



Sped Transition Handbook

[2020-2021]

FUHSD



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Welcome

I would like to take this opportunity to welcome you to the Fremont Union High School District. It is our hope and expectation that your student's time spent with our district will be rewarding academically and personally as they grow towards their goals in life. The transition services, coordinated with our middle school partners, will provide each incoming freshman with a foundation for academic and career exploration based on their individual needs and talents. It will also be the beginning of developing your student's abilities and confidence with self-advocacy. You will find our special education teachers and instructional staff well informed and ready to support all aspects of your student's development in high school. At this point in your student's educational career, life after high school may seem like a distant goal, but, as you will soon see, the time will pass quickly. During your student's time in our district, we will all be working together to achieve the very best for your student.

Sincerely,

Director of Educational and Special Services
Fremont Union High School District

Section 1 – Transition Services

“**Transition**” is a term that is used to describe the process by which youth with disabilities move from the public school system to working and living in the community as adults. This process includes the experiences and education to assist them to become workers, responsible family members, and lifelong learners.

In the Fremont Union High School District (and the feeder middle schools) Transition Services are support services targeted and designed specifically for special education students to help them work toward their goals after high school. These services are provided in grades 6-12 and, in some cases, beyond high school in programs supported by our district. Our transition services address all special education students, regardless of their disability. These services involve students, schools, families, and communities working together to assist youth in achieving their goals and dreams and preparing for their adult lives.

The purpose of the Transition Program is to support a student’s transition from school to employment, lifelong learning, and independent living, as a family member and citizen. The focus of this program is to promote:

- Self-discovery and advocacy in all aspects of the student’s life
- Students maintaining high but realistic academic standards
- Employment and life skills preparation, including recreation
- Skill development in career planning and decision-making
- Parent participation and involvement in the community

*Feeder Middle Schools are: Cupertino, Hyde, Kennedy, Lawson, McAuliffe, Miller, Columbia, and Sunnyvale.

Individual Transition Plan (ITP)

By law, every student who is eligible for Special Education services must have a current Individual Education Plan (IEP). At age 16, Special Education students must also have an Individual Transition Plan (ITP). An ITP is a document that identifies the services and activities staff, family, and the student agree will support the individual student's transition to life after high school. The ITP document becomes a part of the IEP. There are steps for developing an ITP document:

- 1) Identify the student's "after high school" goals or vision
- 2) Create a statement describing the student's transition service needs which might include:
 - School Program including community activities
 - Classes student will be taking that involve transition and the appropriate accommodations for their needs to achieve their goals after high school
 - Identification about whether the student is on a regular high school diploma track, an alternative certificate of completion or certificate of attendance program
- 3) Discussion of transition services that will be considered in preparing the ITP document:
 - Classroom instruction
 - Community experiences outside the classroom setting
 - Employment and other high school objectives
 - Community connections, if appropriate, such as:
 - Parents Helping Parents
 - Department of Rehabilitation, San Andreas Regional Center
 - Daily living skills as appropriate for each student
- 4) Establishing goals and short-term objectives that will enable the student to meet their specific post high school transition plan. ITP goals and objectives will be reviewed regularly along with the IEP goals.

Section 1 – Transition: Frequently Asked Questions

- **What is the purpose of the Transition Program?**

The purpose of the Transition Program is to support the student’s “next step” from school to adult life. This may include employment, lifelong learning, and independent living, as a family member and citizen. The program provides an array of student focused programming and services.

- **What is “Transition” Planning?**

Transition planning is the process for students with disabilities to prepare for adult life. It includes the support of schools, families, and communities working together to determine and provide educational experiences that will assist students in achieving their goals and dreams. This requires a plan called the “ITP.”

- **What is the “ITP”?**

The ITP is an Individual Transition Plan that is a part of the Individual Education Plan (IEP) and by law is required for students age 16 and above. It is documentation of the services the IEP team (student, staff, and families) agrees to provide for the student.

Section 2 – Transition Planning

The following are checklists of transition activities to consider when preparing a student for his/her post high school experience. The student's skills and interests will determine which items he or she should complete. This is a partial and adapted list from the California Department of Education.

