

Community Transition Program, 2025-2026
Career Choices & Work-Based Learning
Career and Technical Education | Special Programs



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Mission, Vision, and Values

University Place School District Mission: The mission of University Place School District, in partnership with our community, is to ensure that all UPSD students are competent, contributing citizens.

Curtis High School Vision: Our paramount duty is to enable viable economic choices and futures for all our students.

Curtis High School Mission: To ensure all students learn at high levels in a safe, caring environment.

The Community Transition Program (CTP) centers the agency of young adults and supports their growth as valued and contributing members of the University Place, Tacoma, and Pierce County community. We work in partnership with young adults, their families, and the broader community to support their transition to adult living, education/training and employment.

Required documentation to participate. In order to participate in off-campus activities and work-based learning, several consent forms and procedures must be completed each school year. We are excited to connect our students with a rich variety of community experiences, and also respect that University Place School District and community organizations have required processes to ensure a safe, fun, and engaging learning experience. Completing these procedures is also a learning experience for our interns.

District forms must be completed before students can go off campus. An activity consent form will be required before students can participate in off-campus worksites and excursions.

Incomplete forms and procedures will affect the intern's opportunity to access a variety of activities and experiences. Required forms include:

- University Place School District/Curtis High School Activity Consent forms
- Updated Emergency Contacts in Skyward/Family Access
- Work-Based Learning Required Packets A and B for each internship site (retained for Career and Technical Education records each semester)
- Required intake processes for each internship site. These may include: applications, reference forms, waiver, background check, interview.

- Other documents as required by community partners to participate in internships, job shadows, volunteer opportunities, social activities, or other excursions.

Course objectives for CTP. In the course of this academic year, interns will:

- Identify a career of interest using multiple assessment tools.
- Use assessment results and career research tools to develop a career plan.
- Develop and take action toward career goals.
- Understand and apply knowledge of workplace health and safety standards and practices.
- Create a digital shareable portfolio with critical employment documents.
- Acquire and apply knowledge of personal finances to develop a budget and financial plan.
- Monitor progress toward IEP goals, and transition plan goals and activities.
- Explore goals and participate in activities in the transition domains of employment, self-determination, post-secondary education, health & wellness, relationships, finances, transportation, safety, recreation & leisure, and housing.
- Acquire vocational skills by participating in community-based work-based learning placements.
- Acquire social and community access skills by participating in recreational activities in the community.
- Acquire community access skills by using Pierce Transit services to access work-based learning, community-based instruction, and community activities.
- Acquire independent living, functional academic, and social skills by participating in community-based instruction.
- Fulfill requirements for the IEP Transition Plan and High School and Beyond Plan (required for Washington state graduates) by the end of their time in the Community Transition Program.

Units. We have themes aligned with the domains of transition. On-going topics throughout the year include functional academics, employment skills, communication skills, community access, and personal care.

- Orientation.
- Community Safety.
- Self-Determination. Understanding my IEP, introduction to self-determination and self-advocacy, disability disclosure.
- Civic Engagement.
- Vocational Internships.
- Building my employment and transition portfolio.
- Selecting and using transportation.
- Going to College.

- Maintaining my health, fitness and wellness.
- Managing my health needs.
- Financial Math & Math for Daily Living. Benefits planning and long term financial planning.
- Recreation and Leisure.
- Cooking and Nutritional Meal Planning.
- Shopping skills.
- Living options. Taking care of a home of my own.
- Healthy relationships.

Curriculum. The Community Transition Program district-approved curriculum is the Unique Learning System's Transition Band curriculum. Research-based transition supplemental curriculums and assessments are selected to individualize student instruction based on services outlined in their transition plan. The Career and Technical Education courses for the Community Transition Program align to a state-approved course framework.

Grading. This course is aligned with the 21st Century Skill Standards (www.p21.org) and your IEP and transition plan, along with other grading categories. The course is weighted on the following percentages:

Career Choices:

- 25% Goal Practice (Graded for completion)
- 25% Course assignments
- 50% Portfolio

WBL Health & Human Services (PASS/FAIL) & Community Transition Program courses in grade report:

- 10% Goal Practice at work sites (Graded for completion)
- 15% Attendance (including use of attendance call-in procedures)
- 25% Monthly worksite evaluations and semester employer evaluation
- 50% Fulfillment of worksite expectations and habits

Assignments are graded when the standard is met for the task and the work is completed.

In the Gradebook	Percentage Granted
Meets Standard/Completion	100%
No evidence (not completed)	Not entered
A "P" (Pass) or "F" (Fail) will be administered if IEP indicates modified grading. Work Based Learning is always graded as Pass/Fail.	

Final Grades for Community Transition Program courses. Per state law in Career and Technical Education, students are required to work 180 hours to receive 0.5 credit, and 360 hours total in the year to receive 1.0 credit. If a student fails to meet

the 180 hour threshold in the first semester, their grade transcript will read Incomplete (“IC”) and those hours will roll over into the second semester. They will still be eligible to earn 0.5 credit for the year once they meet the 180 hours threshold for granting credit.

Required materials.

