

# Essential Skills Course Syllabus Term 1

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Danielle Cooney, M. Ed.





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Hazelwood East High School

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# Welcome to Essential Skills!

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## Welcome to our Essential Skills Course

Hi! My name is Ms. Cooney or Ms.C. I will be one of your Essential Skills teachers for the 2021-2022 school year. This is my 1st year teaching at Hazelwood East, I've taught Transitional Courses for the last 4 years at a behavioral therapeutic school.

. My educator philosophy is to foster growth and independence in all students. I believe that everyone deserves to live a good life and to be successful in their own way. I'm a disability advocate and want to continue empowering students to advocate for themselves and build their self-determination skills.

I'm excited to have you in my class and to get to know you and your family.

### Contact Information:

Email: [dcooney@ssdmo.org](mailto:dcooney@ssdmo.org)

Phone:

\*Please allow a 24 turn-around on communications. Every effort will be made to respond to all emails and phone calls within 24 hours.

### Education:

Masters in Special Education, emphasis in Autism and Developmental Disabilities

CPI trained  
CPR Certified



# Course Overview

## Overview

This course includes functional and modified academic instruction related to the common core connectors and alternate assessment standards as well as reinforce and teach skills in the areas of executive function, self-advocacy, problem-solving, pre-vocational skills, daily living skills, community based instruction, social interaction as specially identified in the student's IEP and transition plan.

Positive Behaviors Intervention Supports will be used as a Primary Intervention to address discipline needs. Students will learn about self-regulating their emotions through social-emotional curriculum and will be encouraged to take breaks when necessary and utilize our calm down space.

# Course Objectives



## **Functional/ Modified Courses**

Students will fulfilled their credit hour courses in Math, English, History and Sciences, depending on grade level and course needed for this term. Students will take class from Essential Skills educators to complete their course work.



## **Modified Job Training**

Students will learn soft skills to help them be successful in staying employed. They will also learn about various careers, build vocational skills through hands on job tasks, and go out into the community based on their grade level and job opportunity. Students will learn life skills and independent living skills that will aide them with Employment and Independent Living Standards.



## **Self-Advocacy/Self-Determination**

Students will learn throughout the term of how to effectively advocate for themselves by expressing their wants, needs and goals. Students will learn about their IEPs and charting their life course to help them with self-determination awareness. Students will be encouraged daily to check in with this social-emotional awareness of expressing how they are feeling throughout the day.



# Course Requirements

## Attendance

Students must attend school daily unless they have an excusable absence.

## Grading

Students will be Graded based on attendance, participation, exit tickets, in class assignments, homework, tests and progress of goals in their IEPs.

## Late Work Policy:

No work will be counted late as students progress is directly related to IEP goals and alternate standards. Students who have absences with a parent excuse, medical, or bereavement will be excused from classwork on their absences.

# Course Policies

## **Attendance**

Students must attend school daily, unless they have an excused absence by a parent.

## **Classroom Management Plan:**

The school-wide management plan is followed. Staff work to incorporate positive behavior supports, individual behavior plans and alternative consequences to support independence, personal accountability and replacement behavior/choices. Classroom rewards system and individual rewards will be in place to aide with positive behaviors. Students will utilize token economies, reinforcement schedules, visual aides and calm down materials as needed.

## **Communication Mandatories**

Staff will communicate with Parents/Guardians on a daily basis through daily notes as well as communicating bi-monthly to check in and give updates on student progress and growth.

## **Use of Electronic Devices**

Students will utilize their Chromebooks daily. Students should bring them to school charged and ready to be used.

Our class has a NO CELL PHONE policy. Phones are to remain out of sight and in personal belongings of students.

# Course Policies

## **Calm Down Area:**

Students will be able to utilize our calm down area to self regulate when it is requested. Students can take a 5-10 minute break to recollect their thoughts before returning back to their seats. Students can also use digits to take to their desk to help with on task behaviors.

## **Reinforcement Policy:**

Reinforcements will be based on students' interests and will be available when they are earned either individually or collectively as a group. Students will earn up to five tokens per week to purchase their Friday reinforcement and collectively have 60 tokens per week to earn a line on their reinforcement graph. Once a month, if students have earned collectively 240 tokens then they will be able to access a predetermined class reinforcement.

No movies other than G and below will be shown without administrative approval. Movies from National Geographic, Animal Planet, PBS, and other science related general audience movies are used to supplement instruction and support students. As a reward, G rated movies may be shown to support our students in reaching goals aligned with their IEP's.




# Required Materials

 Chromebooks

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 Pencils

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 2- 2" binders

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 Masks worn daily

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 Composition Notebook

# Contact Me

**Scan the QR code for  
the School Calendar**



## **Phone Number**

## **Email Address**

Dcooney@ssdmo.org

## **Contact Hours**

School Hours: 7:15 am-2:15pm

Office Hours B day schedule

8:50am-10:30am

