



FREMONT UNION HIGH SCHOOL DISTRICT

ACADEMIC COMMUNITY TRANSITIONS PROGRAM (ACT)

Roxy Machuca – Coordinator of Special Services, FUHSD

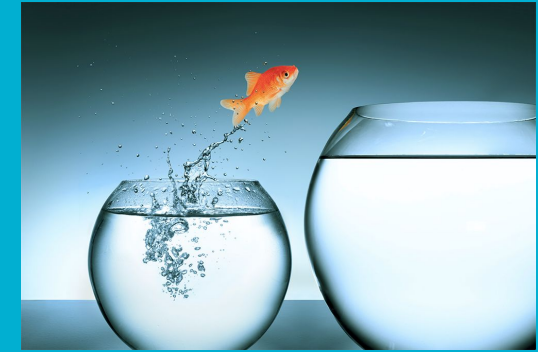
Elizabeth Rochin – Program Specialist, SELPA II

**The moment your students
walk through FUHSD doors,
we are thinking about the
moment they will leave...and
planning for it.**

AGENDA

1. What is articulation?
2. Articulation Timeline
3. Continuum of Support
4. Certificate of Completion vs. Diploma
5. Review of ACT Programs in the FUHSD
6. Articulation Timeline
7. FUHSD Residency Process
8. Articulation Process

What is Articulation?



Students who receive special education prepare for high school through the IEP process.

- Proposed services are driven by the *current* IEP.
- We hold an IEP to determine IEP supports and services.

CUSD and SESD are not FUHSD

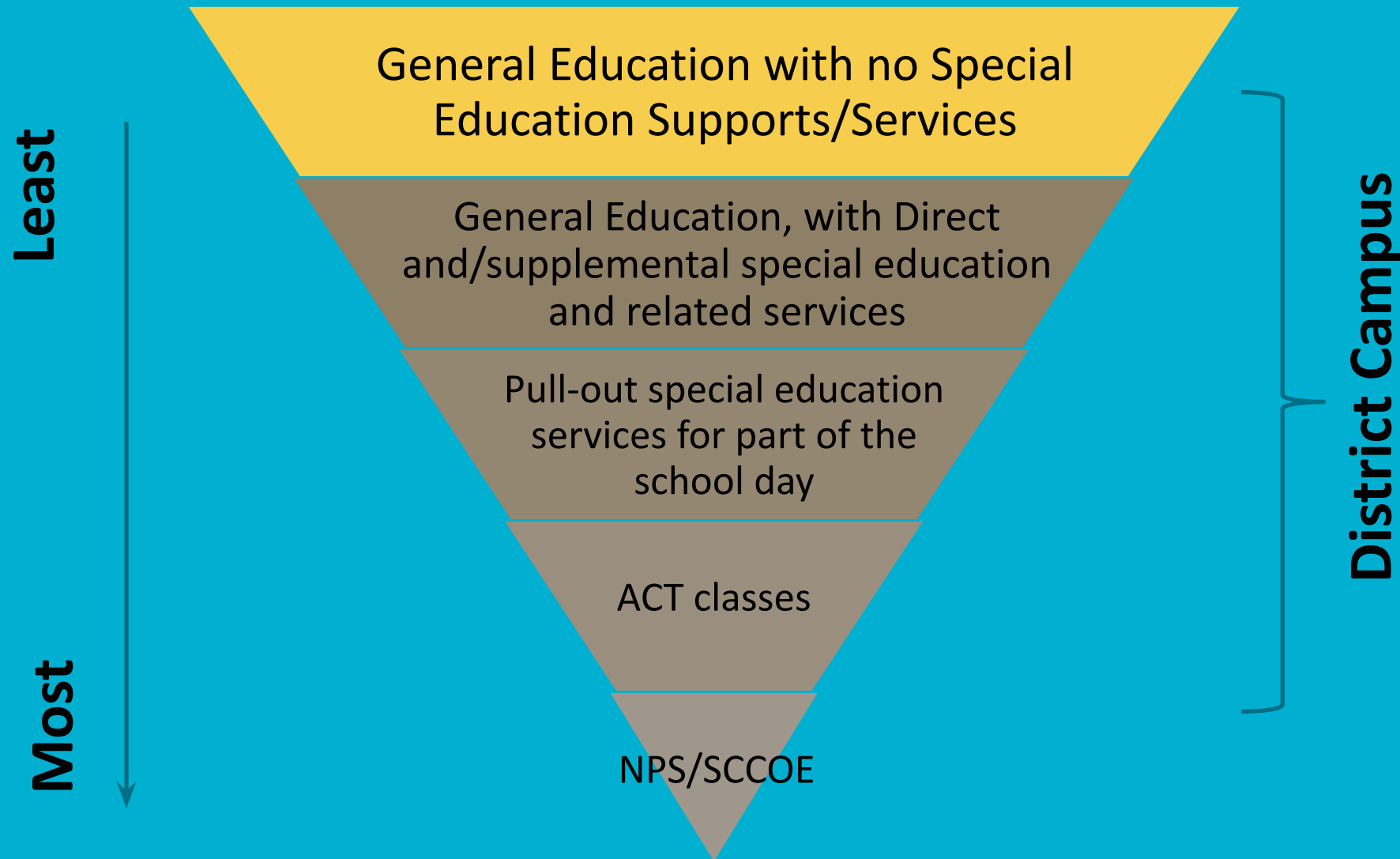
- The districts are different, but the services offered are comparable.
- Every high school site has special education services.
- The recommended program may not be at your home high school.
- If transportation is a provided service on your IEP, FUHSD will continue to provide the service or reimburse

