



Transition Education Network

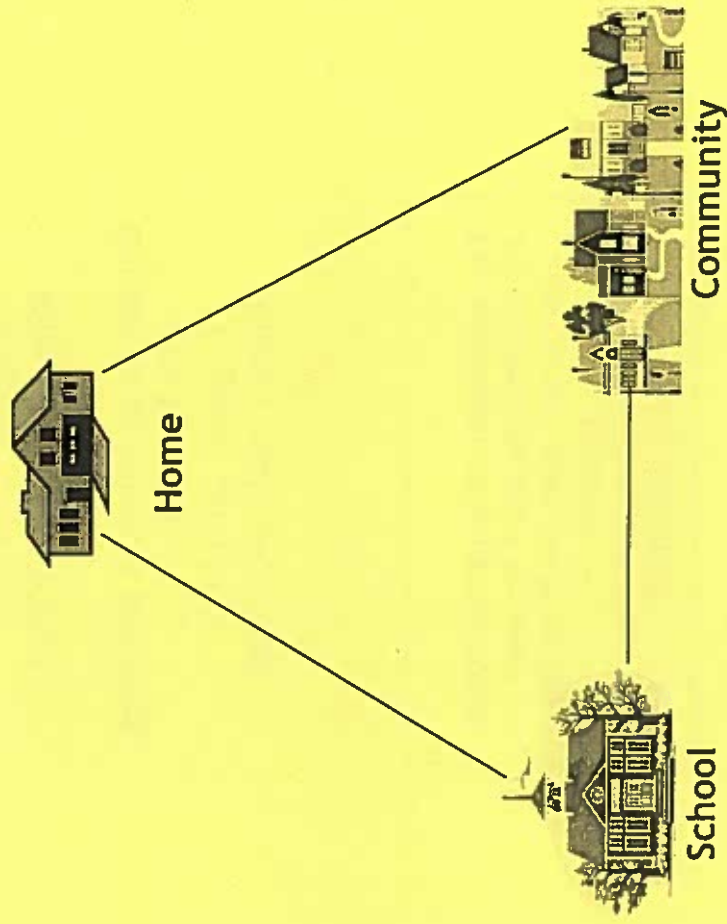
Our Mission:

Transition Education Network prepares students to enter an adult world where they can live, work, and participate in their community as independently as possible.

TEO^o

Transition Education Network

*Expanding Opportunities and Opening
Doors to the Future*



Eugene School District 4J
Eugene, Oregon

Transition Education Network

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Visualize The Future:

Decisions to be made



Transition: Planning For The Future

Transition is a multi faceted process that prepares students, families, and post school agencies for the entry of each student beyond the school entitlement. Transition Education Network provides an array of parent and student opportunities to learn about and plan for the future. From this foundation of information, parents, teachers, and students work together to expand opportunities and open doors to the future.

The purpose of Transition Education Network across our high school, community living, and community work settings is to prepare each student to be as independent as possible with defined levels of support. Collaboration with other agencies is essential in providing these supports beyond school. As we work with students, we also work with families as they learn about such topics as Supplemental Security Income (SSI), Medicaid, Lane County Developmental Disabilities Services (LCDDS), Brokerage services, State of Oregon Vocational Rehabilitation Services (OVRs), Lane Community College, specialized recreation, local vocational providers, subsidized housing, and other transition related topics. TEN strives to establish a collaborative relationship with the families and these other agencies.

Student Preparation

- ◆ Transition Education Network curriculum focuses on the functional academics, skills of daily living, development of employability, and appropriate social and communication skills.
- ◆ Students work to develop the skills of self-advocacy, setting obtainable goals, and putting together plans to reach those goals.

Parent Preparation

- ◆ Information activities are provided to learn about the TEN continuum from age 14 through age 21.
- ◆ Parents/caregivers have the opportunity to learn an overview of services beyond school entitlement.

Inter-Agency Collaboration

- ◆ TEN staff works to maintain a collaborative working relationship with non-school programs that can support the transition goals of each student.
- ◆ Students are encouraged to access the services of other agencies and programs.

Transition Education Network: Expanding Opportunities and Opening Doors to the Future

Transition Education Network prepares students with a variety of disabilities, aged 14-21, to enter an adult world where they can participate in their community as independently as possible.

For students who have not yet graduated from high school, the Transition Education Network is a "school within a school," located at Sheldon High School in Eugene 4J School District. After graduation, students at least 18 years old receive services during the school day, in the Community Living Program (CLP), located at an apartment complex near Sheldon High School. As a magnet program, Transition Education Network serves students with special needs from 4J District's four high schools.

