

COURSE SYLLABUS
Pioneer Valley High School
Room 324: Community Skill & /Independent Living Skills
Periods 2, 3, 4, 5, and 6
INSTRUCTOR'S NAME: Jody Dowell
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COURSE MATERIALS

Textbook and video(s) name:

PCI Environmental Print, Functional Math, Sight Word Reading Program, Language for Learning, Safe Life, Safe and Strong, Attainment Series, Unique Learning Systems, News2You, Life Smarts, and Circles.

Field Trips:

Community Based Instruction to Work Sites (for example: Boys and Girls Club, Town Center Skate Park, El Beth, etc.) and other locations in the community to practice and learn post high school related skills (i.e. shopping, making purchases, recreation, etc.).

Materials required:

Backpack, clothing appropriate for weather including hat and sunglasses as needed, sun block or screen, shoes suitable for walking, wallet, CA ID, and other materials as prescribed by the teacher. Students need to bring their school device each day. During COVID please keep in mind that classroom students must abide by the school policy of mask wearing and other precautions (i.e., social distancing, hygiene, etc.).

COURSE DESCRIPTION:

In the class there is a continuum of instructional support services to assist moderately to severe disabled students in meeting the SMJUHS District's criteria for a Certificate of Completion and completing Individualized Transition Plans and Individualized Educational Plans. In class students will be provided with unique opportunities to access these learning goals via a manner of different instructional modalities and learning experiences. A common theme regarding post high school life (or transition) will be present in all learning experiences. This will include unpaid work experience, functional academics, communication development, self-advocacy, use of community based instructional practices, and other areas of instruction as designated by the IEP. Much of a student's day is spent in the community. Students and families will work with the school and teacher as an IEP team in creating the most appropriate education within the context of the least restrictive environment. Additionally outside community agencies and persons who may have a role in the student's life during and/or post high school will often participate in the IEP process.

GRADING POLICY:

Credit will be given for student participation in the classroom and progress based on IEP goals and objectives. IEP goals and objectives will be based upon Alternative standards per the California Department of Education use of Common Core State Standards or transition related goals. Student progress will be discussed within the context of each student IEP.

CHEATING POLICY:

NA

SPECIAL REQUIREMENTS:

Current IEP with emphasis on alternative standards for students with more severe or moderate disabilities.

CLASSROOM GUIDELINES/RULES:

Rules commonly implemented are FOLLOW DIRECTIONS, HANDS TO SELF, etc. Such rules will address appropriate physical interactions, socially appropriate behavior, and student on task behavior.

SCHOOL RULES:

Attendance/Tardy Policy – see Student Parent Handbook. Such policy will be discussed during the first week of the class and refer back to the Student Parent Handbook. Major Discipline or safety issues will be dealt with on an administrative level and serious issues will be addressed in the context of a Requested IEP Review. Technology: tablets, cell phones, etc. are considered electronic devices. As such, all student's electronic devices will fall under the school wide rules for technology.