



New School of Montpelier Proficiency Based Grading

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Overall plan

“Proficiency” is a broad area of competence with a group of interrelated skills. Proficiencies are organized in a number of “Domains” for ease of reference.

A student can demonstrate mastery of a particular proficiency in a variety of ways that show his ability to use the component skills. Some proficiencies require that all the component skills be demonstrated. Others require a selection of skills. To be eligible for a diploma from the New School, the proficiencies that a student needs to demonstrate, and the degree of mastery expected, will be defined on an individualized basis in consultation with the IEP team.

Sample Graduation Requirements

Graduation Requirements at New School are individualized and established by each student’s educational team, including parents, sending schools, and (where possible)

the student, in accordance with the student's educational and vocational goals. The ideal expectations will be challenging but attainable and useful.

In the sample requirements, a rough guide to the mastery level is given with the following terms:

“Essential mastery”: student performs at a level largely similar to that of a typical high school graduate, or better, with or without accommodations. The student may have some difficulty with a skill in more complex cases.

“Functional use”: student can use the skill in most applications, with or without accommodations. The student may not have easy facility, sophistication, full accuracy, or otherwise perform at a comparable level to a typical high school graduate, but can meet most needs.

“Basic understanding”: student can use the skill in simple applications, with or without accommodations.

Sample Requirements for a student graduating high school and preparing for a technical or trade career

I) Health and Wellness

Student has essential mastery of each of the proficiencies in this domain.

II) Communication

Student has essential mastery of each of the proficiencies in this domain.

NOTE: this expectation should be modified for each student's needs and abilities. This is true for all expectations, but may be particularly important in this domain.

NOTE: while most students at New School will work in this domain, if a student's program does not include communication skills, it is not necessary that this domain be documented in the transcript.

III) Self-regulation

Student has essential mastery of each of the proficiencies in this domain.

NOTE: this expectation should be modified for each student's needs and abilities. This is true for all expectations, but may be particularly important in this domain.

NOTE: while most students at New School will work in this domain, if a student's program does not include self-regulation skills, it is not necessary that this domain be documented in the transcript.

IV) English Language Arts

A) Literacy: Student has essential mastery of each of the skills
(NOTE: some students will have mastered these skills before starting high school. In this case, they need not be included at all.)

B) Universal Writing: Student has functional use of each of the skills

C) Expository Writing: Student has functional use of each of the skills

E) Research: Student can apply the skills in concrete problem solving.

V) Mathematics

A) Applied Mathematics: Student has mastery of each of the skills

VI) Sciences

A) Scientific Method: Student has basic understanding of each of the skills

B & C) Student has basic understanding of skills relevant to their goal, if any

VII) Social Studies

A) Civics: Student has a basic understanding of each of the skills

B) Economics: Student has a basic understanding of each of the skills

VIII) Fine Arts

Student has a basic understanding of at least one proficiency in one artistic medium. Creative Writing (ELA: D) can fulfill this requirement.

IX) Vocational

A) Workplace Social: Student has mastery of each of the skills

B) Workplace Readiness: Student has mastery of each of the skills

X) Life Skills

D) Transportation: student has his driver's license (or "student can access public transportation" when more appropriate)

Other proficiencies may be required depending on the student's needs. Although all students hopefully will master all these skills, they should only be listed here if they are part of their school program.

Sample Requirements for a student graduating high school with a goal of attending a liberal arts college

The following requirements are meant to serve as a sufficient foundation before beginning a four-year, liberal arts college in pursuit of a degree such as a B. A. Many such schools have admissions criteria that are higher, so the prospective college applicant is advised to exceed these criteria wherever possible, especially in areas of particular interest.

I) Health and Wellness

Student has essential mastery of each of the proficiencies in this domain

II) Communication

Student has essential mastery of each of the proficiencies in this domain

III) Self-regulation

Student has essential mastery of each of the proficiencies in this domain

IV) English Language Arts

A) Literacy: Student has essential mastery of each of the skills

(NOTE: some students will have mastered these skills before starting high school. In this case, they need not be included at all.)

B) Universal Writing: student has essential mastery of each of the skills in this proficiency.

C) Expository Writing: student has essential mastery of each of the skills in this proficiency.

E) Research: student has essential mastery of each of the skills in this proficiency.