We teach students to:

- Communicate effectively, appropriately and responsibly;
- Demonstrate self-advocacy;
- Make safe and healthy choices in all environments;
- Achieve and maintain employment;
- Demonstrate measurable, meaningful academic progress in areas such as reading, writing, math, money management, health, citizenship, cooking, nutrition and mobility;
- Establish and maintain appropriate leisure activities;
- Access community resources for leisure, work, continuing education, advocacy and problem-solving support; and,
- Build and maintain healthy, meaningful relationships

HIGH SCHOOL COMPONENT



This component is for students grades 9-12. There are several strands in the students' program at Sheldon High School:

- Academics
- Daily Living Skills
- Social Skills
- Vocational Skills
- Fitness/Recreation

Academics

In the academic strand, students are taught core standards as well as functional skills. In reading/writing, students will build their vocabulary and read for information. Reading for fun and leisure is encouraged in the academic program, along with the reading of labels, menus, and bus schedules. Math encompasses time telling, money, measurement, calculator skills and consumer problems. Core content is delivered through academic skills instruction, including science, geography, social studies concepts.

Daily Living Skills

Students improve their daily living skills through instruction nutrition and community geography courses. Students discuss current events, create meal plans, create shopping lists, shop for food and prepare meals. In geography, students choose a destination in town, read bus schedules, make travel plans and take the city bus in town.

Social Skills

Social skills are a main focus of our Healthy Teens class. In this class students learn awareness and use of acceptable communication and social skills for home, school, and community settings. Students learn about the ROSE: *Respect, Others, Self, Environment*, and what respecting yourself, others and the environment means at Sheldon High School. Students also learn and practice core social skills:

Community Work Program

The Community Work Program works together with the Community Living Program to support the successes of each young adult across the challenges of adult living.

Students may work in community work settings for half the day, where they continue to identify their work preferences, increase their awareness about the requirements of being a worker, and develop a work profile that identifies vocational support needs. This part of the program is staffed with a certified teacher and instructional assistants who work as job trainers.

To begin the process toward locating and maintaining paid employment, the Community Work Program is linked with Vocational Rehabilitation and the Brokerage System (if appropriate) before students exit public education.

“ROSE”

Respect

Others

Self

Environment



COMMUNITY COMPONENT



The community component is intended as an extension of the high school program. This component is generally for high school graduates and students who have three years or less of special education eligibility remaining. Students build on the skills they learned in the high school program, continuing their development in the areas of employment and community living skills, with a strong emphasis on social and interpersonal skills.

Young adults learn goal setting strategies, how to develop and follow a plan toward achieving goals and how to modify the plan to ensure success. The main outcome of this component is for each student to make a smooth transition from the structure and support of school services to successfully meet the challenges of everyday living, with defined supports in place.

Community Living Program

The Community Living Program (CLP) is housed in an apartment complex near Sheldon High School. The program is staffed with certified teachers and instructional assistants who work as support personnel and advocates. Students attend CLP during school hours.

The Community becomes a classroom as students work on money management skills, public transportation, leisure, grocery shopping, cooking, problem solving, safety in the community and social skills.

With their families and CLP staff, each young adult develops a vision of the future and goals that will enable that vision to become reality. Each student will exit with defined levels of independence and support in community living skills. Access to appropriate community services such as housing, continuing education, advocacy, Supplemental Security Insurance (SSI) and medical coverage, is facilitated through participation in the Community Living Program.

Initiating a conversation, understanding emotions, managing anger, solving problems and developing self-awareness. Healthy Teens also focuses on general health and nutrition, fitness, and healthy relationships (including sex education).

Pre-Vocational Skills

The vocational skills strand is taught through hands-on experiences in small groups. Students change groups periodically so that they work in each area during the school year. Groups include:

- ◆ **Electronics Recycling:** Disassembling, sorting and recycling electronic equipment.
- ◆ **Custodial:** Assisting our custodial staff as they maintain Sheldon High School's hallways and grounds
- ◆ **Recycling:** Joining the "Sheldon Recycling Team" in recycling paper, beverage containers, and school equipment
- ◆ **Production:** Preparing bulk mailings, ice packs and other job requests from schools in the district
- ◆ **Independent:** Working in the high school in various positions that require less supervision

The purpose of pre-vocational instruction is for students to develop and enhance beginning work skills. These include such features as being on time, working cooperatively with others, demonstrating initiative, taking feedback appropriately, having a positive attitude, etc. Twelfth grade students may have the opportunity to work at a community worksite during the second half of their Senior year.

Fitness/Recreation

Through a generous grant, our high school program has access to the Sheldon Community Center pool several times a week. Students can take swim lessons and use the fitness equipment. On non-pool days, we offer a variety of recreation-based electives for students, often including art, sports, computers or other hands-on activities.

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Sheldon High School general education options are available to our students, as appropriate. We work closely with classroom teachers to monitor students' progress. This ensures the success of students who are included into the regular Sheldon program.

Creating the future for students with individual needs

