

Transition Process for Students age 18 – 21: Students at the age of 18, or upon completion of their fourth high-school year, are included and participate in senior activities (e.g. senior trip, senior prom, walk with their same age peers during graduation ceremony) with supports as outlined in their Individualized Education Plan (IEP). Ongoing partnerships with adult agencies are recommended.

Fifth Year of High School: Students participate in life skills and vocational instruction in the classroom setting for half of the school day. Students are placed in a school or community-based internship, where available and appropriate, to provide them with real-life employability skills based on their post-secondary goals and needs. The level of support needed is outlined in student's IEP. Outside agencies participate in program development.

Sixth Year of High School: Students are monitored by high school special education staff. Students work in a community-based internship, where available and appropriate, to provide them with real-life employability skills based on their postsecondary goals and needs. The level of support needed is outlined in student's IEP. Outside agency participation is increased to prepare students for adult services.



Entrance Criteria

Students whose disabilities prevent them from meeting the district/state curriculum.

Exit Criteria

Students are discharged from the Life Skills Program when they have achieved their individualized goals set in their transition plan on or before they have reached the age of majority, which is 21-years of age.



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LIFE SKILLS PROGRAM



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LIFE SKILLS PROGRAM

Mission Statement

The purpose of the program is to ensure that students with specific disabilities are taught the skills necessary to be included, to become as independent as possible, and to actively participate in the school community and the community at large.



Program Description

The Life Skills Program serves students 14 – 21 years of age whose overall needs cannot be met in the regular classroom setting, even with special education support. Services can be provided in a variety of settings, including general education classrooms, community environments and vocational job-training sites. The program provides students with instruction in the areas of

skills for independent living, functional academics, consumer education and vocational skills via direct instruction, modeling, practice, and application of skills.



These skills are ones typical of those encountered in a home, community and work setting.

Students also participate in the general education program. The degree of participation is outlined in their IEP. The Life Skills team is comprised of general and special educators, related service providers, paraprofessionals and consultants as deemed necessary.

Curriculum

While the Life Skills program is tailored to meet individual student needs, its overall focus is on academic skills with a shift toward more functional programming and preparing students for independent living and working. Students' IEP goals typically include functional academic aspects of life skills areas. The goal is to prepare students for independent life by assisting them in improving their social and problem solving skills. Vocational and transition planning is a focus for students.



Three curriculum focal areas and skills include, but are not limited to, the following: Vocational, Financial Management and Daily Living Skills.

The Life Skills Program is tailored to meet individual student needs. Many of our students in the program require adult daily-living skill instruction and functional academics such as money management, reading signs, or filling out job applications;. The *Phillip Roy Inc, Employability and Social Skills Curriculum* provides a framework.

The curriculum encompasses problem-solving, employability skills, social skills and other essential skills that students will need to meaningfully participate in the school setting, at home, in the work place and in the community. It also helps students apply the skills they learn to situations that are commonly encountered in every day life. The primary goal is to prepare students to transition from school to post secondary living.

