

## Transition Services

By law, the definition of transition services is a coordinated set of activities for a student, based on the individual student's needs, preferences, and interests, that promotes movement from school to post-school activities. Post-secondary transition planning will begin no later than the first IEP to be in effect when the child turns 16 (CA Education Code 34 CFR 300.43 and 300.320(b) and (c)).

Transition services are aimed at providing students and their families with the practical and experiential skills and knowledge that will assist in a successful transition to adult life. Transition is helping students and families think about life after high school and identifying long-range goals, by designing the high school experience to ensure that students gain the skills and connections they need to achieve these goals.

The appropriate transition services and activities will be determined by the IEP team and summarized on the transition plan. Areas that will be addressed on the transition plan are Education/Training, Employment, and Independent Living (if appropriate). The SUHSD Transition Services Department offers support for students whose needs in these areas cannot be met through the general education program.

The Transition Specialists coordinate two grant-funded projects for eligible students. Workability is the District's work training program. This program primarily focuses on helping students develop skills that lead to gainful employment and providing students with opportunities for supported work training both paid and unpaid.

The other district program is the Transition Partnership Program (TPP). TPP is a cooperative program with the Department of Vocational Rehabilitation (DOR). DOR is a statewide agency that assists adults with disabilities to reach their employment goals. Students with the most significant disabilities may participate in the program in their last two years of high school. TPP can provide support with job placement, education/training, or other barriers toward employment. DOR will continue to provide services with students when they leave high school.

## Program Specialists

The role and function of the Program Specialist are defined by *Section 56368 of the California Education Code*. Program Specialists hold credentials in special education, clinical services, or health services, or have a school psychologist authorization and advanced training and related experience in the education of individuals with exceptional needs and a specialized in-depth knowledge in career vocational development, or one or more areas of major disabling conditions.

Program Specialists may do any of the following:

- (1) Observe, consult with, and assist resource specialists, designated instruction and services instructors, and special day class teachers.
- (2) Plan programs, coordinate curricular resources, and evaluate effectiveness of programs for individuals with exceptional needs.
- (3) Participate in each school's staff development, program development, and innovation of special methods and approaches.
- (4) Provide coordination, consultation and program development primarily in one specialized area or areas of his or her expertise.
- (5) Be responsible for assuring that pupils have full educational opportunity regardless of the district of residence.

SUHSD has two Program Specialists:

Shana Karashima - [skarashima@seq.org](mailto:skarashima@seq.org)

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## Adaptive Physical Education

The California Department of Education recognizes that children with disabilities who are eligible for special education and related services have a right to a free and appropriate education to meet their unique needs. As such there are a variety of physical education services available for children with disabilities. All children, unless excused or exempt under Education Code 51241, are required to have an appropriate physical education program. Availability of adapted physical education services therefore, should be consistent in all districts, counties, and regions of the state. In addition, these services should be provided in such a manner that promotes maximum interaction between children with disabilities and their non-disabled peers.

*EC 51210 and 51222.*

The California Department of Education recognizes that professional practices in physical education have been developed which are effective in providing quality services for children.

Adapted Physical Education is a diversified program of developmental activities, games, sports, adventure activities, and rhythms, suited to the interests, capacities and needs of students with disabilities who may not safely or successfully engage in unrestricted participation in the vigorous activities of the general program.

Various types of physical education programs and services are necessary to meet the needs of children and are to be made available as appropriate. For this instructional area, there is a need to:

- **Address eligibility criteria.**
- **Outline a process for physical education programming.**
- **Ensure that appropriately qualified staffs are employed, consistent with credentialing requirements.**
- **Address considerations unique to the demographics of various districts, counties, and special education local plan areas (SELPA's).**
- **Suggest guidelines for program eligibility, caseloads, and screening**

## **SERVICE DELIVERY OPTIONS AVAILABLE FOR ADAPTED PHYSICAL EDUCATION**

### **Adapted Physical Education**

Direct physical education services provided by an adapted physical education specialist to students who have needs that cannot be adequately satisfied in other physical education programs as indicated by an assessment and evaluation of motor skills performance and other areas of need, including behavioral and affective areas. Children receiving adapted physical education, as indicated on the IEP, are included in the state and federal child count. *5CCR 3051.5(a)*.

