

Preparing for High School

A Guide to Successful Transition
December 14, 2022



FREMONT UNION HIGH SCHOOL DISTRICT

Agenda

Overview of articulation process for students with IEPs

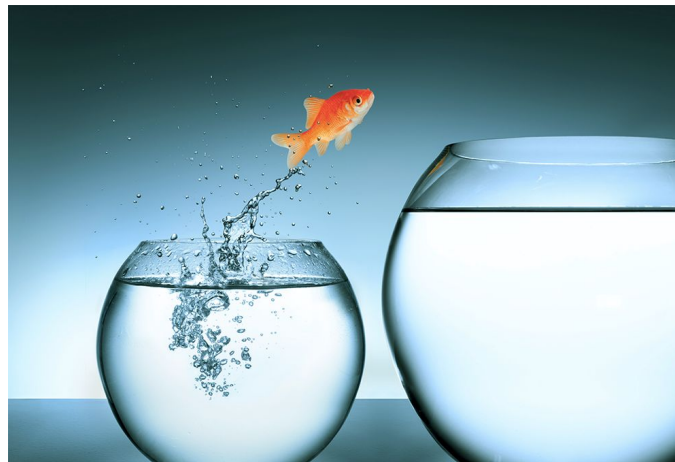
- What is articulation?
- Articulation timelines
- School boundaries
- Enrollment and Address Verification
- High Schools and Programs
- Program Specialist and Other Support
- Parent and Student "To Do" Lists



What is Articulation?

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

- Determine supports and services
- Begin discussing goals for post high school outcomes