Four to Five Years before leaving the School District (9th grade)

- ❑ Identify personal **learning styles** and the necessary accommodations to be a successful learner and worker, and communicate this to your teachers.
- ❑ Identify **career interests and skills**, completed interest and career inventories, and identify additional education or training requirements.
- ❑ Explore options for **colleges, vocational schools, and/or careers**.
- ❑ Identify interests and options for future living arrangements, including supports.
- ❑ Investigate assistive technology tools that can increase community involvement and employment opportunities.
- ❑ Broaden your experiences with **community** activities and expand your friendships.
- ❑ Pursue and use local transportation options outside of the family.
- ❑ Investigate **money management** and identify necessary skills, open a savings account.
- ❑ Acquire an **identification card** and the ability to communicate personal information.
- ❑ Identify and begin learning life skills necessary for independent living.

Two to Three Years before leaving the School District (10 & 11th grade)

- ❑ Identify community support services and programs (vocational rehabilitation, county services, centers for independent living, etc.).
- ❑ Invite adult service providers, peers, and others to the IEP meeting, and then run your own IEP meeting.
- ❑ Match **career interests and skills** with vocational course work and community work experiences.
- ❑ Gather more information on **colleges and vocational schools** and the support services offered and make arrangements for accommodations to take college entrance exams.
- ❑ Visit and take a tour of colleges of interest.
- ❑ Identify **health care** providers and become informed about sexuality and family planning issues.
- ❑ Learn and practice appropriate **interpersonal communication** and social skills for different settings (employment, school, recreation, etc.).
- ❑ Explore legal status with regards to decision-making prior to **age of majority**.
- ❑ Begin a **résumé** and update it as needed.
- ❑ Practice independent living skills (e.g., budgeting, shopping, cooking, and housekeeping).
- ❑ Identify needed personal assistant services and, if appropriate, learn to direct and manage these services.
- ❑ Engage in a volunteer opportunity.

One Year before leaving the School District (12th grade or Post-Secondary)

- ❑ Apply for financial support programs (supplemental security income, independent living services, vocational rehabilitation, and financial aid and personal assistant services).
- ❑ Identify the **college and/or vocational school** you plan to attend and arrange for accommodations.
- ❑ Practice effective communication by developing interview skills, asking for help, and identifying necessary accommodations at post-secondary and work environments.
- ❑ Specify desired job and obtain paid employment, with support as needed.
- ❑ Take responsibility for arriving on time to work, appointments, and social activities.
- ❑ Register to vote and, if male, register for the selective service.
- ❑ Connect with community services & programs,
- ❑ Engage in a volunteer or job opportunity.

Section 2 – Transition Planning: Frequently Asked Questions

- **Where can students find out about careers and employment?**

On each campus, there is a Career Center where all students can find a wealth of information. The Career Centers have staff to provide assistance as needed. There is printed material, local job market information, and computers for doing on-line searches. In special education classes, students have additional opportunities for career exploration with Transition Specialists. Transition Specialists work with students to help them investigate their interests and understand career and vocational options available to them. Most campuses sponsor a Career Day when employers come to the school to present their company or organization and talk with students. We also have had a Job Fair specific to special education students, where they are able to apply for part-time and summer employment and talk with staff in a smaller environment with the support of special education staff.

- **How can students keep track of career and/or college information collected during high school?**

Beginning in the ninth grade students will maintain a “Portfolio” of information and documentation related to transition goals and four year planning throughout high school and beyond. This will include a transcript of grades, graduation requirements, job interest inventories, career assessments, non-school organizations, and part-time employment. Additional information including college or vocational exploration can also be in the portfolio.

- **What learning experiences are available (outside of academic work) that can provide students an opportunity to learn about the World of Work?**

Some of the opportunities for learning work skills at school are: Work Based Learning (WBL) is a competency-based experience that integrates classroom instruction with structured worksite experiences. Through work-based learning students gain occupational and employability skills while applying and advancing their knowledge in academic areas. WBL uses the school and the workplace as resources for students to learn about careers, reflect on their interests, set career goals, and develop the skills and knowledge needed for a productive future. Possible experiences could be an apprenticeship, clinical experience, on the job training, job shadowing, internships, mentoring, or a school enterprise.

- * Students can explore paid work experience through the WorkAbility 1 Program and Transition Partnership Program (TPP), which are collaborations between FUHSD and the California Department of Education and Department of Rehabilitation (DOR). (See Section 5 in this handbook)

Section 3 – Self Awareness and Self Advocacy

- **Parent Involvement:**
 - Encourage and coach your student to actively participate in a plan for the future.
 - Understand your student’s disability and what accommodations are needed for success.
 - Encourage belief in self-confidence and ways to develop it.
 - Stay involved at school and get to know your student's teachers and staff.