Change can be...scary...exciting...??

The shift to high school is big.

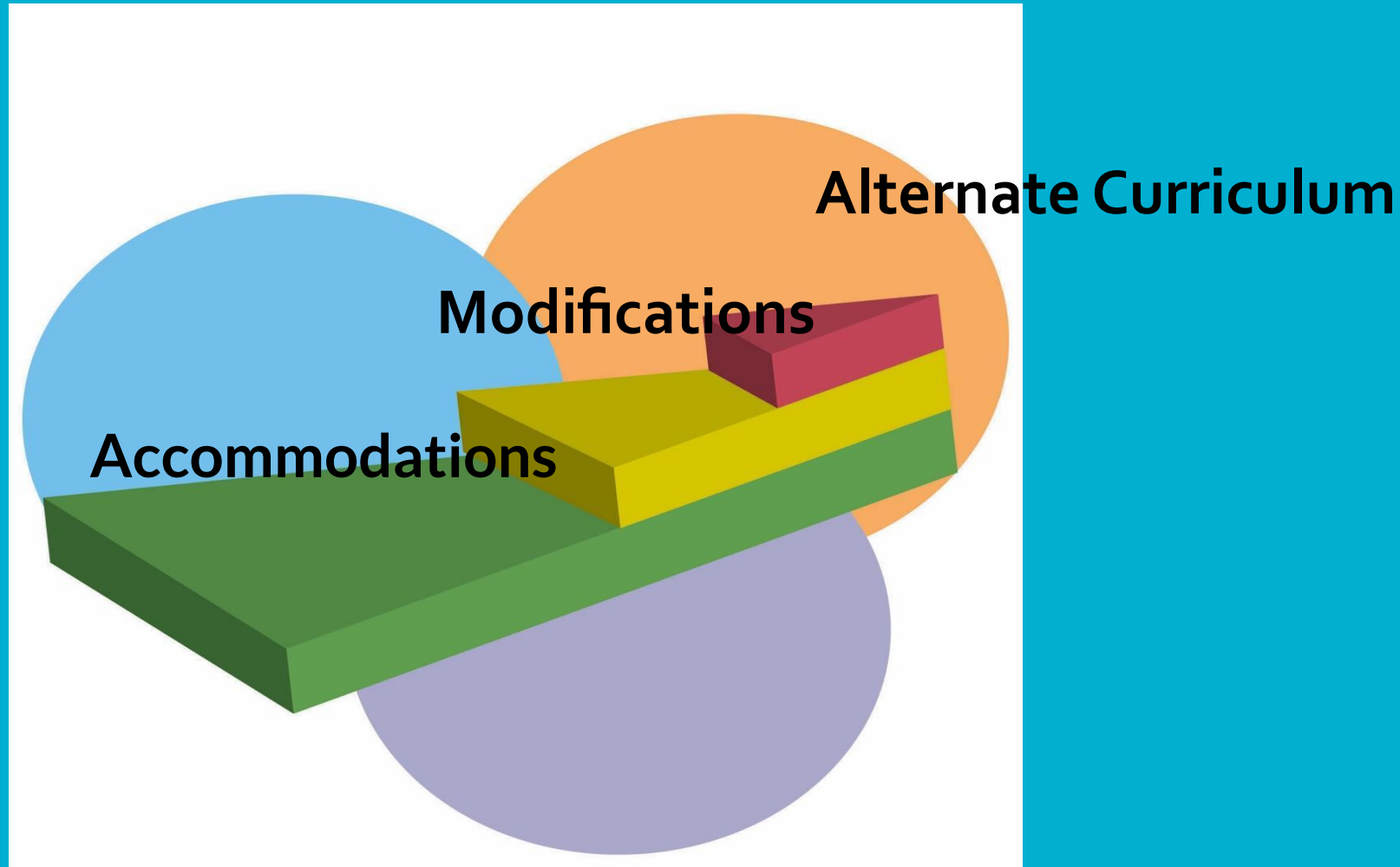
We are here to help you along the way.