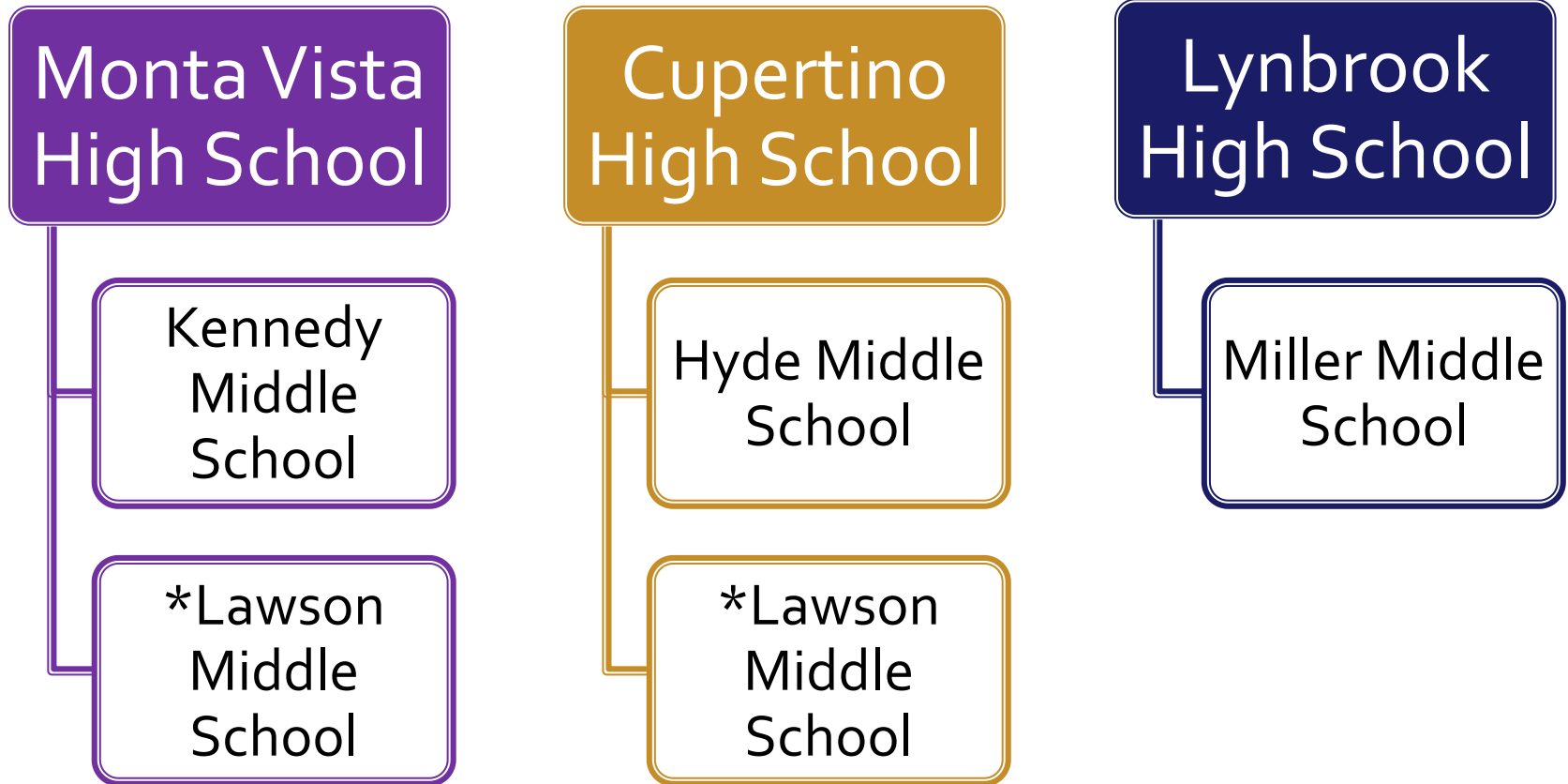
Articulation Timeline

Family Activities

- Attend parent information events
- Complete Enrollment and Address Verification
- Discuss student interests to guide course selection
- Participate in IEP meetings

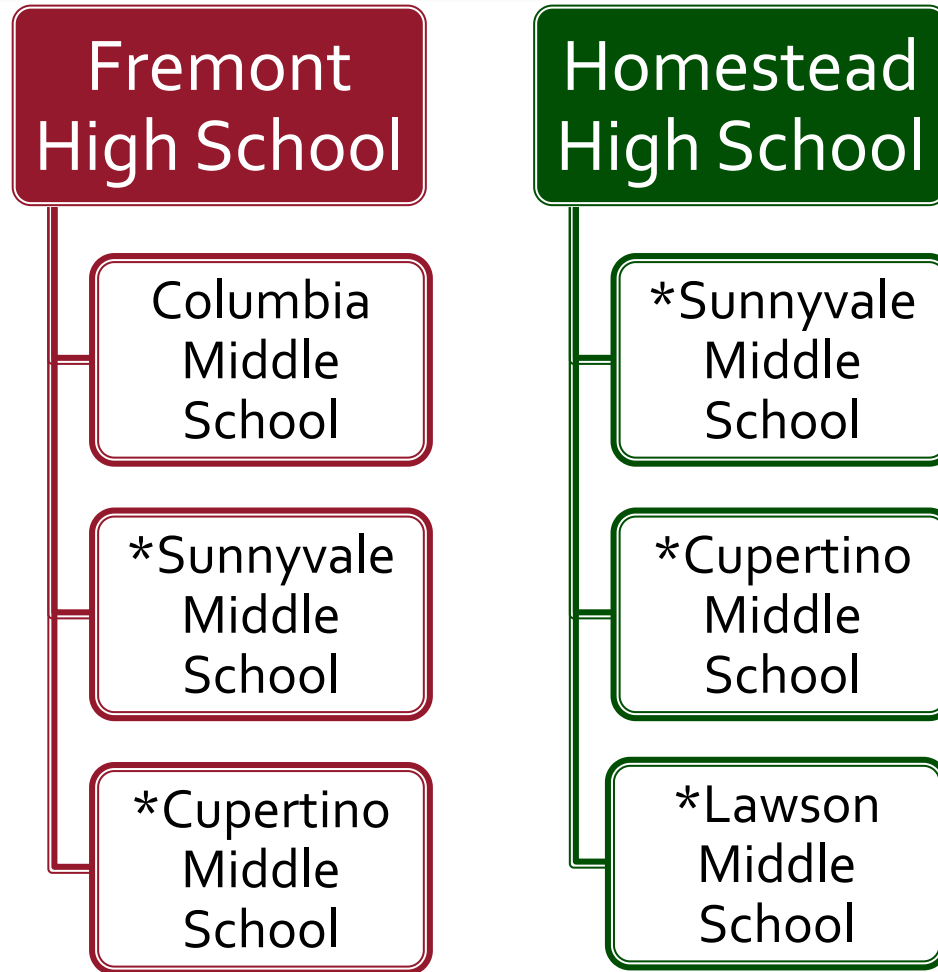


FUHSD Schools and Feeder Schools



*Feeds into more than one high school

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Enrollment and Address Verification