F) Literature: student has functional use of each of the skills in this proficiency

NOTE: Students with goals in the Humanities should have essential mastery of F: Literature, including either 6a) BREADTH: Pre-19th century work or 6b) BREADTH: Classics of the 19th and early 20th century, and at least two other areas.

V) Mathematics

- B) Algebra: student has functional use of each of the skills in this proficiency.
- C) Geometry: student has functional use of each of the skills in this proficiency.
- D) Statistics and Probability: student has functional use of each of the skills in this proficiency.

NOTE: students with goals in Science, Technology, Engineering, or Mathematics should strive for full mastery of these proficiencies.

VI) Science

A) Scientific Method: student has essential mastery of each of the skills in this proficiency.

B & C) Students should have functional use of at least two skills within these proficiencies.

NOTE: students with goals in Science, Technology, Engineering, or Mathematics should strive for mastery of these proficiencies.

VII) Social Studies

A) Civics: student has essential mastery of each of the skills in this proficiency.

B) Economics: student has functional use of each of the skills in this proficiency

C) History: student has essential mastery at least two skills in this proficiency

NOTE: students with goals in the Humanities should strive for mastery in all the skills in these proficiencies, and should consider including VII D) Philosophy & Religion

VIII) Fine Arts

Student should have functional use of at least one proficiency in this domain. Creative Writing (IV D) can meet this requirement.

NOTE: students with goals in the arts should strive for mastery in VIII C: Art Appreciation, and their choice of VIII A: Creative Art and/or VIII B: Performance Art. It may be advisable for the Art Appreciation to be in the same medium as the other art.

IX) Vocational Skills

Student should have basic understanding of each of the skills in this domain.

X) Life Skills

D) Transportation: student has his driver's license (or "student can access public transportation" when more appropriate)

Other proficiencies may be required depending on the student's needs. Although all students hopefully will master all these skills, they should only be listed here if they are part of their school program.

List of Proficiencies and Skills, by Domain

Proficiencies and skills are listed in outline format, according to the following hierarchy:

- I. Domain
 - A. Proficiency
 - 1. Skill
 - a) Skill component

I. Health and Wellness

A. Eat well: plan a healthy diet

- 1. Include a variety of foods covering major nutritional categories
- 2. Use recommended serving sizes of major nutritional categories

B. Be Active:

- 1. engage in a variety of physical activities regularly and skillfully.
- 2. Be safe: use proper equipment, including footwear, helmets, and other gear, and follow proper procedures for safety during daily activities.

C. Think healthy:

- 1. describe the expected impact of diet and behavior choices on wellness, including use of substances and sexual behavior.
- 2. look after one's mental health, use strategies to maintain well-being, including for any personal health needs for physical or mental issues.

D. First aid:

- 1. treat minor home accidents,
- 2. recognize when to get emergency help.

II. Communication

A. Perspective-taking

1. Code-Switch: Change communication style according to listener, setting, and situation. EXAMPLES:
 - a) Speaking to younger children vs. adults
 - b) Speaking on the playground vs. the classroom
 - c) During an interview
2. Topic Selection: Choose a conversation subject based on context, common interests/experiences, and individual interests. EXAMPLES:
 - a) Start a conversation over meal time
 - b) Discuss what both communication partners did over the weekend
 - c) Share details about a favorite leisure activity
3. Topic Maintenance: Talk about the same subject and transition to related subjects
4. Turn Taking: Give others opportunities to participate; wait for an opening to engage
5. Cause And Effect: Understand that language choice and actions impact others
6. Manage Conflict: Consider other viewpoints when confronting an issue. Steps:
 - a) Recognize the problem
 - b) Acknowledge that others may understand the problem differently; identify multiple points of view
 - c) Find a practical solution that addresses all perspectives as fully as possible

7. Communication Breakdowns: Recognize and repair any misunderstandings during a conversation. Examples:
 - a) Attend to nonverbal cues that suggest confusion
 - b) Check in with a communication partner to ensure understanding
 - c) Rephrase
 - d) Restate a key piece of information
 - e) Reconfirm the narrative, sequence of events, or individuals involved
8. Self-Advocacy: Represent your own viewpoints across situations. Examples:
 - a) Share your own feelings, ideas, wants, and needs with others
 - b) Speak up for yourself and for the things that are important to you
 - c) Suggest solutions to address your concerns