LEAST RESTRICTIVE ENVIRONMENT



Continuum of Support

As per their IEPs, students with Special Education services may receive:



Accommodations

- Accommodations provide access for a student with a disability to participate in a course/standard/test, which DO NOT fundamentally alter or lower the standard or expectations of the course/standard/test.
- Extra time on tests/assignments (define amount)
- Taking tests in alternate locations
- Audiobooks
- Access to computer
- Reducing the test items per page
- Environmental structuring
- Timing or scheduling

Modifications

- Modifications are changes in teaching strategies and curriculum, that fundamentally alter the expectations of the course/standard/test
- Retaking/correcting tests for credit
- Word bank for tests
- Notes for tests
- Shortened or other limits to homework/classwork
- Material presented at a lower readability level
- Unlimited time





Alternate Curriculum

- Students completing work that is no longer based on the grade-level expectation or standards are completing **alternate curriculum**.
- **Alternate curriculum** leads to a **Certificate of Completion** (not a high school diploma) and post-secondary supports and services (meaning **continued special education until age 22**).



CERTIFICATE vs DIPLOMA

Diploma  Exit from high school
Level of competency

Certificate  Need for continued support
Transition to post-secondary education
(FAPE ends at age 22)

HIGH SCHOOL REQUIREMENTS

Requirement	Graduation	UC/CSU eligibility
English	4 years	4 years
Science	2 years (Life/Physical)	2 years
Math	2 years (through Geometry)	3 years (through Algebra II)
Social Science	3 years	2 years
PE	2 years	
Electives	<i><u>2 out of 3 of:</u></i> <i>1 year Applied Academic</i> <i>1 year Fine Art</i> <i>1 year World Language</i>	1 year Fine Art 2 years World Language (through level 2) 1 year college prep.
Total Credits	220 (5 credits per class, per semester)	

ACADEMIC COMMUNITY TRANSITION (ACT)

- Specialized to meet the needs of students 14-18 years old
Robust academic support for students working on an alternate course of study aligned to the California Department of Education Standards.
 - **Curriculum & Instruction:** Reading, Writing, Math, Science, Social Science, Vocational Skills, Community Life, Physical Education, Social Emotional, Pragmatic, and Behavioral Coaching

Reading: vocabulary, comprehension

Leisure Skills

Self Advocacy

Daily Living Skills

Health & Safety

Community
Based
Instruction
&
Vocational
Skills

Math: functions, applications,
schedules, calendar, time,
money

Listening & Speaking:
following directions,
answering/asking questions,
explaining, interviewing

Writing: content, applications,
correspondence (email & social
media), applications, reports,
schedules, lists

Social Skills: Interacting with others,
conflict resolution, environmentally
appropriate behaviors

INSTRUCTION

- Meaningful
- Engaging
- Hands – on
- Accessible
- Practiced across settings
- Preparation for life after high school: post-secondary education, employment, and independent living goals



