



FREMONT UNION HIGH SCHOOL DISTRICT

Cupertino High School | Fremont High School | Homestead High School | Lynbrook High School | Monta Vista High School | Adult & Community Ed.

Transition Handbook

for

Students with Special Needs

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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 toward their goals in life. Our 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,

Nancy Sullivan

Director of Educational and Special Services
Fremont Union High School District
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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 and community 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 students with special education needs to help them work toward their goals after high school. These services are provided in grades 7-12 and, in some cases, beyond high school, by programs supported by our district. Our transition services support all students with special education needs, 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

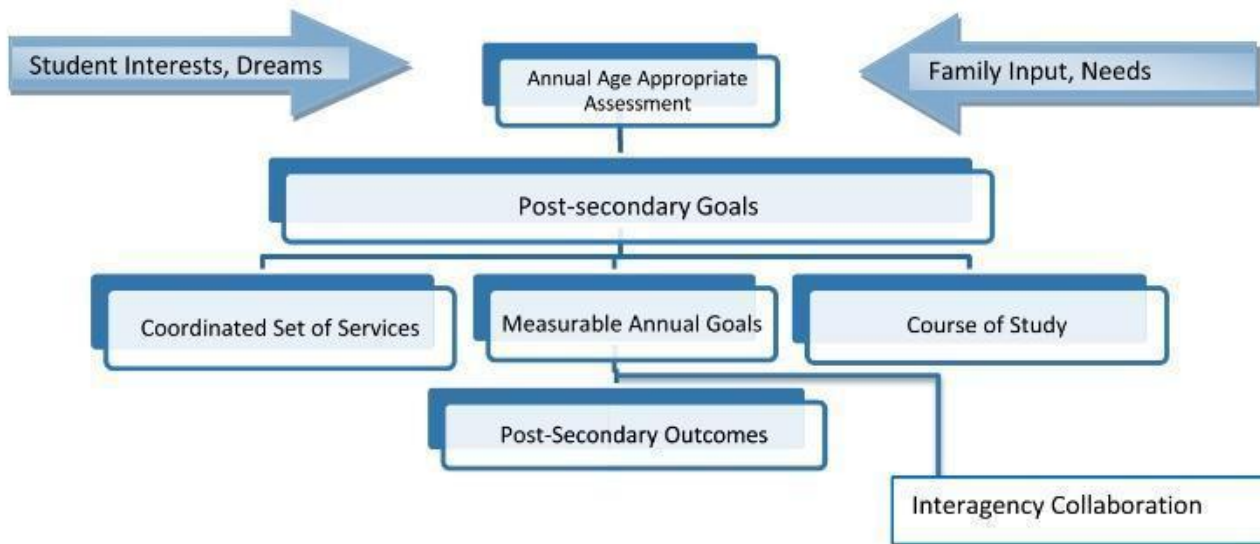
*Feeder Middle Schools are: Cupertino, Hyde, Kennedy, Lawson, McAuliffe, Miller, Columbia, and Sunnyvale.

Individual Transition Plan (ITP)

By law, every student who is eligible for Special Education services must have a current Individualized Education Program (IEP). No later than age 16, the IEP must also include 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 student's transition to life after high school. Steps for developing an ITP document include:

- 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 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.

How to Construct the Transition Individualized Education Program



Compiled by Sue Sawyer, CA Transition Alliance

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 “Individual Transition Plan” or “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 post high school experience. The student's skills and interests will determine which items to 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 preferences and options for future living arrangements.
- 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 (**10th & 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, become informed about sexual health and family planning.
- 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, as needed.
- Practice independent living skills (e.g., budgeting, shopping, cooking, etc).
- 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 high school campus, there is a College and Career Center where all students can find a wealth of information. The College and 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. The district also coordinates an annual Career and College Fair specific to students with special needs, where they are able to talk with community partners and employers 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
 - Encourage your student to attend related school meetings (e.g. IEP, guidance, information meetings, etc.)
 - 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.fuhd.org/cac
- **Focus on Student Strengths:**
 - Students need 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.
 - Talk with teachers, school counselors, school social workers, school administration, etc.