B. Verbal Communication

1. Purpose: Use language for a variety of intents. Examples:

a) Greet	e) Demand
b) Inform	f) Promise
c) Entertain	g) Comment
d) Request	h) Question
2. Initiate: Begin a conversation. Steps:
 - a) Gain attention
 - b) Greet
 - c) Introduce topic
3. Balance: Speak and listen for roughly the same amount of time during a conversation. Examples:
 - a) Dividing talk time evenly in most scenarios
 - b) Ensuring all communication partners have equal opportunities to share

- c) Giving more information to someone who does not know the topic
 - d) Knowing to skip some details when someone already knows the topic
4. Question: Pose questions that require explanation; respond to others' questions with on-topic ideas
 5. Comment: Acknowledge new information expressed by others with on-topic responses
 6. Closing: End a conversation with a wrap-up and farewell; recognize another person's verbal and nonverbal attempts to end a conversation
 - a) Wrap up examples: "Alright, well I actually have to get going." or "It was nice talking to you."
 - b) Farewell examples: "See you later!" or "Take care!"
 - c) Nonverbal cue examples: Eye gaze shifting towards exit, walking away, positioning your body away from the other communication partners

C. Nonverbal Communication

1. Body Language: Use and understand nonverbal cues to convey meaning. Examples:
 - a) Gestures
 - b) Facial expressions
 - c) Eye gaze
 - d) Touch
 - e) Posture
2. Proxemics: Knowing how close to stand to someone when talking
3. Intonation: Use and understand tone of voice to convey meaning
4. Volume: Use and understand a range of loudness to convey meaning
5. Emotion: Synthesize information gained from language choice, perspective taking, body language, intonation, and volume to recognize and express feelings

III. Self-Regulation

- A. **SELF-AWARENESS:** The ability to correctly recognize one's own emotions, thoughts, and values and how they affect behavior. The ability to correctly judge one's strengths and limitations, and being able to see challenges as opportunities to learn and grow from experience.
1. Identifying emotions- able to recognize and understand your emotions
 2. Recognizing strengths and weaknesses- being able to identify what you are good at (what are my strengths?), as well as what you need help with (what are my weaknesses?)
 3. Self-efficacy- having the strong, positive belief that you have the capacity and the skills to achieve your goals
- B. **SELF-MANAGEMENT:** The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.
1. Impulse control- being able to STOP and THINK before you ACT
 2. Stress management- doing things that will help you calm down and feel better
 3. Self-discipline- ability to control and motivate yourself, stay on track and do what you need to do for self-improvement
 4. Self-motivation- doing what needs to be done to reach goals without prompting or supervision
 5. Goal-setting- being able to identify something you want to do, setting measurable goals and timeframes
 6. Organizational skills- arranging tasks to help keep focused in order to complete assignments
- C. **SOCIAL AWARENESS:** The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

1. Perspective-taking- understanding what someone else is thinking and their view on things (cognitive view point)
2. Empathy- understanding what someone else is feeling (emotional view point)
3. Appreciating diversity- understanding and accepting the differences in others
4. Respect for others- accepting somebody for who they are, even when they're different from you or you don't agree with them.

D. **RELATIONSHIP SKILLS:** The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

1. Communication- sharing your thoughts and feelings clearly with others as well as listening well to what others have to say
2. Social engagement- being able to participate in a social group setting (ex. Clubs, extra curricular activities)
3. Relationship-building- your ability to build connections and friendships with others
4. Teamwork- working cooperatively with others on a project, being able to negotiate any conflict in an appropriate manner, and offering and/or asking for help when needed.

E. **RESPONSIBLE DECISION-MAKING:** The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

1. Identifying problems- noting that there is an issue that needs to be handled
2. Analyzing situations- thinking through and understanding all the parts of a problem
3. Solving problems- coming up with solutions to problems

4. Reflecting- being able to answer: What happened? Why did I do what I did? How did that make others feel?
5. Evaluating- think about what worked and what did not work from your decision
6. Ethical responsibility- thinking about what you have to do now to repair any damaged relationships that may have happened due to past decisions