ACT SCHOOL SITES



➤ Cupertino High



➤ Fremont High



➤ Lynbrook High



➤ Monta Vista High



➤ Homestead High

Individual Transition Plan

- At your first annual IEP, you will see new pages of the document, and goals related to transition (ITP)
 - Preparation for life after high school: post-secondary education, employment, and independent living goals
- Transition Department supports vocational skill development
 - WorkAbility
 - Department of Rehabilitation
 - San Andreas Regional Center

DISTRICT RUN BUSINESSES

- K9 Krunchies: Dog biscuits (DO/CHS)
- CARDS (Post-Secondary)
- PrintCenter (LHS and MVHS)
- Smoothie Shop (HHS)
- Candles (Post-Secondary)
- Sugar Scrubs (LHS)
- Recycling(All sites)
- Wings Garden (Post-Secondary)
- Coffee & Juice delivery (MVHS)
- Good to Go (LYNCS)



+ Work-Based Learning Experiences

- YMCA
- Lee's Favorite Bookstore
- Cinelux Theaters
- An-Jan Feed and Supply
- ACE Hardware
- UFC Gym
- Walt's Cycle
- CVS
- Walgreens
- Smart and Final
- Petco
- West Valley Community Services
- Outdoor Supply and Hardware
- Nirvana Soul coffee
- Gumba's Italian Restaurant
- Metro City Restaurant
- Old Greenwood BBQ
- Pizza My Heart
- TOGO's
- US Geological Services



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FUTURE PLANNING

- Students may participate in senior activities and graduation ceremonies
- Post-secondary program (ages 18-22) offered within FUHSD
- Three different post-secondary programs
- Coordination of services with community agencies including San Andreas Regional Center (SARC).

Articulation Timeline

- Attend Parent Information Night--Check! :-)
- Complete Parent Input Form
- Complete Registration and Residency Verification
- Option to observe proposed program
- Participate in articulation IEP meeting

RESIDENCY VERIFICATION

Residency Verification Documentation at

 www.FUHSD.org

 Departments
Enrollment & Residency

 Online Registration

REGISTRATION & RESIDENCY VERIFICATION

- Parents must complete registration and residency **PRIOR TO the articulation IEP.**
- FUHSD will email you instructions by late January/early February for the On-Line Registration (OLR) process
 - Upload necessary documentation
 - Computers and support available in the FUHSD Enrollment Office

● **DEADLINE APRIL 3**

FUHSD Enrollment Center

ENROLLMENT CENTER

The Enrollment Center is responsible for helping new students enroll in our District, ensuring that all new students live within our District boundaries, and helping each family access resources to acclimate to the social and cultural environment of their new school community.

ENROLLMENT AND ADDRESS VERIFICATION FOR THE 2023-24 SCHOOL YEAR BEGINS JANUARY 25, 2023.

BOARD APPROVES MONTA VISTA SUPPLEMENTAL SCHOOL ASSIGNMENT PROGRAM (MSSAP) FOR 2023-24

On December 6, 2023 the FUHSD Board of Trustees approved a one year program to help mitigate

OFFICE INFORMATION

Office Hours:
8:00 am to 4:00 pm Daily

Office Phone:
(408) 522-2266

Email: Enrollment@fuhd.org

Elena Macias

Business Services

Bond Program

Enrollment Center

New Student Enrollment
Enrollment Documents Needed
International Exchange Students
Residency Information & Laws
Student Transfer Options



ARTICULATION PROCESS

- Residency verification at the home high school
- Letter with program recommendation and information no later than the week of February 6, 2023
- Optional visit to the proposed program
- Address questions and concerns to middle school teacher and/or program specialist for recommended program.
- Attendance and participation in articulation IEP.



ARTICULATION IEP

- Review strengths and needs
- Discussion and questions
- Confirm placement and necessary services
- Extended School Year
 - 6/14 - 7/5/23
 - 8:30-1:30



Contacts

- What if I have questions?
 - Contact your middle school student's case manager
 - After you receive the FUHSD letter, contact Elizabeth Rochin for an observation of the proposed program
 - Your case manager will coordinate your articulation meeting with the receiving high school staff, facilitated by Elizabeth.
 - All meetings will be virtual



NEXT STEPS

- Complete parent questionnaires
- Receive articulation mailing the week of February 6, 2023
- Optional program observations
- Articulation meetings beginning in early February
- ESY program 6/14/23 - 7/5/23
- **First day of high school: 8/21/23!**



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