- **Local Resources:**
 - Internet - see "Resources" (Section 6) in this handbook
 - Parents Helping Parents (PHP), a community agency located in Santa Clara
 - Special Education teachers and administrators
 - Community Advisory Committee (CAC) – www.fuhsd.org/cac

- **Focus on Student Strengths:**
 - Student needs to focus on strengths. Then practice, practice, practice.
 - Help your student find strategies that work for improved learning.
 - Encourage sports, recreation, a hobby, community service, and social activities.

- **Be Aware of Your Rights:**
 - Don’t be afraid to speak up if you don’t think the student is getting the help needed.
 - Parent or student can talk to a teacher, school counselor, school social worker, school principal, or any other adult connected to the school.

- **Never Give Up!**

Section 3 – Self Awareness and Self Advocacy: Frequently Asked Questions

- **What is “SELF ADVOCACY”?**
 - “Self Advocacy” is the student’s ability to state that they have a verified disability and be able to explain how it relates to a classroom or work setting. For example: “I have a disability that makes it very hard for me to stay focused. As a result of this I take medication and might need to take a recording or get help taking notes so that I can review the material later.”
- **What do students need for “SELF ADVOCACY?”**
 - Students need to emphasize their abilities, strengths, and special interests. For example, “I have good long-term memory, once I learn something, I’ve got it.”
 - Explain any recommendations that have been found to work and be willing to put forth extra effort to be successful.
 - Suggest accommodations such as having a note taker, extra time on tests, and/or taking tests in an environment with less distraction.
 - Understand that accommodations need to be reasonable and not cause undue burden or fundamental alteration of the course content and procedures.
- **How can families support their students?**
 - Understand the student’s disability and focus on his or her strengths.
 - Bolster student’s confidence so he or she can advocate for him or herself.
 - Maintain on-going communication with staff.
 - Attend all IEP meetings.

Section 4 – Life Skills and Independent Living

- **Academic Opportunities include classroom and community based instruction, which provide:**
 - Consistency in skill training between home, school, and community
 - Practice using skills
 - Social contacts
 - Increased skill development
 - Opportunities to make meaningful choices
 - Opportunity to interact with people in the community
 - An environment for students to grow in self-confidence
- **Life Skills:**

There are opportunities in the community for students to learn skills needed to participate in a natural environment. The necessary skills are grouped in “**The Essential Strands**” of the curriculum, which are:

 - Independence
 - Responsibility
 - Social Skills
 - Health and Nutrition
 - Communication Skills

Each Strand includes a variety of skills to be learned.

- **Community Based Programs:**

- Community based programs are ones that are based on/off school campus and in the community.
- Students may participate in all school activities, such as school dances, rallies, graduation ceremonies, etc.
- Students are encouraged and coached to participate in community experiences that are appropriate for the student's individual interests.

- **Local Partnership Agreement (LPA)**

The intent and purpose of this Local Partnership Agreement (LPA) is to create a more efficient and effective system wherein the three core and multiple community partners work collaboratively to increase competitive and integrated employment for individuals with intellectual/developmental disabilities (ID/DD) in transition through high school and into adulthood. Our LPA will continue to work on creating smooth pathways for individuals to access local community resources and opportunities for competitive integrated employment (CIE) and to be independent contributing members to their community.

Section 4 – Life Skills and Independent Living: Frequently Asked Questions

- **What are the academic opportunities for students with special needs?**
 - Students with moderate to severe disabilities have a common curriculum that is aligned to the California Department of Education alternative standards for students with moderate to severe disabilities.
- **What life skills are taught in special education classes?**
 - The essential strands of Life Skills are: Independence, Responsibility, Social Skills, Health and Nutrition, and Communication Skills.
- **What are the options for students after high school?**
 - Options include Post-Secondary programs, Community College, 4-year College, Vocational Schools, Apprenticeships, Department of Rehabilitation (DOR), Adult Education, San Andreas Regional Center (SARC), or Employment.
- **What are the resources for independent living after high school?**
 - Independent Living Center
 - Parents Helping Parents
 - FUHSD Spring Parent Information Night (usually in March)

