Secondary Life Skills Plan

Course Overview

Welcome to the New School Year!
We are excited to begin this school year with your student! During the school year, our focus will be on helping students build essential life skills in a structured, supportive environment.

Students will work on functional communication, daily living routines, self-care, and social interaction. We will also engage in academic instruction in reading, math, science, and social studies, all adapted to meet each student's individual learning needs as well as students individualized goals.

Our goal is to promote independence, confidence, and real-world readiness as students grow and learn throughout the year. We're looking forward to a great school year together!

Contact Information

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Classroom Expectations – Secondary Life Skills

Welcome to our Life Skills classroom! This is a safe, respectful, and structured learning environment where students are supported as they grow in independence, communication, and daily living skills. We value effort, positive choices, and working together.

We understand that every student learns differently, and we are here to support each learner in a way that works best for them.

Expectation 1: Be Respectful

- Use a calm, appropriate voice
- Wait your turn to speak or use your communication device
- Listen when others are talking
- Stay in your area or seat unless given permission

Expectation 2: Be Responsible

- Put effort into your work and tasks
- Bring needed materials (with help if needed)
- Clean up your space and help when asked

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Expectation 3: Be Safe

- Keep hands, feet, and personal items to yourself
- Walk in the classroom and hallways
- Let an adult know if you feel unsafe or need help

Expectation 4: Be Ready to Learn

- Come to school on time and attend regularly
- Follow your daily schedule and classroom routines
- Ask for help and use strategies when you're unsure

We use **positive reinforcement, visual supports, and clear routines** to help students meet expectations. Students are recognized for effort, improvement, and responsible behavior.

If a student is having difficulty meeting expectations, we will:

1. Provide a calm reminder or reteach the expectation
2. Use prompts or visual cues to guide better choices
3. Offer breaks, redirection, or other supports as needed

Our goal is to create a supportive space where students feel confident, capable, and respected every day.

Attendance Policy & Its Importance

Regular and consistent attendance is essential to your student's success—both in school and beyond. Being present each day helps students build and maintain routines, strengthen social skills, and feel connected to their classroom community.

Daily attendance allows students to stay on track with learning important life skills, practicing communication, participating in group activities, and working toward greater independence. Consistent participation supports the development of habits that lead to long-term success in school, work, and daily living.

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Please notify the school if your child will be absent. Frequent or extended absences may make it more difficult for your child to learn necessary foundational skills that ensure student success this year and in future school years.

Learning Objectives –

In our Life Skills classroom, students will work toward personalized goals as well as, academic readiness, and daily living. Using the Everway (previously N2Y) Program and a variety of hands-on, engaging resources, students will build foundational skills across key areas.The following are a few important skills they will be working on.

📚 ELAR (English Language Arts & Reading)

- Reading comprehension (News-2-You articles): Students engage with leveled nonfiction fiction via weekly articles (News-2-You), aligned to extended state standards. They build supportable answers to comprehension questions, vocabulary usage, sequencing, main idea, supporting details, and inference.
- Functional literacy and communication: Lessons support phonics, high-frequency words, vocabulary, and expressive language through scaffolded supports. Activities include identifying/differentiating vocabulary tied to life-skills contexts (e.g., employability, self-advocacy).
- Written communication, such as setting goals or writing/reflection prompts (e.g., about community experiences, daily-living tasks).

Life-skills focus: self-advocacy, persuasion, asking for help, reading labels, comprehension in real-world contexts.

➗ Math

- Hands-on, multisensory math skills: Use of manipulatives (fractions, money, measurement, time, balances) to support practical life situations.
- Money concepts: identifying coins/bills, making change, budgeting, calculating cost/sharing—often tied to task-boxes or classroom economy models.
- Measurement & fractions through cooking tasks: e.g. making recipes, measuring ingredients, doubling or halving—teaches conversion, multiplication/division.
- Functional numeracy: comparing prices, reading schedules, using number lines or skip counting—tied to community-based scenarios.

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Life-skills focus: real-world calculation, budgeting, problem-solving, practical measurement.

🧪 Science

- Weekly thematic science units within Unique Learning System include accessible inquiry lessons on topics such as hygiene, food safety, health, environmental awareness, and simple experiments (e.g., mold on bread to reinforce hygiene).
- Hands-on investigations: exploring cause and effect (e.g. hygiene experiment), weather, seasons, biology of plants/animals if unit-based.
- Health & nutrition literacy: reading food labels, understanding hygiene, safety, body systems in functional ways.

Life-skills focus: scientific reasoning, health awareness, understanding wellness choices, applying experiments to daily living.

🌍 Social Studies

- Community and civic awareness: Units on jobs, employability vocab/game, roles in society, government, geography (e.g., understanding local services, directions) drawn from extended social studies themes.
- Transition Planning modules: cover vocational readiness, community navigation, employability, civic responsibilities, economics, geography, and social expectations.
- Current events reading (News-2-You stories) used to build social awareness, empathy, global citizenship.

Life-skills focus: social roles, election awareness, routine jobs, identifying services in the community, civic vocabulary.

Classroom Materials & Learning Tools – Life Skills Program

In our Life Skills classroom, we use a variety of tools and supports to help students learn in ways that meet their individual needs. These materials and programs are selected to encourage growth in communication, academics, and daily living skills.

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Technology & Tools

- **Student Tablets or Chromebooks**– Provided by the school district (Midland ISD), these are used to access personalized lessons, communication apps, and interactive learning activities.
- **Digital Schedules & Checklists**– first/then, visual schedules, timers (provided in classroom)
- **Interactive Whiteboards (SMART Board, Promethean)-**Used for group lessons, interactive games, visual schedules, sorting activities, and modeling real-world tasks.
- **Adapted Text & Audiobooks-**Tools like audio books for accessible texts with read-aloud features or switch-accessibility.

Instructional Programs & Curriculum

- **Everyday Program (formerly N2Y/Unique Learning System)** – This is our core curriculum designed for students with special needs. It includes adapted reading, math, science, social studies, and life skills content that is age-appropriate and ability-appropriate.

🧩 **L³ Life Skills (game-based skill-building across domains)-**Promotes **soft skills**: goal-setting, task completion, cause & effect, choice-making, attention to detail, creative thinking, collaboration, social awareness.
Supports **fine motor, keyboarding, visual discrimination, digital literacy** via interactive activities intersecting with academic content (ELAR, Math, etc.)

Grading Policy

According to Midland ISD Grading Policy:
Teachers will provide students with feedback about their assessments and assignments. The following guidelines should be observed:

a. students will receive verbal feedback/praise about their work.
b. Parents will be notified through a parent teacher conference of any academic concerns.
c. Parents will receive IEP progress reports after each grading period
d. Student progress and assessment data is confidential and should be treated accordingly.

Assessment results will be reported to parents through the Standards Performance Report which will be sent to parents at the end of each grading period. Teachers will also share assessment results with parents during parent-teacher conferences. (student benchmarks from the everway program)

Class DoJo (School-wide System of Communication)

Our campus uses ClassDoJo to communicate with families. Please ensure you join our class for important updates.

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Please feel free to reach out with any questions or concerns. We are excited to work together to make this a successful year of learning!

Please fill out the portion below and return this portion to your teacher.
We acknowledge that we have read and that we understand the expectations in (teacher's name) class. We agree to contact the teacher should we have any questions or concerns regarding this instructional plan.

Parent Name: _____

Student Name: _____

Cell Phone Number: _____

E-Mail: _____

Parent Signature : _____

Student Signature: _____

Date:_____