IV. English Language Arts

A. Literacy

1. WORD RECOGNITION:
 - a) SYMBOLS: Represent ideas/concepts through icons and letters
 - b) PHONOLOGICAL AWARENESS: Identify and manipulate sounds in spoken words.
 - c) ALPHABETIC KNOWLEDGE: Understand how letters and groups of letters represent the sounds of spoken language
2. STRUCTURE:
 - a) Know the location of print on a page
 - b) Know where to start reading
 - c) Follow direction of words (reading from left to right, top down)
3. APPLICATIONS:
 - a) Identify print in daily routines and environment (alphabet, grocery lists, street signs, story books, food labels)
 - b) Understand the purpose of print (persuade, inform, entertain)
4. FEATURES:
 - a) Use punctuation
 - b) Capitalize words at the beginning of a sentence and proper nouns

- c) Understand the significance of special type (bold, italicized, underlined)
5. CONCEPTS:
- a) Titles and headings
 - b) Word boundaries (spacing between words)
 - c) Text boundaries (paragraph, columns)
6. MORPHOLOGY: Identify segments of words that add meaning
- a) Root words (such as move or view)
 - b) Prefixes and suffixes (such as re-, pre-, -er, -ion)
 - c) Conjugations (past, present, future tenses)
7. SYNTAX: Understand the way words are arranged in a sentence
8. SEMANTICS: Understand the meaning and interplay of words, phrases, and sentences
- a) Literal: Understand the exact words in their most basic sense
 - b) Figurative: Understand the abstract meaning of words
 - c) Inferential: Make a conclusion based on evidence in the text and background knowledge
 - d) Vocabulary: Learn and define new words independently

B. Universal Writing Skills

1. STYLE: write in a readable way, that is expressive or persuasive, as appropriate to your subject and audience. Use media (pictures, charts, diagrams) and formatting effectively.
2. GRAMMAR: Use the principles of written English to make meaning clear.
3. VOCABULARY: use the specialized vocabulary for your subject area and audience.

C. Expository Writing

Show the “Universal Writing Skills” above, and the following:

1. TOPIC: Say clearly what you are writing about.
2. DETAILS: Develop your topic with data, evidence, argument, or information.
3. BUILD: organize the details into a clear whole.
4. CONCLUDE: wrap up your essay and make your conclusions clear.

D. Creative Writing.

Show the “Universal Writing Skills” above, and a selection of the following that makes a satisfying composition:

1. CHARACTERS: Develop interesting, believable characters.
2. PLOT: Build a dramatic plot that grows toward a climax and resolution.
3. DIALOGUE: make it sound like the speech of the characters.
4. DRAMA: Write intense emotional or action scenes.
5. SETTING: develop a vivid, interesting setting or sense of place.
6. POETIC FORM: use forms such as meter, rhyme, and alliteration effectively.
7. THEME: Develop a theme, such as a motif, moral, or idea that unites the work.

E. Research

1. Assess how the reasoning and evidence support the author's claims.
2. Evaluate the reliability of a source. Distinguish primary from secondary sources in relation to the subject.

3. Use a variety of methods and media to find answers to questions. (EXAMPLES: Surveys, Controlled Experiments, Interviews, News Media, Scholarly Journals.)
4. Ask questions that dig deep.
5. Adopt an objective approach.
6. Determine the meaning of words and phrases as they are used in a text.
7. Compare different points of view.

F. Literature

1. CITE: Cite evidence in a text to support an argument.
2. ANALYZE: How and why individuals, events, or ideas develop and interact in a text.
3. INTERPRET: How language is used and how this use contributes to the style and meaning of the text.
4. CONTEXTUALIZE: Describe the meaning a text had in the time and place in which it was created, or in the author's situation.
5. DEPTH: Read closely to determine what is said explicitly and what is implied or inferred.
6. BREADTH: Read and understand texts from multiple time periods and cultural contexts, such as:
 - a) Pre-19th century work such as Shakespeare and Milton
 - b) Classics of the 19th and early 20th century
 - c) Contemporary literature
 - d) Young adult literature
 - e) Genre fiction (science fiction, mystery, romance, etc.)
 - f) Works by women authors
 - g) Works by black, Latino, and other minority authors
 - h) Works translated from other languages
 - i) Folklore and oral traditions
 - j) Works of religious significance
7. PERSPECTIVE: Describe how the perspective and point-of-view shapes the text

