



Reynolds High School

Strategies for Success 11/12

Instructor Name: Ms. Finkas

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Course Description:

This course is for students with Individual Education Programs (IEPs) who are graduating with an alternative to standard diploma.

also focuses on positive work habits, self-determination, and adult living skills. Students will participate in various work related activities including job exploration within the community.

Students will develop self-awareness and soft skills for the workplace by learning and practicing in a classroom setting then have the opportunity to practice in authentic settings. Students will participate in various hands-on activities, some lecture, guest speakers, field trips, presentations, role-play, and non-paid community based transition experiences. Field trips to post high school training facilities will take place spring semester. All students who take Transition 1 fall semester will be invited on these trips.

The student's needed transition services are part of a long-range plan that coordinates the last years of high school and the years immediately following high school. The services are focused on improving the academic and functional achievement of the student with a disability to facilitate movement from school to post-school activities, including postsecondary education, vocational education, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

(e.g., instruction, community experiences, employment and other post-school adult living objectives, daily living skills, and/or functional vocational evaluation, if appropriate).

in the areas of executive functioning, self-advocacy, organization, and study skills, and/or require support for their overall academic success.

This course will help students prepare for their future and learn skills required for success provides an overview of key aspects, knowledge, and skills needed for the transition from high school to adult life.

Positive post-high school outcomes

s for students who need specially-designed instruction in the areas of executive functioning, self-advocacy, organization, and study skills, and/or require support for their overall academic success. Students will receive whole-group, small-group, and individual instructional support, as needed, to learn tools and strategies needed to improve academic performance and achieve their goals in high school and beyond.

Passing this course earns 1.0 elective credit per academic year.

Course Learning Objectives:

During the duration of this two-semester program, students enrolled in this course will:

- In-person or virtual job shadow
- Resume preparation
- Job applications and cover letters
- Budgeting
- Pre-ETS Pre-Employment Transition Services
- Professional appearance – Dress for Success
- Understand IEP process, and take initiative on own IEP
- Investigate and compare at least two careers of interest
- Analyze work skills and habits
- Practice work skills at or community work sites
- Investigate post-secondary training and educational opportunities
- Understand individual strengths and areas of improvements
- Identify individual educational and/or career goals
- Develop plans based on personal preferences, interests, needs, and strengths (PINS)
- ADLs
- Time Management
- Investigate training and educational options
- Learn about available support services (DHS, SSI, YTP, etc.)
- Independent living skills
- Strengthen social skills
- Develop a portfolio to be used for documenting personal, academic, and career prep.
- Practice time-management and organizational strategies
- Utilize binder and planner for each academic class
- Monitor grades and progress toward individual goals
- Practice self-reflection to improve school-life balance
- Recognize relationship between high school success and life success
- Understand impact of good sleep, nutrition, and physical activity on achievement
- Locate and utilize campus support services and resources
- Communicate effectively with school staff to increase achievement and rapport

Course Materials:

Students should come to class prepared to fully participate in all assignments and activities, and, when provided time, to work on classwork for other courses. Students are expected to bring the following materials to class everyday:

- **Chromebook** or other tech device (charged or with charger)
- **Binder** with pocket dividers or folders for each class
- **Notebook** – Spiral Bound & College Rule
- **Planner** or scheduling system
- **Writing Implement(s)**
- **Book** for independent reading time
- **Headphones** (*recommended* for independent work time)

Electronics Policy:

Electronic devices can be wonderful instructional tools, but are not to be used for recreational purposes during class time. Students must bring to class a device capable of accessing online instructional programs (StudentVue, Schoology, etc). Students are not to use electronics during class instruction or group activities, unless teacher specifies otherwise. This includes removing ear buds or headphones. Students who fail to follow the electronics policy will lose daily points.

Attendance and Participation:

Students are expected to attend class regularly. An absence due to illness or emergency may be excused by having a student’s parent/guardian contact Reynolds High School at (503) 667-3186. It is the student’s responsibility to document their class attendance by signing in each day. Attendance is taken at the beginning of class, and students entering the classroom afterwards will be counted as tardy. If you are more than 20 minutes late to class or leave class early without notifying the instructor, this will count as an unexcused absence. Repeated absences will result in the parent contact, building principal support, and/or an attendance contract. Students may not make up in-class assignments for unexcused absences. It is the student’s responsibility to communicate with instructor regarding making up any missed work following excused absences due to illness. Discretion is given to instructor, and will be determined on case-by-case basis.

Active participation and quality work is required for a passing grade in this class. Simply sitting in the classroom will not earn students a passing grade. All students are expected to engage actively in class activities, and to contribute positively to the overall class environment. Students who persist in displaying lethargic, disrespectful, or disruptive behavior will forfeit points for the day.

Grading Policy:

Students will have the opportunity to earn either a letter grade (A-F) or pass/fail (P/F) for this course. Letter grades will count toward students’ high school grade point average (GPA), while pass/fail will only count as an elective credit toward graduation. Your final grade will be determined by the quality of your work, full participation in the class, and scores in the following categories:

POWER Attendance & Participation	Classwork Assignments & Activities	Mastery Final Project
40%	45%	15%

****Student must have 60% or higher to earn a PASSING grade in this course.****

Weekly Schedule:

MONDAY <i>(70 minutes)</i>	TUESDAY <i>(90 minutes)</i>	WEDNESDAY <i>(90 minutes)</i>	THURSDAY <i>(90 minutes)</i>	FRIDAY <i>(90 minutes)</i>
Current Events Whole-Group Lesson		Current Events Whole-Group Lesson		Individual Work

Students and Parents:

Please sign and return this page to Ms. Finkas.
Returning signed syllabus counts as one class assignment.

Student Name: _____

Parent Name: _____

Parent Phone: _____ Okay to Text? YES / NO

Parent E-Mail: _____

By signing below you affirm that you have received, read, and understand the requirements, policies, and expectations of the Strategies for Success course. Please contact Ms. Finkas with any questions or concerns.

Student Signature

Date

Parent Signature

Date

Please keep the rest of the syllabus to refer back throughout the semester.