

# **Syllabus 2013-2014**

## **Dr. Janet Brooks ID/OI Self-Contained Special Education Class Mitchell Road Elementary School**

### **I. Description of Classroom Strategies**

Pre-reading and reading instruction are provided with a variety of materials including the Unique Learning System. Number sense and mathematics instruction is provided with hands-on manipulatives and teacher-made materials as appropriate in addition to the Unique Learning System. Skills will be taught individually and in small groups. Instructional strategies will vary and be based upon each individual's IEP and personal strengths and needs. Strategies include but are not limited to hand-over-hand, small group, pairing, modeling, chaining, repetition, and opportunities for generalization across settings. Adaptive equipment and augmentative communication devices are used as appropriate.

All of the students participate in related arts instruction in adapted art, music, and specially designed physical education classes. All of the students receive therapy from the speech pathologist at school. All students receive therapy from the physical therapist and the occupational therapist at school as prescribed by their IEPs. Therapists work with these students in a variety of settings including the classroom, therapy room, hallways, and playground.

## **II. Assessment Procedures**

The students who qualify for this class have each been assessed with a psychoeducational evaluation by a psychologist. The evaluation data, along with other formal and informal assessments, are used to develop individualized and appropriate goals and objectives. Each objective is observable and measurable with the criterion for mastery printed with each objective in the IEP. Students must meet the attendance policy requirements of the school district.

The following key is used to report progress on the goals and objectives within the IEP:

M = Mastered  
P = Progressing  
SP = Slowly Progressing  
NT = Not Taught  
R = Regression  
NP = No Progress

Grades are recorded in each student's progress monitoring folder. Progress toward annual goals will be reported to parents every 4.5 weeks through Interim and Quarterly Report Cards. Evaluations used to measure progress will include teacher made tests, teacher observation, and documented data reports. Some work samples will be sent home for parent review. Some work samples will also be kept in progress monitoring folders.

## **III. Learning and developmental goals**

The appropriate goals for each student are based on test data that reveal current abilities and developmental levels, and are recorded in individual education plans called IEPs. The goals are consistent with relevant curriculum requirements and/or standards. The goals in each IEP are subdivided into objectives which are practiced with specific strategies that reflect the students' backgrounds, abilities and interests. Common areas for goals and objectives include the areas of

fine motor, gross motor, adaptive skills, speech and language, pre-reading, number sense, and social/behavioral skills. Skills are taught both individually and in small group settings.

#### **IV. Units of Instruction**

**Units of study in science, health and social studies are integrated into the monthly theme provided by the Unique Learning System curriculum.**

**August** – Take Me Out to the Ballgame

**September** – We are Alike, We are Different

**October** – Look Up in the Sky (Earth and Space Science)

**November** – Elementary Science Fair (Scientific Inquiry)

**December** – Holidays and Traditions

**January** – My Country – Yesterday and Today (History and Government)

**February** – Let's Make a Map (Geography)

**March** – Paper, Rock, Scissors (Physical Science)

**April** – Jobs Around Town (Economics)

**May** – Baby Animals (Life Science)

These units of study in general knowledge/cognitive areas are on-going all year:

Personal information

Seasons and weather

Holiday themes

Sequencing events

All activities, even while similar in theme and skill area, will be adapted for each individual student according to his or her IEP goals and objectives.

## **V. Assessing, evaluating, and recording students' progress**

Students will receive a progress report every four and one-half weeks. Assessment strategies include classroom observation, anecdotal notes, and work samples in a portfolio. Each progress report is individualized and reports on objectives in the student's IEP with a summary of accomplishments. The most recent progress report is kept in each student's permanent record in the school office. A working copy of recent progress reports is kept in the classroom for frequent reference.

## **VI. Rules and procedures for managing student behavior/classroom operations**

Student behavior is managed by age-appropriate and ability-appropriate expectations that are discussed, modeled, and practiced daily. Non-instructional routines are also structured and consistent so that each student becomes accustomed to classroom expectations. Due to the functional levels of the special education students, both instructional and non-instructional times are supervised by one or more adults in the classroom. Assistance is provided to students as needed for compliance.

Teachers' expectations are stated in positive terms. A positive attitude of support and appreciation for effort and cooperation is the norm at school. Corrections focus on the behavior to be amended. Negative consequences are used when effective and include loss of a privilege and/or time out. Visual schedules are effective for assisting some students with following rules and routines.

## **VII. Communicating with parents/guardians**

The routine communication with students' families includes:

- Open House meeting before school starts
- Daily interactive communication forms – written comments from the teacher about the school day, a place for the parent's comments and a parent signature line.
- Phone calls – when a student is absent, or for any reason determined by a teacher or parent
- Communication folders – weekly samples of student work along with notices that are sent home school-wide
- Progress reports – each 4.5 weeks as scheduled
- Email – the teachers' email addresses are shared with families
- PTA – families are encouraged to participate in all school sponsored activities and gatherings
- IEP meetings – one or more times per school year as appropriate
- Newsletters/calendars – weekly notices to inform and update families of units of study and upcoming events.
- Drop off and pick up time – the families who choose to provide car transportation for their student have a daily opportunity to share a comment or question
- A school handbook is given to every student's family.