Visit the **ENROLLMENT CENTER** website for all information.

www.fuhisd.org/enrollment

- Email notification - January 30
- **On-Line Registration (OLR)**
- Upload required documents
- Computers and support available in the Enrollment Office

Deadline: April 3, 2023

Articulation IEP Meeting

- **Coordinated by the 8th grade case manager,** includes middle school and high school IEP teams.
- Discuss and determine high school placement and services.
- Following enrollment and articulation, placements in specialized programs located at a school ***other*** than the home school will be changed by district staff.

Start of High School Information

- School specific information by electronic or postal mail in **August** and/or on individual websites.
- Freshman orientation in August.



FUHSD Special Education Services

Special Education Services available at all schools

- Specialized Academic Instruction (SAI)
- Speech and Language
- Academic Communication (AC)
- Individual Counseling
- Behavior Services
- Deaf/Hard of Hearing
- Visually Impairment
- Orientation and Mobility
- Occupational Therapy

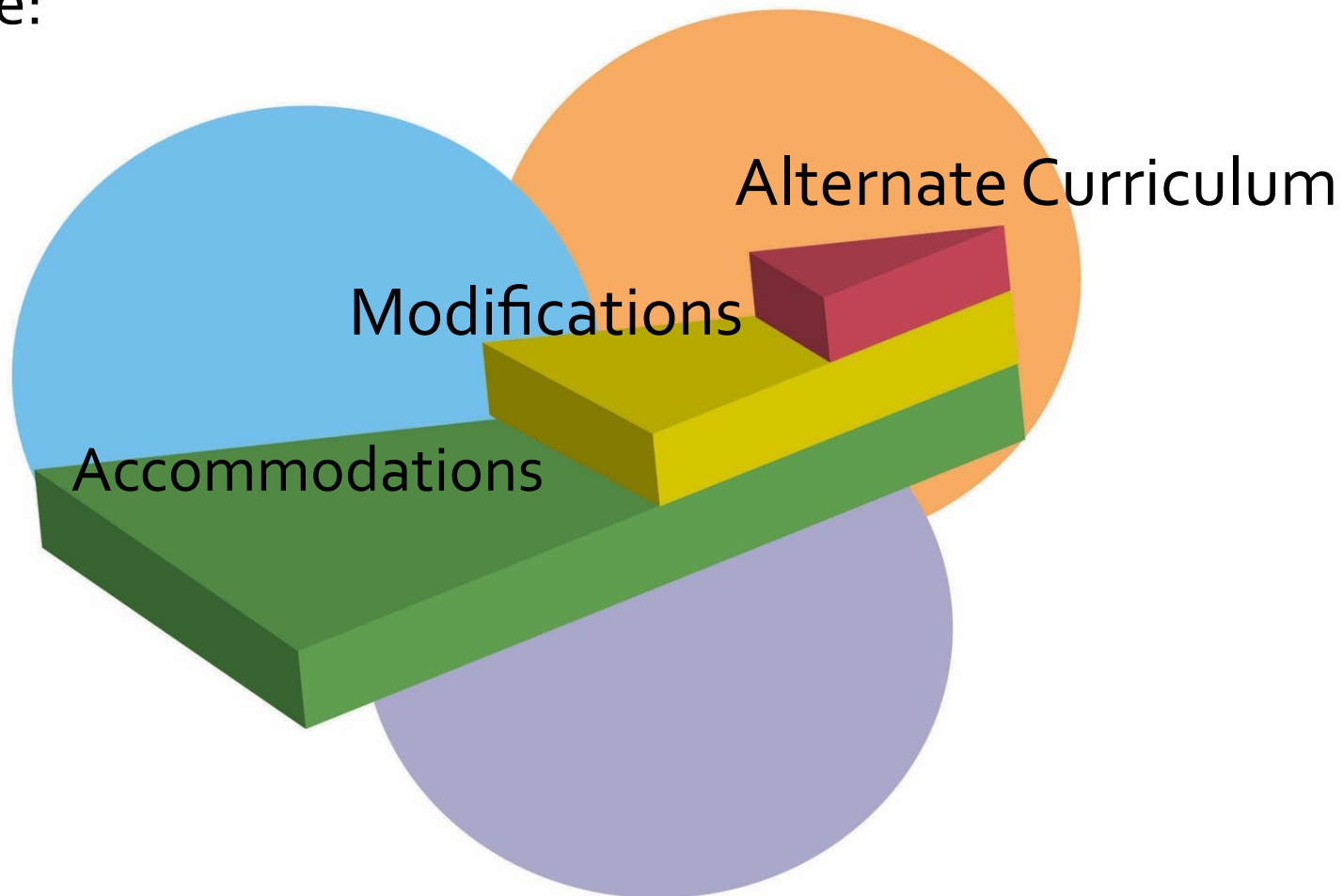
FUHSD Specialized Programs

- Therapeutic Elective (TEC) – CHS, FHS, HHS
- Therapeutic Special Day Class/Voyager - LHS
- Visually impairment support - CHS
- Academic Community Transition (ACT)



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.
- Course retains college eligibility



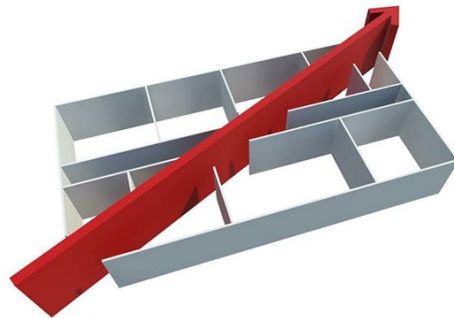
Accommodations

- 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.
- Modifications, even in a general education class, meet the standard for high school graduation but remove the four- year college eligibility of the course.



Modifications

- 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



Graduation Requirements

- English – 4 Years/40 credits
- Science – 2 Years/20 credits (Life, Physical)
- History – 3 Years/30 credits (World, US, Govt/Econ)
