

**REDLANDS UNIFIED SCHOOL DISTRICT
HIGH SCHOOL COURSE APPROVAL REQUEST FORM
GRADES 9-12**

THIS SECTION IS TO BE COMPLETED BY A SCHOOL DISTRICT REPRESENTATIVE:

School Submitting Information

School: RUSD High Schools Department: Special Services
(course offerings will be made available for all schools)

Contact Information

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Course Information

Course Title: Transition Dynamic Transcript Name (15 Max): TRANSD

Length of course: One Year Amount of Units: 10
(one semester, two semesters, or one-year course)

Area of Credit: Transition/Elective
(How will this course satisfy graduation requirements? Math, English, Elective, etc. Will it roll to a secondary credit if any?)

Teacher Requirements

Credential Required: Education Specialist Additional Training: CLAD

Department Review Date: 4-5-24 Dept. Signature: Britta Davidson

Site Administrator Signature: Patricia Barlow

THIS SECTION IS RESERVED FOR DISTRICT USE:

Assigned Reviewer Section

Reviewed by: Julie Swan Date reviewed: 04/08/24

☒ District section of this form is appropriately completed

☒ All required attachments are affixed and appropriate

☒ Site signatures current and appropriate

Recommendation: ☒ Approve ☐ Do Not Approve Signature: [Signature]

Course Approval Curriculum Committee

Approved by: Unanimous Decision Date approved: 04/17/24

Date approval/disapproval notification letter sent: 04/19/24

Signature: [Signature]

Board Submission Date: May 7, 2024 Board Approved Date: _____

Redlands School District Course of Study
High School Course Description for Transition

Course Title: Transition Dynamic

Curricular Area: CTE

Course Number:

Length: One year and/or two years

Grade Level(s): 11-12

Prerequisites: Eligible to participate in the California Alternate Assessment (CAA)

Meets a UC a-g Requirement: No

Meets NCAA Requirement: No

Meets High School Graduation Requirement for: Elective, designed to meet the California School Dashboard College/Career Indicator (CCI)*

Course Outline

Dynamic Transition is a course for students with significant cognitive disabilities who are anticipated to earn a high school diploma through the alternative pathway in accordance with California Education Code 51225.31.

This course incorporates the Five Guideposts for Success from The Guideposts for Success - What All Youth Need to Successfully Transition into Adulthood from the Office of Disability Employment Policy (ODEP): School-Based Preparatory Experiences, Career Preparation and Work-Based Learning Experiences, Youth Development and Leadership, Connecting Activities, and Family Involvement and Supports. Students will engage with the content as they increase their ability to live as independent, contributing members of society.

This course is designed to meet the California School Dashboard College/Career Indicator (CCI)*. The California Department of Education (CDE) has been continuing its efforts to meet the State Board of Education's (SBE's) directive to expand the College/Career Indicator (CCI) with more career measures. This class will allow students to meet the CCI through [Transition Classroom-Based Work Exploration](#).

Students who complete this measure must successfully complete the equivalent of 4 courses of college and career exploration/preparation designed to prepare a student with an IEP for employment and independent living since entering grade nine. This classroom-based work exploration must offer students work-based learning experiences that develop knowledge and job skills, in compliance with the FLSA requirements.

These include a combination of the following:

1. Career Awareness/Exploration Activities: Provide opportunities to engage in activities that increase knowledge of career options and enhance informed decision making (e.g., career fairs, tours, job shadowing and use of technology to explore choices).
2. Post-Secondary Education Planning: Instruction/counseling/guidance that supports career decision making. This includes using student interest, abilities, and goals to develop a course of study, which culminates in an individualized education/career plan.
3. Career Preparation/Job Search: job readiness—basic job skills (soft skills, 21st Century Skills, SCANS skills). Seeking and obtaining CIE, develop applications, interview, create and update resumes, maintain a portfolio, use labor market information, and utilize social media responsibly to search and apply for employment opportunities.
4. Career/Vocational Assessments: Formal and/or informal career assessment which help students identify post-school career interests, abilities and goals.
5. Curriculum Integration of Work-Readiness Skills/Contextual Learning: Career curriculum integration: Common core college/career readiness instruction integrated with career development and work-readiness, including soft skills.
6. Destination/Transportation Training: Training to use transportation resources, and support student independence (including use of public transportation and/or obtaining driver's license).
7. Life Skills/Independent Living: Training in the use of community resources, domestic skills, money management,

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finding and maintaining housing, identification of post-school support. May include benefits planning.

8. **Family Participation & Support of Transition:** Involve, train parents/family and supportive adults to support and mentor youth as they transition. Includes knowledge of disabilities, accommodations, rights and access to programs and services.

Secondary Transition Services as Defined in IDEA

The term "transition services" means a coordinated set of activities for a child with a disability that: (34 CFR 300.43(a) 120 U.S.C. 1401 (34))

- Is designed to be within a results-oriented process, that is focused on improving the academic and functional achievement of the child with a disability to facilitate the child's movement from school to post-school activities:
- Including post-secondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation;
- Is based on the individual child's needs, taking into account the child's strengths, preferences, and interests; and
- Includes instruction, related services, community experiences, the development of employment and other post-school adult living objectives, and, if appropriate, acquisition of daily living skills and functional vocational evaluation.

