- Cafeteria
- Media Center
- Athletics





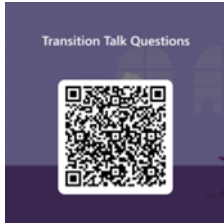
Student Led Enterprise

Student-led businesses that allow students to practice customer service, money, and planning skills.

Current Student Led Enterprises include:

- Coffee Shop
- Jewelry
- Popcorn
- Dog Biscuits
- Tea Cart





Community Based Instruction (CBI)

❖ *Instruction within the community to generalize skills taught within the classroom.*

Community Skills

- Shopping, visiting community services, tour independent living options, banking & financial services, volunteering.

Employment Skills

- Retail store visits/tours, GVRA, career training programs, etc.

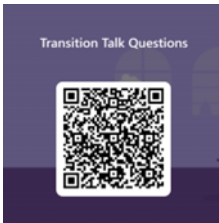
Recreation and Leisure

- Public spaces/parks, picnic, exercise trails or paths, outdoor sports dining out, etc.

Independent Living and Community Access

- Day programs, respite, group homes





Community Based Volunteer Training (CBVT)

Students volunteer in “nonprofit” organizations to increase employability skills and gain exposure to different kinds of work skills.

Common locations include:

- Schools
- Churches
- Food Banks



Community Based Skills Training (CBST)

Students volunteer in community businesses for exposure to a variety of jobs and to practice employability skills.

Common locations include:

- Retail
- Restaurants
- Assisted Living



Transition Classes

❖ As of the 2023-2024 school year, there are Transition classes at: Allatoona, Harrison, Hillgrove, Kennesaw Mountain, North Cobb, Osborne, Pebblebrook, Pope, South Cobb, Sprayberry, and Wheeler.

❖ *The type and number of each class varies by school.*





The Daily Living Class

Primary Focus

- Self-care Skills
- Community Participation
- Choice Making Skills
- Recreation & Leisure Skills
- Social & Emotional Skills
- Self-Advocacy

Areas of Instruction

Moving toward supported participation within one's home and community through instruction in self-care, daily living skills instruction, social skills, and functional communication with repeated practice in community, classroom, and on the school campus.

Community Access & Exposure

- Community Based Instruction
- Music Therapy
- School Based Enterprise
- Campus Based Instruction





The Independent Living Class

Primary Focus

- Pre-Vocational Skills
- Daily Living Skills
- Community Participation
- Choice Making Skills
- Recreation & Leisure Skills
- Social & Emotional Skills
- Self-Advocacy

Areas of Instruction

Moving towards independence in pre-vocational and independent living skills with repeated practice in community volunteer sites, the classroom, and school campus activities.

Community Access & Exposure

- Community Based Instruction
- Community Based Volunteer Training
- School Based Enterprise
- Campus Based Instruction





The Community Skills Class

Primary Focus

- Pre-Vocational Skills
- Independent Living Skills
- Community Participation
- Social Skills
- Self-Advocacy

Areas of Instruction

Generalization of pre-vocational and independent living skills through classroom, school-based, and businesses in the community setting.

Community Access & Exposure

- Community Based Instruction
- Community Based Skills Training
- School Based Enterprise
- Campus Based Instruction

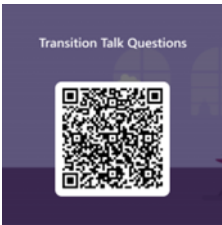


Project Life



- Corporate Classroom
- SETS (Students Exploring Transition Services)





Corporate Classroom

Instruction is centered on job skills, job searching, and some independent living skills.

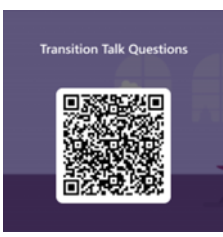
Students participate in several enterprises:

- The “Corporate Grind” coffee and snack shop
- Custom projects using a shirt press and a Cricut
- Shredding and other projects for people and departments

Students do agree to follow the dress code for the site.

