



Ashley Register  
Intermediate Multicategorical Syllabus  
Lake Forest Elementary 2021-2022  
Room 504

**Mrs. Register's Contact Information:**

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**Schedule**

Coming Soon

**Units of Instruction****SPIRE Reading**

The SPIRE Reading program is used for students learning to blend, segment, and read words. It is designed to build reading success through an intensive, structured, and spiraling curriculum that incorporates phonological awareness, phonics, spelling, fluency, vocabulary, and comprehension in a systematic 10-Step lesson plan. The difficulty of the concepts increases as students advance through the program.

We also use Fountas and Pinnel leveled reading groups for reading instruction.

**SRA Math**

The SRA direct instruction Connecting Math Concepts (CMC) program is used for math instruction for all students in our classroom. This scripted program involves concepts such as counting, one-to-one correspondence, addition, subtraction, multiplication, word problems, measurement and more. Students complete a lesson and workbook page approximately every day. There is ample review as we move through the lessons. Each student is placement tested to determine the starting lessons.

**Writing**

Writing will be done based on grade level standards.

\*\*\*Grade level standards will be used to teach students skills based on their IEP goals

**South Carolina College and Career Ready Standards:** A complete listing of standards can be accessed through the Greenville County School District website, and the South Carolina State Department website.

### **Elearning**

Students will access their assignments for elearning days in Google Classroom. We will be using Google classroom, Google Slides, and Seesaw during elearning days. Assignments will be posted and must be turned in daily to be counted as present for that day. If no assignments are turned in for that day, then your child will be marked absent.

All 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 students will receive on eLearning Days for Emergency eLearning, Blended eLearning, and Full eLearning.

### **Materials Needed**

Students receive services in the 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 classroom to promote growth for all students academically and behaviorally.

Word Walls

Zones of Regulation

Making Connections

iReady

SPIRE

Edmark

SRA Math

Magnetic Letters

Calming space/tools

framing your thoughts

Whiteboards

F & P kits

chromebooks

### **Chromebooks**

Chromebooks will be used in the classroom and at home for the elearning days. Students will need to bring their chromebooks each day they come to school charged and ready to go. Chromebooks are for school use only.

### **Calculation of Grades**

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

### **Reading & Math**

- Majors (at least 2 each quarter)- 40%
- Minors- 60%

### **Writing**

- Majors (at least 2 each quarter)- 30%
- Minors- 60%
- Spelling- 10%

### **School Wide Grading Policy**

Major grades (end of the unit test, reading test, benchmark test, projects, final writings), cannot be corrected for partial credit.

Spelling test, morning work and DPEs cannot be corrected for partial credit.

Minor grades can be corrected for ½ credit.

It has to be student initiated.  
Corrections have to be made at school.

### **Homework Policy**

Each child needs to read at least 20 minutes a night. Study spelling words daily. Spelling does not have to be turned in to the teacher.

### **Schoolwide Behavior Management Plan**

Lake Forest Elementary vision is "Taking Pride in Learning."

The mission of Lake Forest Elementary School is to provide a nurturing, student-centered learning environment where students are empowered to learn about the world, persevere through challenges, and develop positive character traits.

At Lake Forest, we use PBIS (Positive Behavior Intervention and Supports). PBIS is a proactive approach to school-wide discipline. It promotes maximizing student engagement through the implementation of prevention and intervention strategies. Students have the opportunity to earn individual and classroom PRIDE bucks by following the below PRIDE expectations. Students and classrooms can earn a variety of rewards for the PRIDE bucks they have earned. If students are not following PRIDE expectations, they may receive a Reflection Form, Minor Incident Report, or Referral depending on the severity and/or frequency of the behavior.

### **PRIDE Expectations**

	<b>Classroom</b>	<b>Cafeteria</b>	<b>Hallways</b>	<b>Bathroom</b>	<b>Bus</b>
<b>Positive</b>	Be a positive role model Be a good sport	Eat for energy	Smile Silent wave	Wait your turn	Be a positive role model

<b>Respectful</b>	Speak and listen kindly to others Follow directions Keep hands/feet/objects to yourself Clean up after yourself	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>	Participate in my learning Complete my work	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 Be prepared at the start of the lesson	Use table manners	Keep up with your class	Flush after use	Safety first
<b>Effort</b>	Ask for help Do your best work	Be prepared to order	Walk safely	Use only what you need	Sit correctly

### **Classroom Management Plan**

Your child will be given a monthly chart that is broken down into sections of the day. They can earn a stamp for each subject if the expectations are followed. That's a possibility of 7 stamps per day (a total of 35 a week or 14 a week when on the 1 or 2 day plan). Rewards will be given based on a total number of stamps. As the teacher, I will handle behavior issues within the classroom. A parent and administrator will be called or a note written home when behavior occurs several times.

Please understand the teacher has the authority to remove privileges within the classroom if he/she (the child) chooses to break a rule repeatedly or misbehave.

Your child will be expected to follow the school rules as well.

### **Procedures for Non-instructional Routines**

**Morning Routines:** Students are expected to enter the classroom quietly, hang up their bookbags, put their blue folders in the green basket, and make a lunch choice by clipping their bird on the ribbon of their choice before getting a chair to begin their daily morning work.

**Restroom/Water:** We have a bathroom in our classroom, and students are allowed to use the restroom as often as needed, but we encourage them to wait until instruction is completed. Students are welcome to bring a water bottle to school. We take a whole class bathroom break each day after lunch. Students are expected to use the bathroom without playing and to wash/dry their hands afterwards.

**Recess:** Recess is 20 minutes each day. Students are expected to play appropriately by keeping their hands to themselves and following teacher directives on the playground. Students must slide down the slide instead of climbing up the slide.

**Transitions:** During transitional times, students must listen to the teacher and move quickly to the designated area to begin their work

### **Communication**

Completed student work will be sent home in your child's blue folder. Your child's blue folder needs to come to and from school **every day**.

Parents will be informed of their child's behavior on a daily basis through a monthly behavior calendar. Notes will be sent home on the back of the behavior charts to inform parents of both positive and negative experiences in the classroom. Phone calls and e-mail are other ways I often communicate with parents. Parents are welcome to call or e-mail me at any time if they have any questions or concerns about their child.

We will have fall conferences towards the middle of October, and we will meet for each child's annual review of his/her IEP before the IEP ending date.

A weekly newsletter will be sent to the email address you provided and posted on the class website each Monday for parents to read about what we are doing in school each week. This newsletter also includes reminders and important upcoming dates.

**Bi-quarterly:** We will no longer send home Interim Progress Reports unless your child is at risk of failing.

**Quarterly:** Every nine weeks, students will receive a Greenville County Report Card and "Quarterly Report". The Quarterly Report will notify parents of the progress students are making on each goal on their IEP. Every goal will be marked according to the following notations:

P = Progressing

SP = Slowly Progressing

NT = Not taught yet

M = Mastered