

**Fullerton Joint Union High School District**  
**Endeavor Adult Transition Program at La Sierra High School**

**2020-2021 Course Syllabus**

**Grading Guidelines and Shared Responsibilities**  
**Attendance and Behavior Expectations**  
**And Essential Curriculum Standards of the Course**

**Course Title:** Endeavor Hub of Adult Transition Program (ATP) at La Sierra High School

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In order to facilitate effective partnerships with parents/guardians and to support student learning and success in school, teachers will make every effort to return messages and emails within 24 hours of receipt, unless the call or email is sent over a weekend, holiday, vacation period, or teacher absence.

**Grading Guidelines and Shared Responsibilities**

In 1990, the Fullerton Joint Union High School District (District) adopted Student Grading guidelines so that the practices used within the District will have sufficient common criteria and purpose to provide grades accurately representing student performance. The success of a student grading plan is dependent upon the cooperation, interest, and assumption of responsibilities by teachers, parents/guardians, and students.

The teacher's responsibility is to assign grades based upon fair and consistent standards and to communicate these practices to each student. Grades are to be determined by student performance on teacher-initiated assignments, tests, homework projects, and class participation. Students will be informed of progress periodically. Three types of grades are earned:

- Grades that reflect cumulative academic progress.
- Citizenship grades and comments that describe personal behavior of the student in class and which are reported separately from academic and work habit grades.
- Work habit grades that describe how a student organizes, conducts, and completes assignments, and which are reported separately from academic and citizenship grades.

The District Board of Trustees and staff members believe that students and parents/guardians should:

- Understand the course expectations and grading practices, asking questions if needed.
- Stay informed of progress. Parents/guardians can gain information by discussing progress with students regularly and by asking teachers.
- Understand how things are going at school. Know why a student's grade is – or is not – up to family standards. It is the parent's responsibility to communicate with the teacher if additional information or help is needed at home to improve a student's grades.

If a parent/guardian or student disagrees with a grade received, a review may be initiated by contacting the teacher. If the matter is not resolved, the parents or student may then contact the Principal/designee for further assistance.

Specific grading guidelines for this course include the following:

*Student progress will be tracked on a daily basis as students work, access the campus and develop functional skills in the classroom and community environments. Progress will be monitored using the SEIS IEP system and progress will be reported by quarterly progress reports.*

### **Attendance and Behavior Expectations**

Regular attendance (virtually and in-person when applicable) is expected of students because it is essential to academic success. Students are expected to adhere to the following behavioral guidelines:

- Regularly participate in distance learning, classroom, other virtual and/or community activities to the best of their ability. This may include, but is not limited to Zoom, Google Hangouts, email exchanges, text messaging and/or phone calls.
- Adhere to behavior and academic guidelines and expectations as outlined by the teacher.
- Complete assignments in a timely manner and to the best of your ability  
Examples of assignments include Zoom classroom participation, packets, google classroom assignments, IEP goals and portfolio work
- Practice good personal hygiene and dress appropriate for school and virtual meetings
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- Be respectful, polite and courteous to fellow students and staff. Practice common courtesy. Do not loudly converse with others in the room when logged on to a meeting, mute your mic when not speaking, do not interrupt others

- If feelings of frustration, anxiety or dysregulation begin to consume you, please log off or turn your camera off until you are ready to return.

### **Essential Curriculum Standards**

Essential Curriculum Standards have been adopted by Fullerton Joint Union High School District for all core academic courses. Standards identify student expectations; grades are issued to measure the students' understanding of the information, lesson and/or skills taught. Standards and grades help teachers determine the effectiveness of strategies and activities used to teach a particular lesson or skill. Expected schoolwide learning results:

#### **Meet Academic Standards appropriate to learning potential.**

- Demonstrate the ability to read, write, listen and/or speak effectively.
- Achieve competency in appropriate math levels.
- Demonstrate skill & knowledge in the use of technology.
- Acquire a broader, more comprehensive awareness of natural & social sciences.

#### **Demonstrate personal responsibility**

- Practice goal setting.
- Acquire organizational skills
- Demonstrate accountability
- Develop skills for independent living.

#### **Develop respect for self and others**

- Gain an understanding of cultural and individual differences. Demonstrate appropriate social & behavioral skills.

Students in ATP participate in community-based activities that may include, but are not limited to:

- vocational experiences
- recreation/leisure
- social events
- mobility/travel training
- independent living and
- health/nutrition and fitness

Authentic experiences and exposure to these activities allow students to interact with age-appropriate, non-disabled peers in their community while gaining valuable skills and identifying interests and goals. These experiences also prepare students for post ATP endeavors, encourages self-advocacy and promotes awareness.

The goal of ATP is to prepare students to pursue a quality of life they desire and for students to be productive members of society. To meet these goals ATP students receive training and instruction in the following areas:

### **Vocational Preparation**

- Preparing for a job and pre-vocational skills —support with application, resume, grooming and interviewing skills
- Safety on the job—safe practices and awareness on the job
- Traits of a good employee—punctuality, maintaining a task, following directions, demonstrating respect for supervisors and co-workers, and presenting positive behavior
- Problem solving—professional interaction with other employees, following job site procedures and asking for help when necessary
- Grooming and hygiene—presenting a neat and clean appearance by bathing, brushing teeth, selecting appropriate clothing daily
- ROP/Workability, WIA/California Youth Center, and YIP Program—students attend employment training workshops and seminars throughout the year and may be paid for their work experience if funding is available during the school year
- Adult program tours—students investigate programs which can support them after graduation to learn about expectations
- On-the-job training at various work experience sites—small group and individual job coaching is provided in a variety of community businesses

### **Mobility Training**

- Safety in the community and Get Safe Training
- Stranger awareness
- Access to public busses, use of bus schedules, routes and discounted fare passes
- Emergency procedures
- Independence in community settings

### **Community Training**

- Use of community resources such as museums, libraries, parks, etc.
- Shopping for personal items at grocery stores, department stores and malls
- Safety in the community
- Dining in fast-food and sit-down restaurants
- Planning recreational activities with friends during and outside of program hours

### **Independent Living**

- Assistance with moving into your own apartment with support from an independent living provider
- Budgeting, banking and consumer awareness instruction
- Cooking, nutrition, shopping and meal planning assistance

### **Health, Nutrition and Grooming**

- Cooking/nutrition counseling classes once per. month, and cooking as a class once per month
- Power walking, weight training, aerobics, soccer, basketball, etc. at least three times per week
- Assistance with selecting and purchasing healthful meals
- Regular haircut, manicure/pedicure and make-up application instruction at Fullerton Community College
- Shopping for professional and/or activity-appropriate attire for work/school

### **Social and Recreational Activities**

- Planning community trips of leisure and interest with friends
- Recreational activities with friends such as bowling, playing pool, singing Karaoke, and attending concerts
- Project Buddies
- Birthday parties, holiday parties and other celebrations