Corporate Classroom students have more direct supervision from an instructor in a smaller environment.





SETS-

Students Exploring Transition Services

Kennesaw State University Campus

- Kennesaw & Marietta Campus

Students volunteer on campus locations four days per week

- Locations usually change each semester

Students must agree to follow a dress code and site safety protocols to volunteer

Once trained on their site, students can spend up to 2 ½ hours unsupervised by SETS staff

Students participate in CBI one day per week



Process for Entering the Transition Program



A TRS will observe 12th grade students who have met pre-requisite milestones.

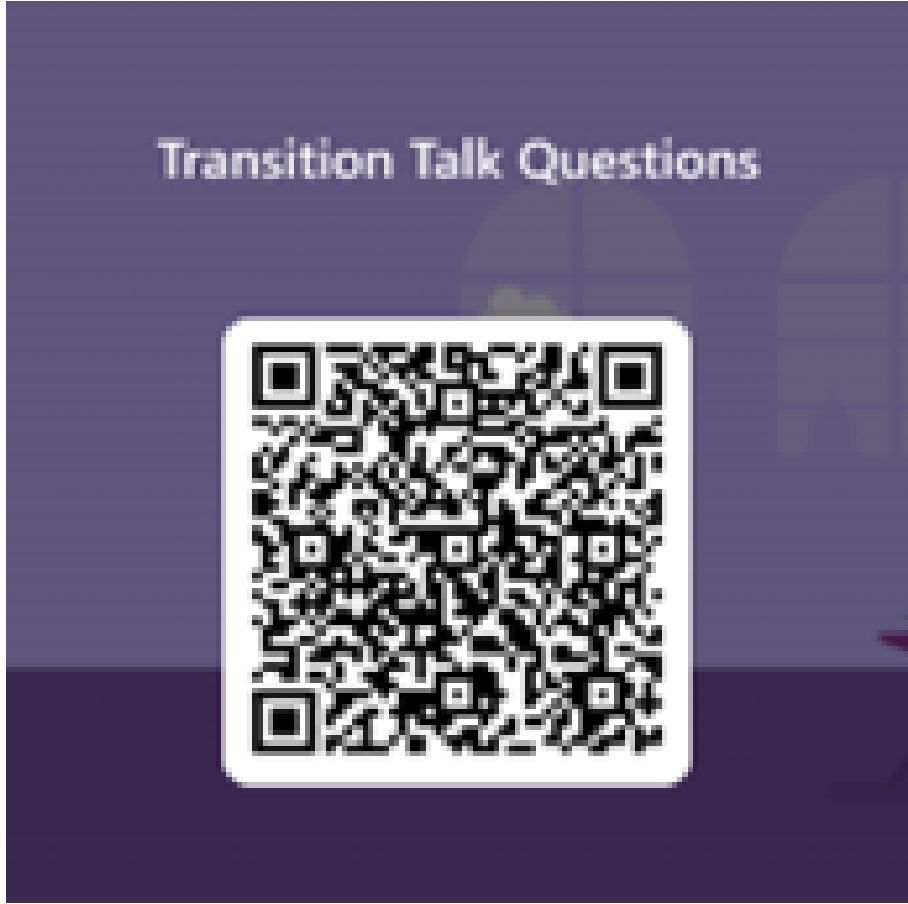
The TRS will discuss the observation with the case manager and may obtain additional information.

Invite the TRS to the IEP meeting for the student.

The student's current strengths, needs, post-secondary goals, and transition and academic goals, etc. will be discussed during the IEP meeting.

The TRS will help the team understand how the other aspects of the IEP influence participation in the Transition Program.

Question and Answer





Closing

Remember

- Participation in a Transition Program is an IEP team decision
- Include the TRS in the IEPs for your 12th graders
- If you have questions, ask your TRS

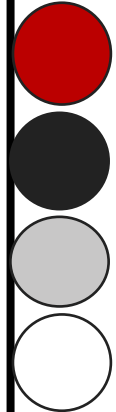


Department Approved Images and Colors



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