

**Freshman Transition Seminar**  
Ocean Grove, Sky Mountain, South Sutter Charter Schools

Instructor: Mr. Metoyer (Mr. M.)  
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**Communication**

Email is the preferred method of communication for students. Calls and texts are permitted as well, and telephone meetings are available by appointment. Email messages must also be shared with a parent (Cc). Parents may contact Mr. M. via email, phone, and text.

**Course Description**

The purpose of the Individuals with Disabilities Education Act is "to ensure that all children with disabilities have available to them a free appropriate education that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment and independent living" Section 1400(d). The phrase "further education" and the emphasis on effective transition services is new in IDEA 2004. Section 1400(c)(14) describes the need to provide "effective transition services to promote successful post-school employment and/or education."

The Freshman Transition Seminar has been designed follow the mandate of the Individuals with Disabilities Education Act and give students an opportunity for Self-Exploration and to begin to map out a plan for life after high school.

**Course Goals**

Students who complete this course successfully will be able to:

- Understand the purpose of a Transition Plan
- Find career interests
- Gain a better understand of the skills needed to acquire jobs that they are interested in
- Differentiate and choose their own specific work values
- Increase their ability to self-advocate

**Required Texts, Materials, or Equipment**

- Computer with internet access
- Fox It Standard Free PDF editing software
- Google Email account

**Daily Work/Homework**

- Each week students will participate in discussions, assignments, and one online “ticket out” or homework assignment.
- A “ticket out” assignment will be given in the second half of each session that students may or may not have an opportunity to complete before the session ends. However, these assignments are graded and expected to be completed before the next session begins.

### ***Transition Portfolio***

Each student will create and modify a digital Transition Portfolio through the Freshman Seminar Course discussions, assessments, and assignments.

The Transition Portfolio is a tool that provides:

- A guide for the IEP team
- A record of student activities and growth over the transition years
- A storage system for relevant information

The Transition Portfolio is designed to ensure that necessary information is in place for students to transition seamlessly from the school to the adult world. It provides a picture of the progression of the students from year to year, assisting educators in supporting the coordinated set of activities necessary for an effective transition plan.

The portfolio is aligned with state and federal requirements of Indicator 13 and the domains of Post-Secondary Education, Employment, and Independent Living. It supports the Standard Aligned System.

At the time of graduation or when the student exits school, the portfolio will serve as a student resource, documenting their academic and career preparation through the transition years of school and providing evidence and information vital to next steps in the adult world and the Summary of Performance.

### ***Project-Based Learning (PBL)***

Students will participate in Project-Based Learning activities throughout the year. The National Education Association defines Project-Based Learning as a teaching strategy that shifts away from teacher-centered instruction and emphasizes student-centered projects. PBL helps make learning relevant to students by establishing connections to life outside the classroom and by addressing real world issues. In the classroom, PBL gives teachers an opportunity to build relationships with students by acting as their coach, facilitator, and co-learner. In the school and beyond, the model further allows teachers opportunities to build relationships among colleagues and with those in the larger community. Student projects can be shared with

other teachers, parents, and others who have a vested interest in the student's education.

### ***Course Grading***

Students will be graded on equal parts of attendance, participation, and completion of ticket out assignments. Each month students will have an opportunity to earn 15 points, and grades will be given based on a percentage of total points earned.

150 Points Possible

95% A (142.5 Points or Higher)  
85% B (127.5 Points or Higher)  
75% C (112.5 Points or Higher)  
Below 75% - F

### ***Course Policies and Information for Students***

#### **1. ATTENDANCE POLICY**

Attendance and participation is vital in order to satisfy the mandated requirements of IDEA in regard to this course. Therefore, monthly attendance and participation is mandatory. More than 1 unexcused absence will automatically drop your grade 10%.

#### **2. PENALTIES FOR LATE WORK and REQUESTS FOR EXTENSIONS**

All excused absences have to be made up before the next week by completing the ticket out and a extra transition assignment to receive credit for the week.

### ***School Holidays***

*There are no sessions on school holidays.*

***The instructor reserves the right to make modifications to this information throughout the semester.***

## **Preliminary Schedule of Topics, Readings, and Assignments**

| <b>Month</b>     | <b>Activities, Discussions, Etc.</b>                                                                          |
|------------------|---------------------------------------------------------------------------------------------------------------|
| <b>August</b>    | <b>Welcome to Transition<br/>Policies &amp; Procedures<br/>Syllabus Review<br/>What is a Transition Plan?</b> |
| <b>September</b> | <b>Study Skills<br/>Transition Assessments<br/>Organization<br/>Time Management</b>                           |
| <b>October</b>   | <b>Learning Styles<br/>Preferences<br/>PBL Assignment</b>                                                     |
| <b>November</b>  | <b>Self-Advocacy<br/>Questionnaire<br/>What is an IEP?<br/>College, IEPs and Special Needs</b>                |
| <b>December</b>  | <b>Seasonal Jobs and Careers<br/>Holiday Budgeting</b>                                                        |
| <b>January</b>   | <b>Study Skills<br/>Transition Assessments<br/>Organization<br/>Time Management</b>                           |
| <b>February</b>  | <b>Budgeting<br/>PBL Assignment</b>                                                                           |

|              |                                                                                                                                   |
|--------------|-----------------------------------------------------------------------------------------------------------------------------------|
| <b>March</b> | <b>Community Experiences and Post-School Life</b><br>Use of Public transportation<br>Community resources<br>Identification and ID |
| <b>April</b> | <b>Career Clusters - Hospitality &amp; Tourism</b><br>PBL Assignment                                                              |
| <b>May</b>   | <b>Career Clusters - Information Technology</b><br>PBL Assignment                                                                 |