Section 5 – “Next Step” Preparation = Transition

- **Key Skills:**

According to the Departments of Labor and Education, the key skills that are essential for successful transition to employment, continuing education, and quality of life are:

- Basic academic proficiency (Academic Standards)
- Ability to work with others
- Adequate work skill preparation

- **All high school students need to understand:**

- Mastery of basic academic skills
- Self understanding/advocacy
- The value of work and community service
- The world of work
- Preparation needed for life after high school (living arrangement, job preparation, and working)

- **Students can expand their global skills with:**

- Elective Classes
- Career Exploration
- Assessment (Learning Styles and Interest Inventories)
- Career Technical Education (CTE) classes offer students opportunities to explore careers in industries that are thriving in our region. Each school has its own “pathways” (sequence of courses designed to deepen students’ learning in a given industry sector).

WorkAbility 1:

WorkAbility 1 is a state funded program with specific guidelines for implementation of transition services for high school and middle school special education students. The WorkAbility 1 resources enable schools to offer additional opportunities for transition instruction, training, and experiences that help students learn and acquire skills for post-high school life. Services for a student are based on their individual needs. Some of the services provided to students through this program are:

- **Assessment:** A variety of career and interest tests/inventories are used within the district to help students discover more about their potential career interests and their personal preferences for a job.
- **Career Exploration:** Include support in individualized planning to maximize achievement of student goals.
- Support for student led IEP/ITP meetings in which students demonstrate self-advocacy and self-determination skills.
- Opportunity to use technology for research and planning their education and career future.
- Opportunity to have experiences such as: Job Shadowing, Community-Based Instruction, Service Learning, Subsidized Employment, work experience at Work Based Sites, Paid work experience, and Job search process (application, interview, resume, and portfolio).
- **General Experiences:** that includes academic classes, extracurricular opportunities, career-technical classes, and electives with a counselor or teacher and parents.
- **Information About Disabilities:** learning styles and accommodations strategies.
- **Career Portfolio:** development, using technology.
- **Independent Living:** includes development of skills to maximize the student's potential to live on their own.

Transition Partnership Program:

The Transition Partnership Program (TPP), in collaboration with the Department of Rehabilitation (DOR), is designed to help students as they transition from their secondary education into a career. TPP promotes Job Exploration Counseling, Workplace Readiness Training, Work-based Learning Experience, Counseling on Post-Secondary Options, and Self-Advocacy. The five student services are defined by the following:

- **Job Exploration Counseling:** offers ways to learn about the different kinds of jobs and which ones are best for the student's strengths and interests.
- **Work-Based Learning Experiences:** offer a variety of ways to connect with local professionals and get real-world work experience.
- **Postsecondary Counseling:** helps you learn about different educational programs available and resources to support the student's educational success.
- **Workplace Readiness Training:** helps the student prepare for employment by learning good work habits and interpersonal skills, and developing independent living skills.
- **Self-Advocacy Training:** helps the student build leadership skills, gain confidence in professional environments, and understand what is needed to succeed in the workplace.

Section 5 – “Next Step” Preparation = Transition: Frequently Asked Questions

- **What is the “Next Step” after High School?**

- Continuing Education (College, Vocational Training, Adult Education)
- World of Work
- Independent Living
- Recreation
- Social

- **What is Assessment?**

An assessment may be a questionnaire, a checklist, a survey, or other method for determining what a student’s aptitudes, abilities and/or interests are, such as:

- Learning styles
- Career searches and interest inventories
- Community resources investigation and experiences
- Identification of personal preferences

- **What is Career Exploration?**

Career Exploration can encompass many experiences such as research, interviews, a class, job shadowing, speakers, or anything that expands the student’s knowledge about what is possible in the work world, and learning about self interests and abilities.

- **What is Work Based Learning (WBL)?**

WBL combines instruction with work site experience:

- Apprenticeship
- Simulated Experience
- On the Job Training
- Job Shadowing
- Internship
- Mentoring
- School Based Work

Section 6 – Resources

Internet Resources

There is a wealth of information on the internet about special education. Below are listed a few web sites. You can begin a general search with “Special Education Terminology”.

