

# Special Education ED Self-Contained Syllabus



## Contact:

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## Long Range Plans

The Special Education ED Self-Contained classroom's long range plans are based off student IEP goals and/or Behavior Intervention Plans. Students are taught SEL skills based on their goals, and receive individualized instruction based on their academic levels. Goals are based off student's behavioral needs and the progressions of grade level standards.

## Parent/Teacher Communication

The ED Self-Contained teacher will make contact with all parents at the beginning of the school year to review the child's services and who the case manager will be for those services. The ED 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 ED Self-Contained at any time. The ED Self-Contained 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 resource teacher to initiate the meeting notifications.

If your child is receiving a modified curriculum and grade from the ED Self-Contained, 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.

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 ED Self-Contained resource classroom.

Students will view a Google Slide at the beginning of the school year to learn expectations in the resource classroom. 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.

	<b>Classroom</b>	<b>Cafeteria</b>	<b>Hallways</b>	<b>Bathroom</b>	<b>Bus</b>
<b>Positive</b>	-Praise others -Share -Take turns -Use calming strategies	-Eat for energy	-Smile -Silent wave	-Wait your turn	-Be a positive role model
<b>Respectful</b>	-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
<b>Involved</b>	-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
<b>Determined</b>	-Try and try again -Accept feedback -Work to solve problems	-Use table manners	-Keep up with your class	-Flush after use	-Safety first
<b>Effort</b>	-Ask for help -Do your best work -Stay on task	-Be prepared to order	-Walk safely	-Use only what you need	-Sit correctly

Aside from the school being a PBIS school, the classroom also has specific expected behavior called LEOS (an acronym described below) which ensures all students are respectful, engaged, and safe in the ED Self-Contained classroom, during transitions, and throughout the school.

	<b>Expected Behavior</b>	<b>Unexpected Behavior</b>
<b>L – Listen &amp; Follow Directions</b>	Student is prepared for academic instruction and participating in class discussion/group activities by answering questions when called upon, volunteering answers, and asking academic questions.	Sleeping/Talking during instruction  Not attempting correct task when prompted/Refusing to complete assignment

	<p>Student follows direction from the teacher when asked the first time. Student listens by sitting and showing attention to the speaker/teacher.</p> <p>Student answers when called upon/ volunteers academic answers/asks academic questions/prepared for academic instruction.</p>	<p>Ripping work and papers/ clearing the desk or area</p> <p>Not answering when called upon/ Avoiding the work or task</p> <p>Shutting down/Head down on desk/Refusing to work with a teacher</p>
E – Empowering Kindness	<p>Student is using appropriate comments, tone of voice, and non-verbal language when making requests to peers, teacher, paraprofessionals, and school personnel.</p> <p>Student raises hand to speak/Gets permission from Staff to get out of seat/Follows school rules</p> <p>Keeping hands and feet to yourself/Maintain personal space zone (e.g. two feet)</p> <p>Polite responses to questions, answers, &amp; wants/ Providing verbal support to other students (e.g. “good try, Johnny”)</p>	<p>Arguing/yelling/demanding and screaming/making faces/inappropriate gestures cursing/name calling</p> <p>Negative peer interaction (e. g. “why is she here, what are you looking at, you’re not sitting here?”)</p> <p>Horseplay/Invading personal space</p> <p>Threats/Intimidation/Fighting/ Destroying property and school building</p>
O – Own My Behavior	<p>Student will acknowledge their behavior through visual strategies, think sheets, conversation, hurdle help, proximity control, restorative justice, reflection sheets, and expected and/or unexpected behavior charts</p> <p>Accept corrective feedback.</p> <p>Discuss behavior with adult by completing directed task. Acknowledging positive and negative behavior/Self-reflection on behavior.</p>	<p>Refusal (e.g. “you cannot make me do this, I’m not doing that)</p> <p>Not accepting actions (i.e. lying, blaming, excuse, “it’s not my fault”, “he/she made me do it”, “they did it first”, “I didn’t know”)</p> <p>Refusing to discuss behavior choices</p> <p>Refusing to accept behavior consequences</p>
S – Safety & Self-Regulation	<p>Student will utilize individual strategies presented and taught in order to de-escalate and move to the green zone:</p> <ul style="list-style-type: none"> <li>● Reset Area/Calm Area/Appropriate Zone</li> <li>● Zones of Regulation</li> <li>● Calming Cards/Techniques</li> <li>● Social Stories/Behavior Mapping</li> <li>● Break Card</li> <li>● Breathing Techniques/Mindfulness</li> </ul>	<p>Refusing to use any calming strategies</p> <p>Escalating verbally or physically to unsafe behaviors/ disruptive behaviors and not calming down</p> <p>Clearing classroom/Physical escort/Hurting others or self/ crisis intervention and administration contact</p>

## Homework

Students in the ED Self-Contained classroom will receive homework sporadically to review academic or social emotional skills learned in the classroom as review. All students are encouraged to read for 20 minutes nightly with or without a parents assistance.

## Materials Needed

ED Self-Contained teaches the service areas of reading recognition, reading comprehension, reading fluency, math computation, math reasoning, written expression, socialization, adaptive behaviors, etc.. 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 ED Self-Contained classroom to promote growth for all students academically and behaviorally.

ReThink Ed	Reading Horizons	Guided Math Kits	Word Walls
Zones of Regulation	Making Connections	Magnetic Letters	Linking Charts
Calming Space	Wordly Wise	White Boards/Markers	Student Notebooks
Calming Tools	Framing Your Thoughts	Math Manipulatives	Go Math Textbook
F&P Texts	Chromebooks	Educational Games	Fry's Fluency Phrases

## Schedule

The ED Self-Contained Schedule is created based off school's master schedule along with the student's individual needs. The schedule is subject to change for a specific student as they may receive specific instruction or mainstreaming based on their IEP.

Ms. Bynum's Beginning of the Year Schedule:

7:45 – 8:10	Morning Routine – Check In
8:15 – 8:45	ELA Rotation 1
8:45 – 9:05	ELA Rotation 2
9:05 – 9:25	Brain Break/SEL Check-In
9:25 – 9:50	Creative Workshop
9:55 – 10:40*	Related Arts
10:50 – 11:20	Math Rotation 1
11:20 – 11:50	Math Rotation 2
12:00 – 12:25	Lunch
12:30 – 12:50	Recess
12:55 – 1:15	Read Aloud/Snack/SEL
1:15 – 1:45	Science/SS
1:45 – 2:05	Reinforcement/Preferred Activity
2:05 – 2:15	Pack/Dismissal

\*Mondays – Related Arts and Brain Break/Creative Workshop are switched\*

## eLearning Guidelines

All ED Self-Contained 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 ED Self-Contained students will receive on eLearning Days for Emergency eLearning, Blended eLearning, and Full eLearning.

Prior to a planned eLearning day, the ED Self-Contained 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 ED Self-Contained 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 ED Self-Contained teacher.