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

- **What is “SELF ADVOCACY”?**
 - The student’s ability to state and describe that they have a verified disability, explaining 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, I am taking medication and might need to make 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 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

- Positive post-secondary outcomes for students may need to focus on Life Skills and Independent Living. While all students are provided with opportunities to build their skills of independence, some students with a higher level of need, may be enrolled in programs with a greater emphasis in these areas. Transition related supports targeting Life Skills and Independent Living are determined by student need and may include:

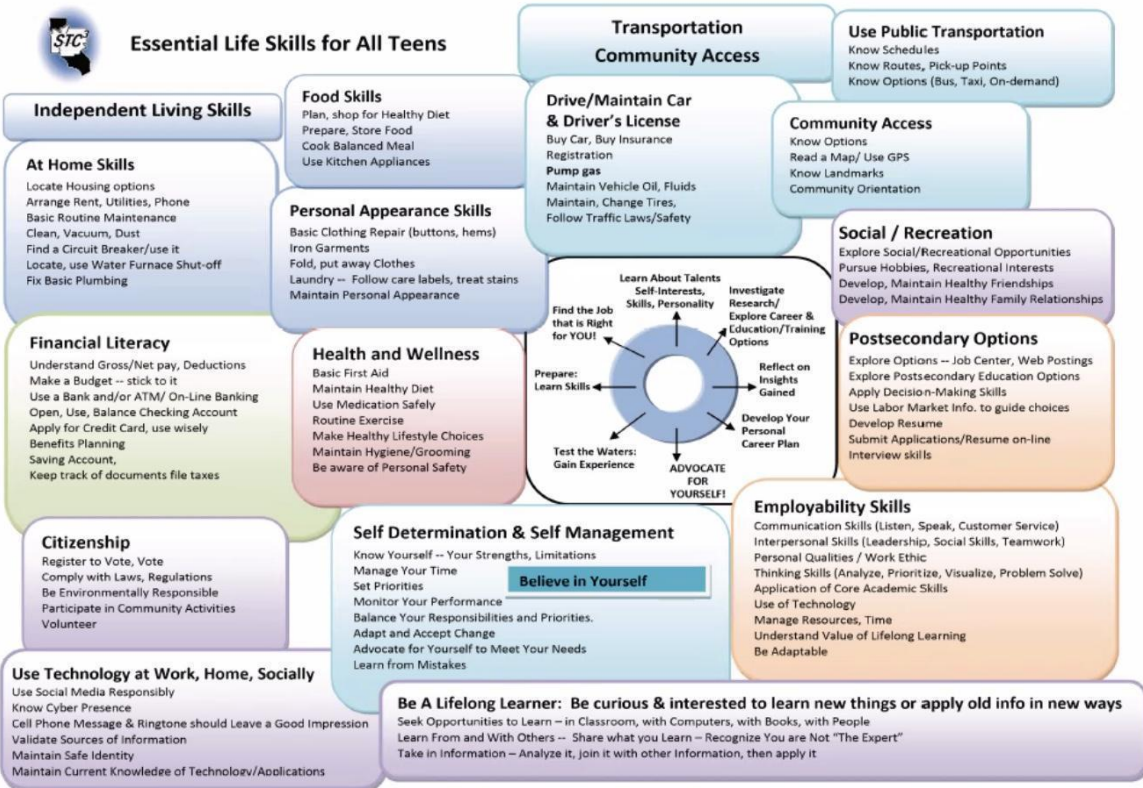
- At Home Skills
- Financial Literacy
- Citizenship
- Food Skills
- Personal Appearance Skills
- Use Technology
- Health and Wellness
- Transportation/Community Access
- Social/Recreation
- Post-Secondary Option
- Employability Skills
- Self Determination/Self Management
- Life-Long Learning

- Local Partnership Agreement (LPA)

Our Local Partnership Agreement (LPA) is a partnership between San Andreas Regional Center (SARC), the Department of Rehabilitation (DOR), and local school districts. Our goal is to create a more collaborative, efficient, and effective system 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.



Essential Life Skills for All Teens



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

- **What are the academic opportunities for students with special needs?**
 - Students with high needs for support 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:
Essential skills for successful transition to employment, continuing education, and quality:
 - 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 (housing, 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:** Support in individualized planning to maximize student goal realization
- **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:** academic classes, extracurricular opportunities, career- technical classes, and electives
- **Information About Disabilities:** learning styles and accommodations strategies.
- **Career Portfolio:** development, using technology
- **Independent Living:** 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:

1. **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.
2. **Work-Based Learning Experiences:** offer a variety of ways to connect with local professionals and get real-world work experience.
3. **Postsecondary Counseling:** helps you learn about different educational programs available and resources to support the student's educational success.
4. **Workplace Readiness Training:** helps the student prepare for employment by learning good work habits and interpersonal skills, and developing independent living skills.
5. **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 an “Assessment”?**

Activities that identify 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”?**

Activities that expand the student’s knowledge about the work world, and learning about self interests and abilities.