V. Mathematics

A. Applied math

1. ARITHMETIC: Perform arithmetic with rational numbers
 - a) Convert fractions to decimals & the reverse, especially denominators that are powers of two (up to 16).
 - b) add, subtract, multiply, and divide using single digit number families with automaticity. Apply powers of ten.
 - c) Add, subtract, multiply, and divide multi-digit numbers, using a ready tool fluently.
2. MEASURE: Use a variety of tools and strategies in a variety of ways, including lengths and angles. [Ruler, tape measure, protractor]
 - a) Use measurements in metric system, especially length, volume, weight, and temperature.
 - b) Use formulas for volume, surface, area, and perimeter to solve problems.
 - c) Create and use scale models (maps, blueprints, diagrams)

B. Algebra

1. Perform arithmetic with rational numbers, including
 - a) Exponents and roots [$5^3 = 5 \cdot 5 \cdot 5 = 125$, $\sqrt[3]{125} = 5$]
 - b) Fractions [$\frac{1}{4} = 0.25 = 25\%$]
 - c) Decimals [$0.25 = \frac{1}{4} = 25\%$]
2. Create expressions that describe numbers and relationships.
3. Rewrite expressions in equivalent forms to solve problems
[if $d = \frac{1}{2} at^2$ then $a = 2dt^2$]
4. Solve equations and explain the reasoning in solving equations.
 - a) Equations in one variable [$3x = 36$, $x = 12$]
 - b) Systems of equations [$a+b=7$ and $2a+b=8$ so $a=1$ and $b=6$]
 - c) Polynomial equations [$2x^2 + 3x + 1 = 0$ so $x=-1$]

5. Represent equations and inequalities graphically [
6. Make models with trigonometric functions

C. Geometry

1. Recognize congruence of shapes
2. Apply transformations, translations, and rotations to shapes
3. Define trigonometric ratios and solve problems involving right triangles.
4. Use formulas for volume, surface, area, and perimeter to solve problems. [Area = Length x Width, Perimeter = 2(Length + Width)]
5. Find arc lengths and areas of sectors of circles.
6. Model problems geometrically.
7. Use a variety of tools to measure in a variety of ways, including lengths and angles. [Ruler, tape measure, protractor]

D. Statistics and Probability

1. Summarize, represent, and interpret data on two quantitative variables
2. Evaluate random processes underlying statistical experiments
3. Make inferences and justify conclusions from sample surveys, experiments and observational studies
4. Understand independence and conditional probability and use them to interpret data
5. Use the rules of probability to compute probabilities
6. Calculate expected values and use them to solve problems
7. Use probability to evaluate outcomes of decisions

VI. Sciences

A. Scientific Method

1. Formulate a hypothesis, based on observations, and state it in precise terms.
2. Plan and carry out an experiment that will reasonably test the hypothesis.
3. Record the results of the experiment clearly, and draw conclusions about the hypothesis.

B. Physical Science

Explain with evidence, demonstrate, model, or otherwise show that you understand:

1. Matter
 - a) How the periodic table predicts the relative properties of elements
 - b) How the electron states of the outermost orbital and the patterns of chemical properties influence chemical reactions.
 - c) The release or absorption of energy in the breaking and forming of chemical bonds
 - d) Conditions (such as temperature or concentration) that can influence the rate of a chemical reaction.
2. Forces
 - a) Newton's laws of motion (how the force of an object relates to its mass and acceleration)
 - b) Coulomb's law (how the force of magnetic attraction & repulsion relates to the charge and distance)
 - c) How an electric current can produce a magnetic field, and how a changing magnetic field can produce an electric current.
 - d) The second law of thermodynamics (how entropy in an isolated system increases)

3. Earth

- a) Big Bang theory
- b) Plate tectonics: how the earth's crust and many associated phenomena result from the interaction of rigid lithospheric plates which move slowly over the underlying mantle.
- c) Formation and life span of stars and planets, especially the Earth.

C. Life Science

Explain with evidence, demonstrate, model, or otherwise show that you understand:

1. Microbiology

- a) How the structure of DNA creates proteins that carry out the essential functions of life.
- b) How cells divide and take on specialized functions.
- c) How photosynthesis stores light energy as chemical energy
- d) How carbon, hydrogen, and oxygen form sugars, amino acids, and other organic molecules

2. Heredity

- a) The role of DNA and chromosomes in inherited traits
- b) The ways offspring can acquire traits: meiosis, replication errors, mutations

3. Evolution

- a) Natural selection: how organisms adapt to their environment
- b) The factors that contribute to evolution, such as 1) potential to increase in number, 2) variation of heritable genes, 3) competition for resources, 4) fitness for the environment
- c) The lines of evidence that support the theory of evolution

4. Ecosystems

- a) Carrying capacity: factors that influence the populations an ecosystem can support
- b) Biodiversity: factors that influence the variety of species.
- c) The cycling of matter and energy in an ecosystem.
- d) Human activities: solutions to reduce the impact on the environment.

