



Syllabus

Lori Otto, Ed. S.

Transition Life Skills Classroom

Huntsville High School

Life Skills Classrooms are comprised of a smaller group of students. The life skills classroom is a safe environment that helps foster enhanced support for students with special needs or specific difficulties. The life skills classroom supports students with unique struggles who are instructed by a highly qualified teacher with a certification in special education. Classroom instructional assistants help provide adult supervision and various levels of instructional support for individualized student success under the guidance of the classroom teacher.

Classroom Specialized Strategies and Services

Students receive systematic, explicit instruction; learning strategy instruction; and other evidence-based instructional strategies and supports. Instruction is provided through a variety of educational resources and remedial programs and with the level of support as appropriate for the success of the student. Skills will be taught individually, whole group or small group and in centers. Instructional strategies and accommodations will vary and be based upon student's IEP and personal strengths and needs. Strategies used may include but are not limited to, least to most prompting for independence, pairing, modeling, chaining, repetition, and opportunities for generalization across settings. Some students may also receive related services from a specialist, or therapist at school as prescribed by their IEPs. Therapists work with students in a variety of settings, including the classroom. Adaptive equipment and augmentative communication devices are used as appropriate.

Special Education Grading Standards

Students who are receiving special education services may be graded according to an individualized educational plan, and nothing in Board policy or procedure prohibits the extension of appropriate academic modifications or accommodations to students who may be eligible for such modifications or accommodations under provisions of state and federal law. Grades are recorded on each student's IEP progress report and report cards from assignments in iNow. AAS grading is based upon student level of ability, IEP accommodations, supports, and level students can participate. Student IEP accommodations will be implemented during instruction. Student testing accommodations in the IEP will be applied during state testing if applicable. Progress toward annual goals will be reported to parents every 9 weeks through Report Cards. Evaluations are used to measure progress and may include teacher made assessments, teacher observation, discussion Q & A, and work samples, anecdotal notes, and data collection. Each progress report is individualized and reports the student's summary of accomplishments. IEP Progress reports must be signed and returned to be kept in the IEP file.

The following key is used to report progress on the goals and objectives within the IEP:

Progress

1 = Progress Made

2 = Some Progress Made

3 = Very Little Progress Made

4 = No Progress Made

5 = Very Little Progress Made, Goal Added or Deleted

6 = Transfer Record

Extent

1 = Goal Mastered

2 = Anticipate Mastery

3 = Do Not Anticipate Mastery

4 = N/A

5 = Goal Not Mastered

6 = Transfer Record

7 = Excessive Absence/Tardiness/Truancy

Learning and Developmental Goals

The appropriate goals for each student are based on test data that reveal student strengths and present levels of performance and are recorded in the IEPs. The goals are consistent with relevant curriculum requirements and Alternate Achievement State Standards. The goals in each IEP are subdivided into objectives which are practiced with specific strategies that reflect the students' backgrounds, abilities, and interests. Transition goals and objectives include transition areas of post-secondary education, career, and independent living. Core Subject areas include English Language Arts, Math, Science, Social Studies.

IEP/Eligibility Meetings & Documentation

Sometimes it is hard for me to work around every team member's schedule who attends your child's IEP meeting. I apologize in advance if the date and time are not optimum for you. Sometimes IEP meetings can be intimidating, but I am here for you to help you understand the process. Please keep the documents you receive at the meetings as they will be needed when you apply for adult services for your child such as 310 Board, Voc Rehab services, SSD, etc.

Curriculum of Instruction

The Alabama Achievement Standards (AAS) are aligned with the common core standards. HCS uses the Unique Learning System Curriculum to support the AAS Standards as it is aligned with the common core standards and encompasses the AAS Standards and transition standards and can be individualized to be appropriate for each student's present level of performance, IEP accommodations, and IEP goals and objectives.

School-Wide Discipline Plan/Classroom Management Rules and Procedures

Student classroom behavior is managed by age-appropriate and ability-appropriate expectations that are discussed, modeled, and practiced daily. Non-instructional routines are also structured and consistent so that each student becomes accustomed to classroom expectations. Due to the functional levels of students, both instructional and non-instructional times are supervised (based on IEP LRE) by one or more adults. Assistance is provided to students as needed for compliance. Teachers are to implement the school-wide discipline plan. A positive attitude of support and appreciation

for effort and cooperation is the norm in my classroom. Interventions focus on the behavior to be amended. Consequences may include loss of privileges and time out. Staff will follow Behavior Intervention Plans and the *Behavior Learning Guide (BLG)* and *secondary matrix*. Please see the links in the appendix for further details.

I. Basic Classroom Rules

1. PEDs/phones are only allowed during Power Hour
2. Respect classmates
3. Stay in assigned area/class (student must have a hall pass to leave the room)
4. Ask for help and give help when needed
5. Clean up your work area
6. 10-minute rule – no students in the hallway during the first 10 minutes or last 10 minutes of any block.

II. Examples of Positive Incentives for Good Behavior

1. Friday Music/Movie
2. Outside Walk/Preference Item or Activity
3. Choice of Social Time/Sensory Time

III. Consequences for breaking the classroom rules.

- 1st offense: Verbal warning/Replacement Choices
2nd offense: Time Out/Student Conference
3rd offense: Parent Conference/Referral to Office/Bloom Discipline Report

The teacher reserves the right to handle each situation with some flexibility depending upon the seriousness of the offense. For example, if a student curses/threatens someone, this would go directly to admin referral if applicable.