- Math – 2 Years/20 credits (min. Alg. 1, Geometry)
- Physical Education – 2 Years/20 credits
- Fine Art, Applied Academics, World Language –
1 year/10 credits each in 2 of the 3
- Electives – 70 credits
- TOTAL CREDITS REQUIRED: 220

Alternate Curriculum - ACT

- Regardless of educational setting, if a student is completing work that is no longer based on the grade-level expectation or standards, they are completing *alternate curriculum*.
- Alternate curriculum leads to a Certificate of Completion (not a high school diploma) and post-secondary supports and services (specialized programs).



Learning Knows No Bounds

Role of Program Specialists

During the articulation process, Program Specialists:

1. Facilitate placement of students in specialized programs
2. *May* facilitate program visits (district directed)
3. *May* facilitate an articulation meeting (district directed)

SUPPORTING YOU...

ALL THE WAY
THROUGH

Program Specialists/AC Lead

- Responsibility to Specialized Programs
 - SCCOE programs and Low Incidence
 - Dianne Holcomb
 - Therapeutic Support
 - Wendy Sharp
 - Moderate to Severe /Post-Secondary Transition support
 - Elizabeth Rochin
 - Social Cognitive/Academic Communication
 - Jessica Luzada

Contacts

Questions?

- Contact your student's teacher/case manager
- The teacher will coordinate IEPs and visits through the designated personnel that are coordinating articulation.
- High school staff and Program Specialists will be available during:
 - School information meetings
 - Articulation IEP meetings



Parent & Student “To Do” List

- Ask questions about progress and any accommodations/modifications/alternate curriculum needs
- Complete Enrollment & Address Verification
- Attend course selection events at home school and discuss classes that interest your student.
- Consider goals for post high school
- Participate in IEP meetings
- Attend Freshman Orientation events



FUHSD

*Educating capable, caring,
contributing citizens for life.*