- [CDE – California Department of Education](#) (Secretaría de educación pública de California):
- [CDE – Testing and Accountability \(Exámenes y Responsabilidad\)](http://www.cde.ca.gov/ta/): www.cde.ca.gov/ta/
- [Employment Development Department \(Departamento del desarrollo del empleo\) \(EDD\)](http://www.edd.ca.gov):
www.edd.ca.gov
- [Centro de diseminación para niños con discapacidades](http://www.nichcy.org): www.nichcy.org
- [Diccionario de educación especial](http://www.parentpals.com): www.parentpals.com
- [Información acerca del programa Workability 1](http://www.cde.ca.gov/sp/se/sr/wrkabtyl.asp): http://www.cde.ca.gov/sp/se/sr/wrkabtyl.asp
- [Transition to Adult Life \(Transición a la vida adulta\)](http://www.calstat.org): www.calstat.org

Local Resources

Department of Rehabilitation

100 Paseo de San Antonio, #324
San Jose, CA 95113

Phone: 408-277-1355
TTY: 408-277-4124
Web: www.dor.ca.gov

Fremont Union High School District

589 West Fremont Avenue
Sunnyvale, CA 94087

Phone: (408) 522-2438
Web: www.fuhisd.org

NOVA: Youth at Work

505 W. Olive Avenue, Suite 550
Sunnyvale, CA 94086

Phone: (408) 730-7640
Fax: (408) 522-9850
TTY: (408) 774-5448
Web: www.youthatwork.org

Parents Helping Parents

1400 Parkmoor Ave, Suite 100
San Jose, CA 95126-3797

Phone: (408) 727-5775
Web: www.php.com

San Andreas Regional Center

6203 San Ignacio Ave, Suite 200
San Jose, CA 95119

Phone: (408) 374-9960
Fax: (408) 281-6960
Web: www.sarc.org

Glossary – Special Education

Accommodations – Changes in curriculum or instruction that do not modify the requirements of the class or the content standards or benchmarks. Accommodations are determined by the IEP team and are documented in the student's IEP.

Age of Majority/Transfer of Rights – When a student with a disability reaches the age of 18, all rights accorded to a parent transfer to the student. The parent and student must be informed of the transfer of rights at least a year prior to the student's 18th birthday.

Americans with Disabilities Act (ADA) – The federal law requires accommodations for people with disabilities in the community and workplace.

Community Setting – This is a setting outside of school property where IEP goals and objectives are the focus of instruction.

Individuals with Disabilities Education Act (IDEA) – The Federal Law that grants entitlement for special education services to children with disabilities.

Disability Categories (by Federal Law) Include:

- | | | |
|------------------------------|--------------------------------------|------------------------------------|
| * Autism (AUT) | * Intellectual Disabilities (ID) | * Speech or Lang. Impairment (SLI) |
| * Deaf-Blindness (DB) | * Multiple Disability (MD) | * Traumatic Brain Injury (TBI) |
| * Deafness (DEAF) | * Orthopedic Impairment (OI) | * Visual Impairment (VI) |
| * Emotional Disturbance (ED) | * Other Health Impairment (OHI) | |
| * Hard of Hearing (HH) | * Specific Learning Disability (SLD) | |

Glossary – (continued)

Modifications – Changes in curriculum or instruction that does substantially modify the requirements of the class or the content standards or benchmarks. Accommodations are determined by the IEP team and are documented in the student IEP.

Special Education Local Plan Area (SELPA) – SELPA is the service area covered by the local plan for providing special education services to individuals with disabilities under the State and Federal law. The Fremont Union High School District is in SELPA II in Santa Clara County.

Student Assistance Team (SAT) – SAT is a multi-disciplinary team of staff that meets regularly to support the needs of students with academic, social, or behavioral concerns. The focus of the team is to provide support to classroom teachers to implement accommodations/modifications so that students can be successful in general education. The team can also coordinate with community services and refer students for further evaluation.

Transition Specialists – Transition Specialists are available at all high schools to provide technical assistance and support for the transitioning needs of students with disabilities.

Transition Services – A coordinated set of activities that promote movement from school to post school activities including, post-secondary education, vocational training, adult services, independent living, supported employment, and community participation. Transition goals are determined by the IEP/ITP team beginning at age 16, or earlier, and are based on student and family vision, preferences, and interests.

Vocational Rehabilitation – The Department of Rehabilitation (DOR) in California is a Federal program that provides transition support for eligible students who receive special education services. Referral to DOR is determined by the IEP team during the student's junior year in high school. For more information contact your student's special education teacher.