- Polo or button-up shirts (any color OK, we recommend white, blue, or black).
- Sweater or other warm layer if preferred.
- Weather-appropriate coat or jacket.
- Other weather appropriate items: gloves, beanie or hat, umbrella, etc. Please bring what will keep you warm, dry, and comfortable.
- Black, navy, or khaki pants, other colors OK.
- Comfortable closed-toe non-skid shoes.
- Wallet or billfold for carrying ID and ORCA card, any other personal items (OK to be on a lanyard).
- Small hygiene kit with any necessary personal items.
- Backpack or bag for carrying lunch and personal items.
- Water bottle.
- Any required personal care items.
- Recommended: Digital watch or phone for time management, electronic planner app on a phone or paper planner.

Additional steps to prepare for a successful time at the Community Transition program.

- Update your health information with CHS School Nurse: Complete your required health/medical alert form to the school nurse. All students with an IHP (Individual Health Plan) and physician's orders for medication must also update these annually with the school nurse *before* returning to campus in the fall. More info: [UPSD Family Resources - Health Services](#)
- Care Supplies: If your young adult requires daily care supplies, please send an emergency 3-day supply to CTP on or prior to the first day of school. Interns are responsible for bringing necessary care supplies to school on a regular schedule. We recommend a backpack that is replenished each day.
- Copy of ID: Please provide a photocopy of student's photo ID card (state ID preferred) to CTP for their student portfolio. Some job sites require students to provide this information each year.
- Apply for DDA Eligibility: If you are not yet DDA Eligible, contact case manager Trevor Payne at tpayne@upsd83.org. [DDA Website & Application](#)
- Obtain a Reduced Fare ORCA Card and Library Card.
- Register to vote.

- Create a personal, professional email address for correspondence with potential employers: This is not a school email address. We recommend an email address that has your name in it. You can recreate a free email address for job communication at sites like Gmail, Hotmail, or Yahoo. Try to avoid numbers or dates that indicate your age. Sample personal emails: *first.last@yahoo.com* or *first_last@gmail.com*
- Apply for Pierce Transit Shuttle. For students requiring more transit support. More information here: <https://www.piercetransit.org/eligibility/>

Fees. Throughout the year, students will have the opportunity to obtain certifications for employment. These certifications are optional but highly encouraged and may include things like a CPR/First Aid certification, Washington State Food Worker Card, etc. Fees can be paid and certifications obtained through the Student Accounts office at Curtis Senior High School. Any student needing financial support or a fee waiver for any CTP certifications or activities may contact the CTP teacher or their guidance counselor to make arrangements.

Uniform Polos to check out. CTP interns may check out Community Transition Program polo shirts from the classroom teacher. Students are responsible for the care of their uniform polos and must return them on the last day of school. A fine may be issued by the Student Accounts office for damaged or lost uniforms.

Late Work Policy. Most assignments are done in class, though some critical paperwork and assessments are sent home to complete throughout the year to support your employment or adult transition. If there is a reason that you won't be prepared to turn in an assignment on the due date, you must request an extension with the CTP teacher.

Attendance. Interns must be responsible and show up at CTP and work-based learning experiences and on time. In the event of an absence or tardy, you must notify your teacher **AND** worksite supervisor prior to the start of the school day.

Attendance is important. Your body must be present *and* your mind must be engaged. When possible, refrain from scheduling appointments or other activities during this class period when possible. The exception is if a student is in an employment process for Job Foundations/School to Work, in which case those activities take precedence but you must notify the CTP teacher. For all other excused absences, students must notify Curtis High School attendance office, the Auxiliary Services office for bus transportation, **AND** the worksite supervisor prior to the start of the school day.

Curtis' attendance policy is covered in the student handbook. As your IEP transition plan lays out your individualized requirements for graduating from the Community Transition Program, lack of attendance means you miss opportunities to get services and complete your plan. It also means you miss time to complete

transition services required to earn your diploma at the end of your time at CTP. ***Frequent lack of attendance may require your IEP team to convene to discuss your graduation plan and may result in earning no credit.***

Closed Campus. The Community Transition Program is a closed campus, meaning you must stay at the CTP building or assigned worksites or community activities and on your regular schedule. If you are participating in activities such as working with your employment vendor, absences and alternative pickups must be arranged with CTP in advance. You must follow regular attendance procedures for signing in and out at the main office. Many job sites have restrictions on visitors; if a family member would like to visit a student at their job site please notify the CTP teacher to discuss the process of arranging a visit.

All other policies and student code of conduct. Please refer to the Curtis Senior High School Student Handbook for all policies. CTP rules align with those of Curtis Senior High School.

Records updates. It is critical to keep both Curtis Senior High School and the CTP Teacher informed of changes to critical information, including but not limited to: emergency contacts or address changes, medical insurance updates for student consent files, health plan changes or medication schedules that require care at school, release forms provided to vendors that allow school contact, etc. We may not communicate with your agency case managers or vendors without proper documentation and release.

To request records from the Special Education office, email spedrecords@upsd83.org.

Release of Records/Connecting to Community Partners. We support you in connecting to community partners that offer long-term support to our CTP interns and families well beyond graduation. In order for us to connect you with an agency, we require a signed Release of Information form returned. The case manager will provide these to you.

Community Excursions/Opportunities for purchasing. CTP is part of your student's free and appropriate education under IDEA law. While all IEP service provision is covered within the program, periodically community-based excursions will have *optional* opportunities where students can *choose* an activity where they can use personal spending money (such as an option to buy lunch instead of eat their lunch from home or school). We encourage, when possible, that students have the opportunity to carry spending money. We will inform you of these options prior to the excursions.

******Complete this survey as your signature******

Sign and date below to agree to the requirements of these courses.

Intern signature

Guardian signature

Date