- Research
- Interviews, guest speakers
- A class
- Job shadowing

- **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

Fremont Union High School District (FUHSD)	
589 W. Fremont Ave. Sunnyvale, CA 94087 408.522.2200	Special Services Transition Department Community Advisory Committee
Department of Rehabilitation (DOR)	
100 Paseo de San Antonio, #324 San Jose, CA 95113 408.277.1355 408.277.4124 (TTY)	www.dor.ca.gov
San Andreas Regional Center (SARC)	
6203 San Ignacio Ave, Suite 200 San Jose, CA 95119 408.374.9960	www.sarc.org

Parents Helping Parents (PHP)	
1400 Parkmoor Ave, Suite 100 San Jose, CA 95126-3797 408.727.5775	www.php.com
Nova: Youth at Work	
505 W. Olive Avenue, Suite 550 Sunnyvale, CA 94086 408.730.7640 408.774.5448 (TTY)	www.youthatwork.org
Deaf Counseling, Advocacy, & Referral Agency (DCARA)	
Advocacy Services 950 S. Bascom Ave., Suite 1010 San Jose, CA 95128 510.343.6670 Employment Services 1901 Zanker Rd. San Jose, CA 95112	www.dcara.org

Additional Web Resources

FUHSD Community Advisory Committee (CAC)	The Community Advisory Committee (CAC) unites parents and educators in the effort to inform parents on issues related to raising Special Needs children, as well as to foster a nurturing and understanding environment in our schools through disability training (Abilities Awareness Program), so that students of all abilities may learn and thrive. Please visit the “Presentations” section for additional resources and information.
California Department of Education (CDE)	The CA Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.
WorkAbility I (WAI)	The WAI program provides comprehensive pre-employment skills training, employment placement and follow-up for high school students in special education who are making the transition from school to work, independent living, and postsecondary education or training. Program services are appropriate to individual student needs, abilities, and interests.
CDE Testing & Accountability	Provides information on student academic achievement and program requirements.

<p><u>California Assessment of Student Performance and Progress (CAASPP)</u></p>	<p>The CAASPP System assists teachers, administrators, students, and parents by promoting high-quality teaching and learning using a variety of assessment approaches and item types.</p>
<p><u>California Alternative Assessments (CAA)</u></p>	<p>The California Alternate Assessments (CAAs) for ELA and mathematics are part of the California Assessment of Student Performance and Progress (CAASPP) System. The purpose of the CAAs is to measure what students know and can do. These measures help identify and address gaps in knowledge or skills early so students can receive the support they need. The CAAs are aligned with alternate achievement standards—called the Core Content Connectors—and linked to the Common Core State Standards (CCSS) for ELA and mathematics.</p>
<p><u>CA Employment Development Department (EDD)</u></p>	<p>Connects millions of job seekers and employers in an effort to build the economy of the California.</p>
<p><u>Center for Parent Information & Resources (CPIR)</u></p>	<p>The CPIR employs a user-centered process, gathering the perspectives of our experienced audience to create products and services that increase Parent Centers' knowledge and capacity in specific domains.</p>
<p><u>How to Fill Out the Free Application for Student Aid (FAFSA)</u></p>	<p>The <u>Free Application for Federal Student Aid</u> is a form completed by current and prospective college students in the United States to determine their eligibility for student financial aid.</p>

<p>When You Turn 18: A Legal Survival Guide</p>	<p>A valuable resource provided by the California Lawyers Foundation.</p>
<p>College Board</p>	<p>College Board is a mission-driven not-for-profit organization that connects students to college success and opportunity. Each year, College Board helps more than seven million students prepare for a successful transition to college through programs and services in college readiness and college success—including the SAT, the Advanced Placement Program, and BigFuture. The organization also serves the education community through research and advocacy on behalf of students, educators, and schools.</p>
<p>Silicon Valley Career Technical Education (SVCTE)</p>	<p>SVCTE educates high school students and adults in careers and college in a professional, hands-on environment. Courses are offered within 11 industry sectors where participants can explore and develop technical skills that will lead them to higher education or into the workplace.</p>
<p>Considering Conservatorship? (PHP video))</p>	<p>Learn more about conservatorships and how you can file with the courts for conservatorship with support from the Self Help Court of Santa Clara County. Learn the process from Neil Libbe, Staff Attorney at Self Help Center/Family Law Facilitator's Office, Santa Clara County Superior Court.</p>
<p>Silicon Valley Independent Living Center (SVILC)</p>	<p>SVILC serves all people with disabilities, including seniors with disabling conditions, who live in Santa Clara county. We provide support tools and resources needed to live interdependently, and advocate for policies that ensure equal access and opportunity for all.</p>

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/Language Impairment (SLI)
Emotional Disturbance (ED)	Multiple Disabilities (MD)	Traumatic Brain Injury (TBI)
Orthopedic Impairment (OI)	Visual Impairment (VI)	Specific Learning Disability (SLD)
Deafness (D)	Hearing Impairment (HI)	Other Health Impairment (OHI)
Deaf-Blind (DB)		

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

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 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.