

Special Education

ED Self Contained
K-2 Primary

Syllabus



Contact:

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Long Range Plans

The self-contained classroom's long-range plans is based off student IEP goals. As a student progresses towards IEP goals, the IEP team will meet to discuss student progress and to determine additional needs or the implementation of new goals at that time.

Parent/Teacher Communication

The special education teacher will make contact with all parents at the beginning of the school year to review the child's services and current behavioral needs, The special education teacher will continue to make contact throughout the school year to inform the parents of academic and behavioral strengths and needs.

Parents can call, write a note, or email the special education teacher at any time. The special education teacher will contact the parent back within 24 hours. Please note that if a phone call is made, the classroom phone will not ring during the school day.

Parents will be communicated progress on their child's IEP goals as specified in the IEP. Most students receive an IEP progress report at the end of every quarter. Some students receive IEP progress reports at mid-quarter and end of quarter. Progress towards the goal will be noted and specific data and/or anecdotal notes will be added to describe the student's progress. Every goal will be marked according to the following notations:

NI: Not Introduced

MP: Minimal Progress

SP: Satisfactory Progress

M: Mastered

NM: Not Mastered

The IEP team is legally required to meet once a year for an Annual Review IEP meeting. At the meeting the team will discuss present levels including strengths/needs, future goals, services, accommodation, and extended school year. Parents have the right to request an IEP meeting at any time during the school year. Contact the special education teacher to initiate the meeting notifications.

If your child is receiving a modified curriculum and grade from the special education teacher, a weekly newsletter will be sent home. This newsletter will include information on what the student is learning, homework, any upcoming test dates, etc.

Grading Guidelines

Students are given a variety of grades throughout the quarter. Reading and Math averages include minor grades which count 60% and major grades which count 40% of the final average. English Language Arts averages include minor grades which count 60%, major grades which count 30%, and spelling grades which count 10% of the final average. The lowest minor grade will be dropped each quarter in every subject.

If your child is receiving a grade from their Special Education Special education teacher, they are receiving a modified curriculum in that subject. This means, your child is learning on their ability level and not on grade level standards. If your child is in K5 or first grade, they will not receive a number grade.

K5- 1st Grade Report Card Key

M	Mastery
P	Proficient
B	Beginning Proficiency
N	Not Introduced

2nd -5th Grade Report Card Key

A	100 - 90
B	89 - 80
C	79 - 70
D	69 - 60
F	59 & below

Missed Work: If students are missing work from their special education classroom, the student will be provided time to complete the missing work in class. Students are not expected to make-up work at home.

Classroom Expectations

Lake Forest Elementary is a PBIS school (Positive Behavior Intervention Support). Students follow LFE PRIDE Expectations in all school settings. Students will be provided Individual PRIDE Points for following expectations throughout the building. Students will be provided the opportunity to spend these PRIDE points in the special education teacher's classroom.

Each day students will review the expectations for positive behavior and interaction in the classroom. During transitional periods, students will learn to "CHAMP". CHAMPS is a behavioral management system in which students will learn the expectations for positive participation during whole group, transitions in and out of the self-contained classroom and small group activities. Classes will review the expectations as needed throughout the school year. If a new student joins a class, the student will learn the expectations through the Google Slide or through peer explanations.

	Classroom	Cafeteria	Hallways	Bathroom	Bus
Positive	-Praise others -Share -Take turns -Use calming strategies	-Eat for energy	-Smile -Silent wave	-Wait your turn	-Be a positive role model
Respectful	-Follow directions -Keep hands/feet/objects to yourself -Clean up after yourself -Use manners (say please/thank you)	-Speak clearly and politely with cafeteria staff -Keep hands/feet/objects to yourself -Clean up after yourself	-S & Q-straight and quiet -Keep hands/feet/objects to yourself	-Use bathroom quickly and quietly -Keep hands/feet/objects to yourself -Clean up after yourself	-Speak and listen kindly to others -Follow directions -Keep hands/feet/objects to yourself -Clean up after yourself
Involved	-Ask on topic questions -Answer appropriately -Be prepared -Complete my work in a timely manner	-First 10 minutes of lunch are for eating	-Remember others' personal space	-Wash your hands	-Look out for others
Determined	-Try and try again -Accept feedback -Work to solve problems	-Use table manners	-Keep up with your class	-Flush after use	-Safety first
Effort	-Ask for help -Do your best work -Stay on task	-Be prepared to order	-Walk safely	-Use only what you need	-Sit correctly

Students will have classroom expectations to follow along with school wide expectations.

Homework

Students in the self-contained classroom setting will receive homework to reinforce lessons learned in class. Homework is given on Mondays and to be returned by Friday of the same week unless otherwise noted. Although homework is not graded, it is highly encouraged. Students that return completed homework will receive incentives (pride points, tangible reinforcers, extra computer time, etc.) All students are encouraged to read for 20 minutes nightly. Students can use IREADY from home to continue working towards goals.

Materials Needed

Special education teacher teaches the service areas of reading recognition, reading comprehension, reading fluency, math computation, math reasoning, written expression, socialization, adaptive behaviors, social studies, and science. Students are taught in the Special education teacher room based off their service areas. IEP goals are created specifically to the student's needs and their service areas. IEP goals are developed per grade level, aligned to the South Carolina College and Career Ready Standards.

A variety of materials are used in the special education teacher classroom to promote growth for all students academically and behaviorally.

ReThink Ed
Zones of Regulation
Calming Space
Calming Tools
F&P Texts

Reading Horizons
Making Connections
Wordly Wise
Chromebooks

Guided Math Kits
Magnetic Letters
White Boards/Markers
Math Manipulatives
Educational Games

Word Walls
Linking Charts
Student Notebooks
Big Ideas Math Textbook

Schedule

The Special education teacher's schedule is created based off students' needs. The schedule is subject to change throughout the school year.

Ms. Pinckney's Daily Schedule (TBD)

7:45-8:00	WIN Time
8:00-8:45	Social Emotional Learning / Behavior
8:45-9:00	Brain Break #1
9:00-9:55	ELA/ Writing
9:55-10:10	Brain Break #2
10:10-11:05	Math
11:05	Lunch/ Recess
11:45	Rest and Digest Break #2
11:45-12:35	SS/Science
12:40-	Related Arts/ Planning
1:55-2:10	Science/SS/ Targeted IEP Time
1:55-2:10	Leveled Choice Time

eLearning Guidelines

All special education students have an Instructional Contingency Plan (ICP). A copy of the ICP has been provided to all families. The ICP outlines the types of services special education teacher will receive on eLearning Days for Emergency eLearning, Blended eLearning, and Full eLearning.

Prior to a planned eLearning day, the special education teacher will send a note home with the student describing expected work completion and a reminder of google meet times. All students will have a Google Classroom with their special education teacher. The Google Classroom will have a link to the google meet and a visual of the meeting time. Students will practice getting into the google meet with the special education teacher.