



Name of the Project: Learning to Live

Additional Information: Wabasso serves an entire student body with unique needs, not always aligned to that of “typical” or age-appropriate peers. Some of the needs of our students are self-care skills, socialization, independence and job-skills to name a few. Those can be categorized as “Living Skills” or skills needed or necessary for supported living. We realize that our students require much more at multiple levels than academics alone. Therefore, we developed an opportunity to engage students in skills that EACH of them require personally to help them “Learn to Live”.

Alignment: The District Strategic Plan

Focus Area 2: Equity, Access, Culture, and Climate, Social/Emotional Supports – Cultivate safe, respectful, and supportive school environments, which are equitable and inclusive.

School Improvement Plan-Specifically addresses independent functioning support for all students. This Project is the driving action behind the School Improvement Plan Goal for Independent Functioning.

Wabasso’s Learning to Live Project supports the individual needs of each student on campus and allows them to engage in activities at their access levels in a safe, respectful and supportive environment.

Amount requested: \$6,000

Project cost: Estimated \$6,608

Targeted Population: Each student served on the Wabasso campus

Number served and Grade levels: This program is not isolated to a certain age or grade level. Every student on the Wabasso campus can benefit from the projects intent to develop living skills, whether that be dressing themselves with or without support to completing job applications for employment. Currently, Wabasso serves 57 students. Each student who transitions to Wabasso will be immediately included in this service.

Succinct Summary: The Issue: There is limited funding to support the unique programs our students need. Learning to Live extends resources beyond state funded curriculum. Our current funding source is the utilization of internal funds, including fundraisers. Ideally, this grant would drive the program. Currently, internal funds support the program but are limited. Student access should not be limited.

The Change: In our first year of implementation, using internal funds, we have seen an increase in independent functioning. Though hard to measure, we have seen more students proud of what they have never done independently before. We have had a couple comments from parents saying that they never knew their child could accomplish certain tasks but now they know to expect more. With the funding support from the Education Foundation, we can continue to purchase materials and tools that will help us be more specific in meeting a students needs. Using limited internal funds we often need to generalize or globalize purchases dependent on the student needs to stay within budget. As students



develop their independence and grow to a new need (which is always the goal), we try to grow with them and obtain the resources for their next steps. Funding provides access to our students.

The Action: We aggressively piloted the program in the 2020-2021 school year and will continue at our current limits with or without support because we feel it is the right thing to do. We will set a new service schedule for 2021-2022 to include all returning and new students to our school. We will conduct an interest inventory with students and teachers of non-verbal students who can advocate for their current levels of independent functioning and living skills. Those with like or similar need will be grouped with others sharing the same or similar need and placed on the service schedule. Materials for the quarter will be determined based on the inventory and projection of cost and then purchased as funding permits at that time. Students can/may move from one group to another if their skill level exceeds or subceeds that of their peers so that they are always provided skills that they need and not subject to the immediate needs of others.

Grant Oversight: This idea was the united effort at first of the Job Coach, April Taylor and the Principal, Chris Kohlstedt. It was shared with the Wabasso Team soon thereafter and adopted as an effective practice that we wanted to pilot, because we could and because it was the right thing to do. We aligned it with our School Improvement Plan to ensure fidelity and integrity. Mrs. Taylor's current job responsibility is this program. The Principal will insure the program's continued success and with this grant, that possibility for this program only grows and strengthens.

Monitoring Progress and Results: Though currently measured informally, Wabasso can develop a spreadsheet that measures the progress, by need, of the student. To maintain respect and confidentiality of our students, we would not share names associated with the progress. Unlike academic progress, learning to live is contingent on an individual's ability to perform any specific task that a "Standard" cannot actually measure. The goal will always be to raise the bar and challenge each student to increase their personal level of independence, no matter where that access is.

Volunteers: This program runs Monday-Friday and our support staff is present to assist the teacher. Due to confidentiality, we have not asked for volunteer support, mostly for those students who are working on more private skills such as toileting and dressing with and without support. However, for socialization purposes we are not opposed to creating opportunities ahead of time that would be appropriate for some student groups performing less "personal" tasks.

Itemized Budget: (Pilot Project) Based on Projections

\$3,000 Groceries (Used for Culinary support, recipes, tasks)
\$1,747 Transportation (Gas, Vehicle maintenance, registration)
\$300 Materials/Supplies (Art)
\$1,261 Print Shop Supplies (Paper, Ink, Lamination)
\$300 Personal care items (toothbrush, toothpaste, deodorant, body wash, etc)
TOTAL: \$6,608