



FREMONT UNION HIGH SCHOOL DISTRICT

# **ACADEMIC COMMUNITY TRANSITIONS PROGRAM (ACT)**

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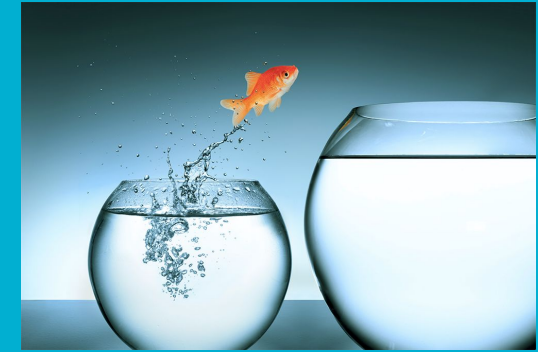
**The moment your students  
walk through FUHSD doors,  
we are thinking about the  
moment they will leave...and  
planning for it.**

# 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?

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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

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- The districts are different, but the services offered are comparable.
- Every high school site has special education services.
- Your student may not attend the home high school.

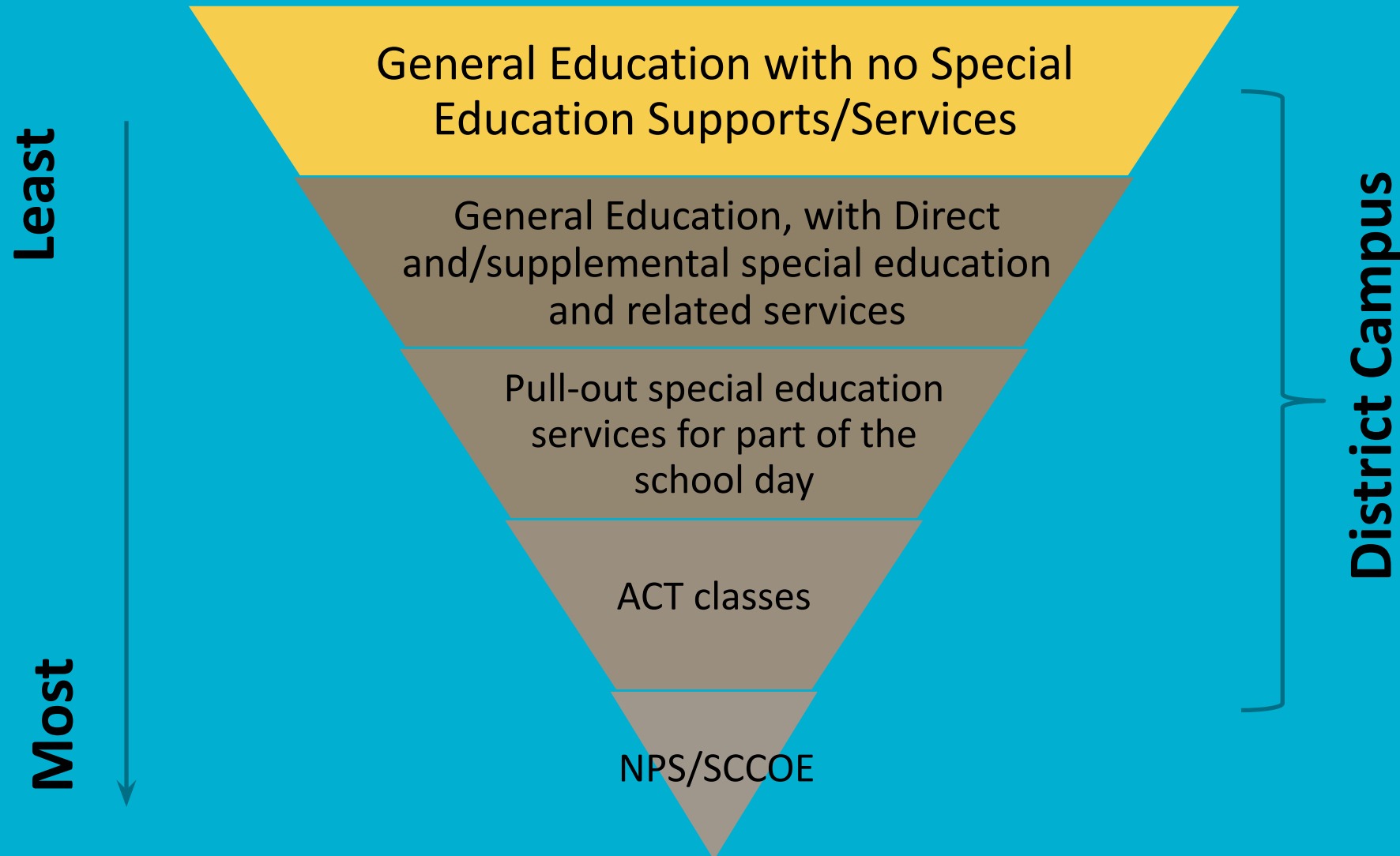
# Change can be...scary...exciting...??