### **Adapted Physical Education Collaboration**

Physical education services in this option are provided and/or implemented jointly with other school staff members in order to assist children in meeting individualized goals, objectives, or needs through all options. Service delivery may be a transitional progression through the various stages or a combination of options offered simultaneously to meet individual needs. Collaboration is a bridge to either exit APE direct services or enter the General Physical Education Program. This may include some direct "hands-on" services, directly working with children, as part of the collaborative process. These children will be counted on the federal pupil count when direct services are provided on a regular basis by the adapted physical education specialist as indicated on the IEP.

### **Adapted Physical Education Consultation**

Assistance is given to parents, general and special class teachers, or general physical education teachers, who are conducting either the general, modified, or specially designed physical education program. Ideas and suggestions for individualizing the instruction, resources, modifications or adaptations, and/or identifying supplementary devices/teaching aids that would facilitate the skills of an individual with exceptional needs may be shared. These services should be considered as support services provided by the adapted physical education specialist as listed on the IEP do not include directly working with children and will not be recorded on the pupil count.

## Itinerant Deaf/Hard of Hearing Services

The District Deaf/Hard Hearing (D/HH) Program is provided to maximize a student's participation in the general education core curriculum, by providing academic support, auditory training and collaboration with the student's teachers, outside providers, and family.

Students who qualify for the service have a current audiology evaluation demonstrating their hearing loss, make it difficult to understand spoken language, and adversely affect their access to the auditory curriculum. They may have a documented hearing loss or deafness in one or both ears, have cochlear implants, wear hearing aids, and/or use FM systems. They are aural/oral communicators (communicate through hearing and speaking).

Students are seen on an individual basis. Assessment and goals are developed through annual Individual

Education Programs (IEPs) in collaboration with students, parents and school site personnel.

Services include:

- Maximizing general education function through expansion of curricular vocabulary and concepts, improving oral and written language, increasing ability to follow oral and written directions, improving auditory and reading comprehension
- Developing the student's self-advocacy (understanding and accepting the hearing loss and the impact it has on their lives, asking for accommodations as needed), listening skills (speech reading and auditory discrimination, memory and reasoning) as they relate to progressing in the general education curriculum
- Collaboration with classroom teachers, special education personnel and outside providers, and parents regarding specific needs related to academics, advocacy, audition, and hearing technology
- Monitoring the function and use of hearing aids and FM systems at school, and assisting families in connecting with outside audiologist resources

Providing students and families with information on college programs and scholarships, and career opportunities when appropriate

## Orthopedically Impaired (OI) Services

The district OI program provides students with physical and health impairments with the support that they need to actively participate in the curriculum and educational environment. The program aims to create an educational environment that promotes self-help activities, self-advocacy, and independence.

Students who qualify for the service have a physical, health or neuromuscular disorder that interferes with their access to mainstream educational program. All students have personalized educational plans with specific instructional strategies to address individual differences.

Assessment and goals are developed through annual Individual Education Programs (IEPs) in collaboration with students, parents, service providers, and school site personnel.

Services include:

- Personalized educational plans with specific instructional strategies
- Collaboration with classroom teachers, special education personnel, outside providers and parents regarding specific needs related to academics, communication, self-advocacy, health, and mobility.
- The use of assistive technology to support effectively the educational program when appropriate.
- The use of alternative and augmentative communication and techniques to support effectively the educational program, when appropriate.

## **School-Based Psychological Services**

All high schools in the Sequoia Union High School District have school psychologists who support special education and general education students. Our school psychologists conduct evaluations to identify disabilities that impact learning, attend Student Study Team meetings to address students' needs at school, and provide consultation to teachers, administrators, and other school staff. The school psychologists are knowledgeable about the district's special education programs and students' social-emotional functioning and behavioral adjustment.

If you believe that your child has an unidentified disabling condition that warrants a psychoeducational evaluation for special education services, you should contact the Student Study Team Coordinator at your school of residence.

Please note that counseling services are generally provided by designated programs and agencies on campus. If you have concerns about placement for your special education student, please contact the district Program Specialist assigned to your child's program.

## Speech and Language Services

All high schools in the Sequoia Union High School District have speech and language specialists who support special education and general education students.

What we do:

- 1) Evaluate and provide services to students with educationally or functionally relevant communication challenges.
- 2) Support all Speech Language Impaired students in achieving progress toward IEP goals.
- 3) Accept referrals.
- 4) Participate in Student Study Team as needed.
- 5) Share assessment results with IEP teams
- 6) Make eligibility recommendations
- 7) Complete state and federal procedural compliance paperwork