

Fullerton Joint Union High School District

Course Syllabus

Adult Transition Program at Sunny Hills High School

**Grading Guidelines and Shared Responsibilities,
Attendance and Behavior Expectations,
And Essential Curriculum Standards of the Course
Year 2020-2021**

Course Title: La Sierra/SHHS Adult Transition Program

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In order to facilitate effective partnerships with parents/guardians to support student learning and success in school, teachers will make every effort to return telephone call 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 virtual and/or community curriculum, and develop functional skills in virtual and/or community environments. Progress will be monitored using the SEIS IEP system and progress will be reported by quarterly progress reports.

We will be developing many functional life skills. Students will learn virtually and/or in person about:

- 🔗 ***How to do work at different job sites, get along with co-workers and talk to supervisors.***
- 🔗 ***How to ride the OCTA bus in the community and access resources safely.***
- 🔗 ***How to budget money, shop for bargains and use paychecks wisely.***
- 🔗 ***How to exercise and select healthful foods and drinks to promote good health.***
- 🔗 ***How to shop for food and make simple meals.***
- 🔗 ***How to dress maturely and professionally for work and adult life.***
- 🔗 ***How to have fun in a college setting with other college students of a similar age.***
- 🔗 ***How to plan social activities with friends.***

Attendance and Behavior Expectations

Student academic success is tied directly to attendance. If the student is to have the greatest opportunity to learn and be successful, excellent attendance is essential. In addition, students are expected to:

Adhere to the following behavioral guidelines:

Participate in virtual and or community activities to the best of their ability on a daily basis, and follow guidelines identified by the teacher. Including:

- Work on daily assignments on the GoogleClassroom
- Examples of assignments include-math, typing, work on IEP goals, and certificate work
- Join/participate in the virtual meetings throughout the day meetings/presentations through designed virtual platform (Zoom or GoogleHangout/meets)
- Please dress professional and appropriate for all virtual meetings
- Make sure you have clean clothes, not pjs on daily
- Practice good personal and oral hygiene daily, such as brush hair and brush teeth daily (remember we are still in school)
- Be polite and courteous to your fellow students and staff
- Follow staff directives at all times

Essential Curriculum Standards

Essential Curriculum Standards have been adopted by the District for all core academic courses. The Standards identify what students are expected to know and be able to do at the end of the course. Grades take time to prepare, require careful thought, and can serve as the teacher's own test of effectiveness as well...Was the instruction understood? Did the students learn the Essential Curriculum Standards?

Here are the Essential Curriculum Standards for this course:

Students in the Transition Program participate in lessons and activities virtually and in the community that include work, recreation, mobility, independent living and exercise. Students who enroll in this program learn valuable vocational, mobility, and community, social and independent living skills that enable them to function productively in society. Students are encouraged to utilize many aspects of the virtual curriculum and/or the community as independently as possible but with support from staff as needed.

In addition to a variety of job training opportunities, students also have virtual and/or community opportunities to participate in clubs, bowl and exercise, attend nutrition classes, concerts and club meetings, and interact with age-appropriate, non-disabled peers.

Students receive training and instruction in the following areas, virtually, in the classroom, or in the community:

Vocational Preparation

- 1. Preparing for a job—support with application, resume, grooming and interviewing skills*
- 2. Safety on the job virtually and in the community—traveling safely while walking, on the bus, on the job and returning home from work*
- 3. Traits of a good employee—punctuality, maintaining a task, following directions, demonstrating respect for supervisors and co-workers, following time procedures and presenting only positive behavior*
- 4. Problem solving—interacting professionally with other employees, following job site procedures and asking for help when necessary*
- 5. Grooming and hygiene—presenting a neat and clean appearance by bathing, brushing teeth, selecting neat clothing daily*
- 6. ROP/Workability, WIA/California Youth Center, Dayle Mac Intosh Center—students attend employment training workshops and seminars several times a year and can be paid for their work experience if funding is available during the school year*
- 7. Adult program tours—students visit programs which can support them after graduation in order to learn more about employer expectations and to see how their job training will serve them later in life*
- 8. On-the-job training at various work experience sites—small group and individual job coaching is provided in a variety of community businesses*
- 9. Taking college classes through NOCCCD, School of Continuing Education and Fullerton College*

Mobility Training

- 1. Safety in the community and Get Safe Training*
- 2. Stranger awareness*
- 3. Use of OCTA busses and Dayle McIntosh Travel Training—use of bus schedules, routes and discounted fares*
- 4. Emergency conduct*
- 5. Independence in community settings*

Community Training:

- 1. Use of community resources such as museums, libraries, parks, etc.*
- 2. Shopping for personal items at grocery stores, department stores and malls*
- 3. Safety in the community*
- 4. Eating in fast-food and sit down restaurants*
- 5. Planning recreational activities with friends both during program hours and after school*

Independent Living:

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

Health, Nutrition and Grooming

- 1. Regular cooking/nutrition counseling classes***
- 2. Power walking, weight training, aerobics, soccer, basketball, etc. at least three times per week***
- 3. Assistance with selecting and purchasing healthful lunches***
- 4. Monthly haircuts, manicures and make-up application instruction at Fullerton College***
- 5. Shopping for professional attire for work/school***

Social and Recreational Activities

- 1. Planning community field trips with friends.***
- 2. Bowling, playing pool, singing Karaoke, and attending concerts at Cal State Fullerton with friends and with Project Buddies, once school resumes.***
- 3. Birthday parties, holiday parties and other celebrations***
- 4. Trips to amusement parks, live performances of plays and concerts in the community, once school resumes.***