VII. Social Studies

Explain with evidence, demonstrate, model, or otherwise show that you understand:

A. Civics

1. Understands the structure and functioning of the federal and state governments, the constitutional basis of laws, the difference between civil and criminal law, and the scope of civil rights as currently constituted.
2. The factors that influence the founding of governments. Different forms of government.
3. Understands the process of local, state, and federal elections, and the various challenges in determining the fair winner.
4. Understands local, regional, and global problems: how they are caused, how they vary in different times and places, and the challenges and opportunities of addressing them.

B. Economics

1. Understands how resources are distributed in various economic systems
2. Issues at the micro and macro level. The role of debt, the nature of money and paper notes.

C. History

Understands the causes and effects of a number of major events in the history of the United States and the world, including:

1. the rise of Agriculture and Civilization,
2. the founding of the United States,
3. the American Civil War,
4. the World Wars,

5. The Cold War.

D. Philosophy & Religion

1. Understands a selection of major philosophies and religions, their history and core beliefs.

VIII. Fine Arts

“Artistic work” includes, but is not limited to:

- visual (drawing, painting, sculpture, design)
- verbal (stories written or oral, poems, plays)
- musical (instrumental, choral, composing)
- performance (dance, theater, directing, sets and lighting)

A. Creative Arts

1. Create artistic work that is entertaining, thought-provoking, or expressive.
2. Refine artistic work to a presentable state.

B. Performing Arts

1. Perform artistic work in a manner that is expressive, as appropriate to the work and concept of the performance.

C. Art Appreciation

1. Interpret intent and meaning in artistic work.
2. Analyze the form and style of artistic work, and how form and style contribute to expression and meaning.
3. Relate artistic ideas and works with societal, cultural and historical context to deepen understanding.
4. Explain the changes of artistic styles over time and across cultures.

IX. Vocational Skills

A. Workplace Social

1. COMMUNICATE effectively with supervisors and colleagues.

2. **TEAMWORK:** work with others in a group setting.
3. **POSITIVE PRESENCE:** attitude and behavior support the goals of the job.

B. Work Readiness

1. **SAFETY:** maintain a safe work environment, including using safety equipment and procedures, where needed.
2. **PROBLEM SOLVING:** solve problems in real time in a job setting.
3. **STAMINA:** Work for the full shift each day as required for the job
4. **ADAPTABLE:** learns skills required for the task or job in a reasonable time
5. **PLANNING:** plan and organize to meet the needs of the work day.
6. **TECHNOLOGY:** competent with technology involved with the job at hand. [Examples: restaurant dishwasher at a restaurant, time clock or digital management system such as a kronos machine.]

X. Life Skills

A. Food:

1. plan, purchase, and prepare meals for daily use.
2. Follow dietary restrictions.

B. Hygiene:

1. maintain a neat and clean personal appearance.

C. Household:

1. perform regular chores of laundry and household cleaning.

D. Transportation:

1. access transportation to work, school, shopping, services, and other needs.

E. Household Safety:

1. calls emergency numbers when needed,
2. identifies and responds to household emergencies,
3. denies entry when appropriate.

F. Community Safety:

1. negotiates traffic as a pedestrian,
2. aware of strangers, avoids unsafe situations,
3. identifies safety resources and persons,
4. recognizes warning signs and notices,
5. accesses community resources including restrooms.

G. Money Management:

1. offers a reasonable amount of cash for a purchase, and recognizes appropriate change;
2. safely stores and carries cash and cash equivalents;
3. regularly pays bills;
4. ensures adequate funds for bills and household needs;
5. uses community resources such as banks and credit unions;
6. tracks and manages earnings.

H. Personal health:

1. practices basic wound care,
2. recognizes the need to consult health providers and manages appointments;
3. takes medications according to prescriptions and manages prescription refills.