And includes:

- To the extent appropriate, with the consent of the parents or child who has reached the age of majority, the public agency must invite a representative of any participating agency that is likely to be responsible for providing or paying for transition services. (34 CFR 300.321(b)(3))
- Transition services, begin not later than the first IEP to be in effect when the child turns 16, or younger if determined by the IEP Team, and are updated annually. The IEP must include measurable post-secondary goals based upon age appropriate assessments related to training, education, employment, and where appropriate, independent living skills and the transition services (including the course of study) needed to help the child in reaching those goals.

Alignment

This course is aligned to the [Guideposts for Success](#) developed by the Office of Disability Employment Policy (ODEP) that identifies key educational and career development interventions; Transition Planning the Basics from the California Transition Alliance;

The California Department of Rehabilitation (DOR), California Department of Education (CDE), and California Department of Developmental Services (DDS) have entered into a new agreement consistent with the State's "Employment First" policy and other laws to make employment in an integrated setting, at competitive wage, for individuals with Intellectual Disability and Developmental Disabilities (ID/DD) its highest priority. The purpose of the Blueprint is to increase opportunities for Californians with ID/DD to prepare for and participate in CIE.

California School Dashboard College/Career Indicator (CCI). The California Department of Education (CDE) has been continuing its efforts to meet the State Board of Education's (SBE's) directive to expand the College/Career Indicator (CCI) with more career measures.

Examples of Assessments Appropriate for the Course:

Formative and summative assessments include, but are not limited to, quickwrites, essays, quizzes, tests, exit tickets, discussions, and one on one discussions.

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Instructional Materials

Required Textbook(s)

1. Unique Learning Systems

Novels and Other Readings

1.

1.

Supplemental Materials

Exit Criteria (Assessments):

ULS Checkpoints: 3-5 units semester 1 and 3-5 units semester 2

Proficiency = a pass grade = an overall average score of 60% or higher on all combined units post test checkpoints and/or demonstrates proficiency in completing coursework assignments.

Development Team

This Course of Study was developed/revised in March 2024 by Britta Davidson (Coordinator IV, Special Education) and Lisa Perry (Teacher on Assignment).

Support for English Language Learners:

- English Language Development Connectors will be integrated into Lesson Design, Implementation, and Assessment. *The [ELD Connectors](#) represent the highest level of expected performance in English language proficiency (ELP) for English learners with the most significant cognitive disabilities at a given grade or grade span.*
- There will be a language objective.
- Instruction will be differentiated for Emerging, Expanding, and Bridging linguistic ability.
- Teaching will be intentional (Purpose will be clear and coherent, goals will be determined collaboratively in response to assessed student needs)
- A variety of models of instruction will be employed, including but not limited to: Inquiry-Based Learning, Collaborative Learning, and Direct Instruction.
- Culturally and Linguistically Responsive Pedagogy will be implemented
- Students will be provided multiple means of acquiring skills and knowledge, multiple means of expressing their understandings, and multiple means of engaging with the content.
- A variety of grouping strategies will be employed to maximize student learning.
- Linguistic Scaffolding (planned and just-in-time) will be provided to allow learners to successfully access the learning.
- Students' primary language will be leveraged as a resource in a student's acquisition of English and content.
- Collaborative literacy tasks, including but not limited to, whole and small group discussions, will be utilized to amplify content and language understanding.

Sample Course Targets:

Job Awareness

- Demonstrate a desire to be employed and recognize realistic job options.
- Demonstrate skills needed for a job interview.
- Recognize and participate in job training opportunities in the community.

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Work Skills

- Demonstrate basic employability skills, including work, social and hygiene habits.
- Follow directions to complete a job task.
- Complete a daily schedule of assigned tasks.

GUIDEPOST SAMPLE AREA: SCHOOL-BASED PREPARATORY EXPERIENCES

Services, supports, & opportunities all youth need:

Rigorous, relevant, and inclusive academic curricular and program options that employ high-quality and engaging instructional practices tailored to the needs of diverse learners. This includes the following:

- Opportunities to take rigorous academic courses that prepare youth for postsecondary-level course work
- Opportunities to participate in career and technical education programs, “Linked Learning” programs, and other opportunities that apply academics in real-world career and life contexts
- Ongoing assessments of academic progress that are accessible and universally designed
- Interventions to address academic and other barriers to school attendance and achievement, including intensive individualized support and dropout prevention strategies as needed
- Personalized instruction tailored to an individual youth by using multiple learning approaches that vary by time, place, and pace
- Career guidance and career development skill-building, starting no later than middle school, and individualized learning plan activities (e.g., career and academic plan) to prepare for success in a variety of settings
- Integration of social and emotional development with academic instruction to ensure opportunities to develop non-academic competencies, such as self-direction, self-determination, social problem solving.

SAMPLE COURSE CONTENT AND ACTIVITIES

Unit 4: Independent Living

Guiding Questions:

- How do I envision my living situation in a post K-12 setting
- How do I envision my transportation occurring in a post K-12 setting?
- What help will I need with activities of daily living in a post K-12 setting?
- What supports will I need to work, socialize and rest in a post K-12 setting?
- What recreational activities will enhance my future standard of living
- How do I self-advocate for my needs and wants effectively?

Sample Activities:

- Students will explore a variety of living situations including cost, location and supports needed
- Students will explore a variety of transportation options including cost, ease of use and supports needed
- Students will practice self-help skills such as cooking, household chores and budgeting
- Students will practice identifying their own strengths and limitations in activities of daily living and ask for help safely and appropriately
- Students will participate in a variety of recreational activities
- Students will learn effective self-advocacy skills in order to maximize independence and increase their own voice