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The shift to high school is big.

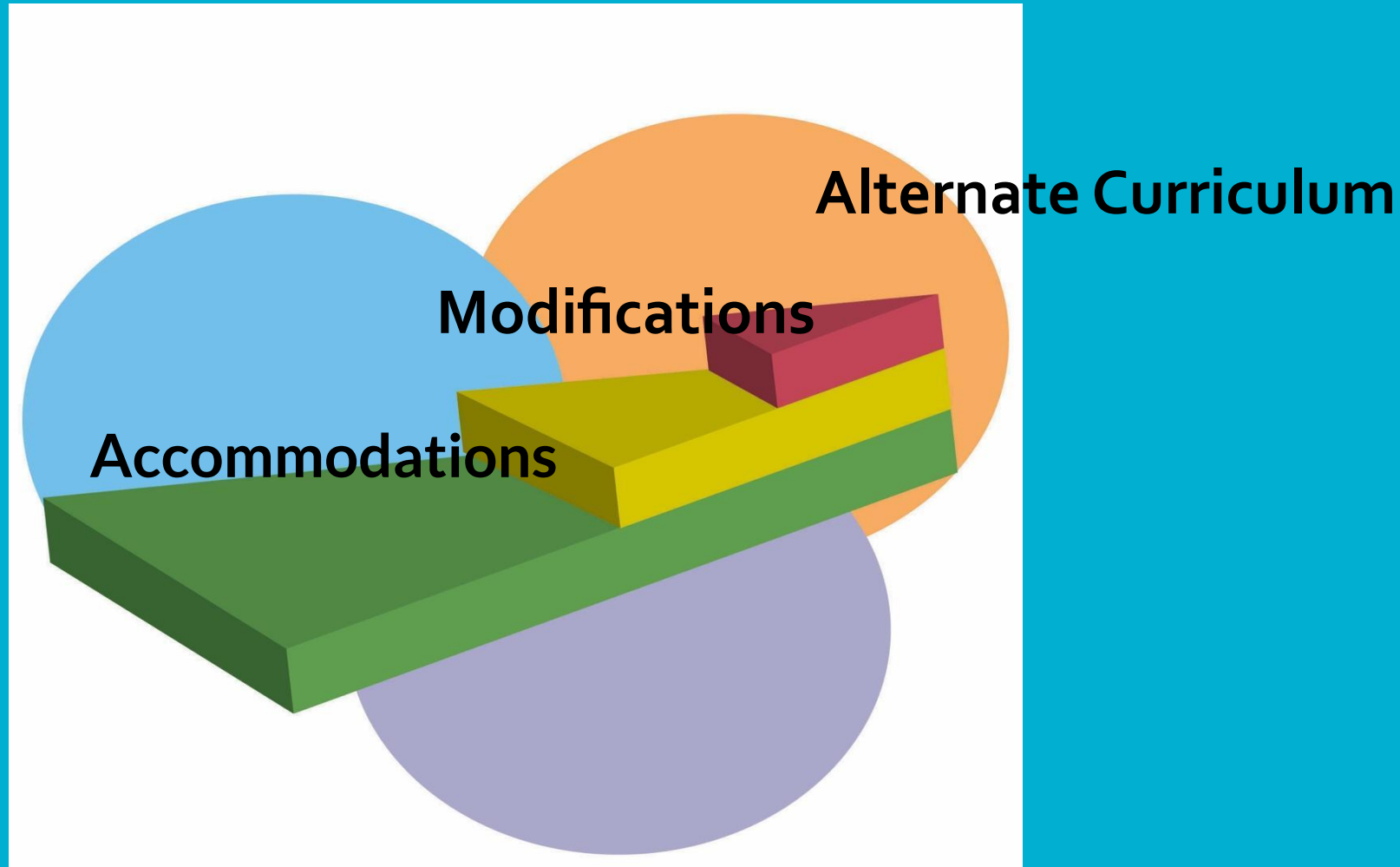
We are here to help you along the way.

