Preparing for High School

A Guide to Successful Transition
December 14, 2022
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

Monta Vista High School
  - Kennedy Middle School
  - *Lawson Middle School

Cupertino High School
  - Hyde Middle School
  - *Lawson Middle School

Lynbrook High School
  - Miller Middle School

*Feeds into more than one high school
FUHSD Schools and Feeder Schools

Fremont High School

- Columbia Middle School
- *Sunnyvale Middle School
- *Cupertino Middle School

Homestead High School

- *Sunnyvale Middle School
- *Cupertino Middle School
- *Lawson Middle School

*Feeds into more than one high school
Enrollment and Address Verification

Visit the ENROLLMENT CENTER website for all information.

www.fuhsd.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)
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
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