Communicating with Parents/Guardians

The routine communication with students' families includes:

- Meet & Greet meetings before school starts, HHS Open House
- Daily interactive communication emails and notebook/forms – written comments from the teacher about the school day, a place for the parent's comments, and a parent signature line.
- Phone calls – when a student is absent, or for any reason determined by a teacher or parent
- School-wide Communication – Panther Postings & Robocalls notices
- Progress reports – every 9 weeks as scheduled
- Email – the teachers' email addresses are shared with families Lorinda.otto@hsv-kl2.org
- PTSA meetings – families are encouraged to participate in all PTSA activities
- Open House- families are encouraged to participate in all school-sponsored activities and gatherings
- IEP meetings – one or more times per school year as appropriate
- Newsletters/email updates/calendars to inform and update families of units of study, community-based/ school-based instruction, and upcoming events.
- Drop off and pick up time – the families who choose to provide car transportation for their student have a daily opportunity to share a comment or question
- The *Student-Parent Information Guide* is available to every student's family. The link is in the appendix below.

Arrival, Departure, and Attendance and Late Assignments

Car riders should arrive at school no later than 8:25 to avoid being counted tardy. All car riders should be picked up at 3:40 at the special needs bus drop off, side of Auditorium (Billie Watkins side). Park in a visitor parking spot and walk up to where we are standing. Please do not park in the bus lanes. Students who are not picked up by 4 PM might need to be escorted to the Freshman Academy office to wait for their ride. **Bus issues:** Please text me and contact Apple Bus Company at (256) 361-0913. <http://www.applebuscompany.com/contact>.

Students must meet the attendance policy requirements of the school district. Teachers must log parent contact for each unexcused absence. Excuses (Parent or doctor) must be returned to the attendance office within 2 days of absence to be excused. Teachers must complete attendance referral cards on students after 3 unexcused absences. Please refer to the *Student-Parent Information Guide* for more information about excused and unexcused absences, dress code, etc.

Students are expected to turn in work when it is due. If an assignment is not turned in on time due to an excused absence, the student would have the same number of school days (regardless of A/B schedule) as excused days for this absence to turn in missed work - up to a maximum of ten.

Checking Students In and Out & Parents Visiting our Classroom

You must sign in at the attendance office and get a name badge, or you will be stopped by security. Please have the attendance office call room 121 to let me know that you have arrived. You can also text me that you are waiting at attendance 256-337-7805

School-based Instruction (SBI), Community-based Instruction (CBI), and Fieldtrips

- 9th and 10th graders participate in school-based job training. The students learn the basics of employment at the school. They may go out to work in the community several times. Permission forms will be sent home for all off-campus experiences.
- 11th and 12th graders and beyond participate in community-based job training and school-based job training. This is a pre-employment routine training. Students go out to volunteers in small groups in the community.
- We have several community Fieldtrips that all students participate or attend with their class. For example, Special Olympics Track and Field, Special Olympic Basketball, and other trips to various places within the community as the opportunity arise.

Snack Break time is 10 AM and 2 PM

Students can bring a snack and drink for break time. Please try not to send items that require heating very often. Please keep your email home address and phone numbers updated in iNow. That is how teachers and the school may send out information, determine the school zone, and just in case of emergencies.

Procedure for Parent Concerns

Please go to the teacher first. I am here to help, and I do listen to your concerns! I can talk to other teachers, parents, counselors, or admin on your behalf. Next, if the 9/10 grade counselor or I cannot get it resolved, then the next step is to submit your specific concerns and the action desired in writing to Mrs. Flippo, who is over special ed in our building.

As always if you have any questions or concerns, please do not hesitate to contact me. My email is Lorinda.otto@hsv-k12.org My office hours are on B Day after 12:30 and after school. The room phone is 256-428-8050 extension 121 (for room 121). For urgent concerns, please text me. My number is 256-337-7805.

I look forward to collaborating with you this year!

Thanks,

Lori Otto, EdS

Huntsville High School

Appendix

2019-2020 Student-Parent Information Guide

<https://www.huntsvillecityschools.org/sites/default/files/Student%20Parent%20Information%20Guide%202019-20.pdf>

Behavior Learning Guide Link:

<https://www.huntsvillecityschools.org/sites/default/files/2019-2020%20Behavioral%20Learning%20Guide.pdf>

Secondary Matrix Link:

<https://www.huntsvillecityschools.org/sites/default/files/2019-2020%20Secondary%20Matrix.pdf>

Personal Electronics Devices (PEDs)

include, but are not limited to:

- Existing and emerging mobile communication systems and smart technologies (cellular phones, iPhones, Smartphones, internet-enabled phones, smartwatches, etc.)
- Personal Digital Assistants (PDA) (Palm organizers, pocket PCs, etc.)
- Handheld entertainment systems (video games, CD players, compact DVD players, MP3 players, iPods)
- PED accessories (earphones, earbuds, etc.)
- Portable internet devices (mobile messengers, iPads, etc.)
- Current or emerging wireless handheld technologies or portable information technology systems that can be used for word processing, wireless internet access, image capture/recording, sound recording, and information transmitting/receiving/storing, etc.

Prepay for school lunches at [EZSchoolPay website](https://www.ezschoolpay.com). If you need the directions to set up an account, go to

<https://www.huntsvillecityschools.org/departments/child-nutrition-program>.

Apple Bus Company (256) 361-0913. <http://www.applebuscompany.com/contact>.

HCS Mission: Inspire, engage, and empower all students in becoming creative problem solvers, active citizens, and life-long learners through a rigorous curriculum and relevant instruction within a supportive environment.

HCS Vision: ■ High expectations, ■ Character-driven, ■ Student-centered, "To provide a quality education that prepares all children for a successful future."