# 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)

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# HIGH SCHOOL REQUIREMENTS

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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>2 out of 3 of: 1 year Applied Academic 1 year Fine Art 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

Community Based Instruction & Vocational Skills

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

Daily Living Skills

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

Health & Safety

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

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

# INSTRUCTION

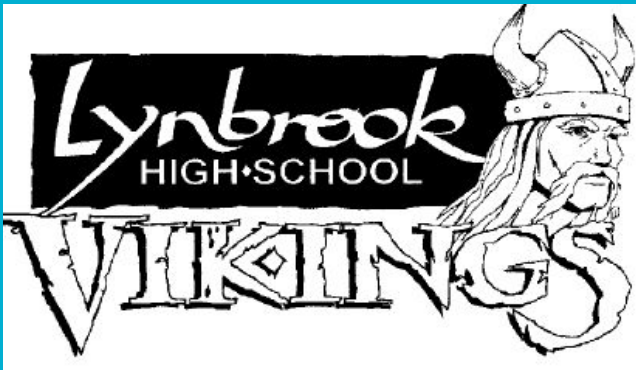
- Meaningful
- Engaging
- Hands – on
- Accessible
- Practiced across settings
- Preparation for life after high school: post-secondary education, employment, and independent living goals





# 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
  - [Continuum of transition services](#)

# DISTRICT RUN BUSINESSES

- K9 Krunchies: Dog biscuits (DO)
- CARDS (BRIDGES)
- PrintCenter (LHS and MVHS)
- Smoothie Shop (HHS)
- Tino Town Balloons (CHS)
- Sugar Scrubs (FHS)
- Recycling(All sites)
- Wings Garden
- Lanyards
- Creative Hands
- Good to Go (gift boxes)



# + Work-Based Learning Experiences

- Early Horizons
- YMCA
- UFC Gym
- Crunch Fitness
- Pizza My Heart
- Goodwill
- First Auto
- Walgreens
- Smart and Final
- PETCO
- USGS
- Animal Assisted Happiness
- Cicero's Pizza
- Evo Sports Club



# FUTURE PLANNING

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

# Articulation Timeline

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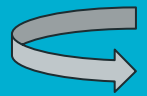
- Attend Parent Information Night--Check! :-)
- Complete Parent Input Form (sent)
- Complete Registration and Residency Verification
- Observe proposed program
- Participate in articulation IEP meeting

# REGISTRATION & RESIDENCY VERIFICATION

- Parents must complete registration and residency PRIOR TO the articulation IEP.
- Letters from FUHSD are sent regarding the process at home school (**look for email January 4th, 2022**).
  - January 4 to February 16th--Regular registration/residency verification
- Registration online, completed prior to residency verification.

# RESIDENCY VERIFICATION

Residency Verification Documentation at



[www.FUHSD.org](http://www.FUHSD.org)

Departments



Enrollment & Residency



Online Registration



# ARTICULATION PROCESS

- Residency verification at the home high school
- Letter with program recommendation and information on a visit the week of 03/01/2022
- Visit to recommended 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
  - 6/13 - 7/1/22
  - 8:30-1:30



# Contacts

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



# NEXT STEPS

- Complete parent questionnaires
- Receive articulation mailing week of 3/1/2022
- Program observations
- Articulation meetings beginning in late March
- ESY program 6/13/22 - 7/1/22
- **First day of high school: 8/22/22!**



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