

<p><i>Course Highlights</i> (topics, themes, areas of study)</p>	<p>Restorative Practices: Students will meet daily in classroom circles to build community, teach restorative concepts and skills, and solve individual and community problems.</p> <p>Self-Advocacy: Students will be taught specific self advocacy lessons and encouraged to request assistance, schedule appointments with general education teachers and write about future plans. Each student will receive a copy of their IEP and instruction about their accommodations, modifications and individual goals. Students will be provided contact information for their case managers.</p> <p>Organizational skills for success: Using teacher provided weekly scheduler to track assignments, arriving with appropriate materials to work on and receive additional support, taking care of personal needs and advocating for accommodations such as breaks, check-ins etc.</p> <p>Math Skills: using variables, locating resources, use of tools such as calculators and online programs to support learning such as IXL Math and specific Algebra supports aligned with Common Core State Standards (CCSS).</p> <p>Writing Skills: Daily in-class writing, technology to aid with grammar, spelling, and editing. Direct instruction in mechanics such as paragraph organization and essay writing.</p> <p>Reading Skills: Comprehension strategies, methods for previewing texts, gaining context from unfamiliar vocabulary, context clues, and reference materials.</p>
<p><i>Course Connections to PPS ReImagined Vision</i></p>	<p>IEP transition goals are worked on during Academic Skills Classes, general education classes, and other opportunities.</p>
<p>Section 3: Student Learning</p>	
<p><i>Prioritized Standards</i></p>	<p>The following standards will be explored in the course: IEP specially designed instruction and progress on individualized educational goals</p>
<p>PPS Graduate Portrait Connections</p> <p> 8/27 Work</p>	<p>I will help students grow their knowledge and skills in the following aspects of PPS's Graduate Portrait:</p> <ul style="list-style-type: none"> -inclusive and collaborative -inquisitive, critical thinkers -transformative racial equity leaders -resilient and adaptable lifelong learners -powerful and effective communicators



	<ul style="list-style-type: none"> -positive, confident, and connected sense of self -influential and informed global stewards -reflective, empathetic and empowering graduates -optimistic, future-oriented graduates
<i>Differentiation/ accessibility strategies and supports:</i>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: Educational materials from various general education courses are modified or accommodated to each student's specific needs.</i></p> <p><i>504 Plans: accommodations to each student's specific needs</i></p> <p><i>English Language Learners: sentence stems, nonverbal communication, interpreters, translations</i></p> <p><i>Talented & Gifted: opportunities for extensions and participation in gifted and talented program</i></p>
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <li style="padding-left: 40px;">-The experience(s) will be: <input type="checkbox"/> Complete a resume



8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	<p>I will facilitate the creation of our Shared Agreements that respects and celebrates each student's race, ability, language, and gender in the following way(s):</p> <p>Shared agreements will be created during the first two class periods (soft start). Process/protocols will be created using multiple modes of engagement and expression that allow students of different races, abilities, languages and genders to participate.</p>
<p><i>Shared Agreements</i></p> 	



	<p>I will display our Agreements in the following locations:</p> <p>These agreements will be posted on my classes canvas page for all students to observe from class and remotely.</p>
	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>Shared agreements will be reassessed based on community need and individual feedback.</p>
<p><i>Student's Perspective & Needs</i></p> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>I will set aside time for weekly individual check-ins as well as longer one-on-one conversations as needed and requested by the student. When logistically possible I can meet with students one-on-one, outside of my class, during the school day. I am also available over email and on remind. I will hold positive regard for every student, noting individual assets and respecting differences.</p> <p>Families can communicate what they know of their student's needs with me in the following ways:</p> <p>by email: rbrunk@pps.net by phone: 503-916-5140</p>



	<p>**we are required by law to hold one IEP (individual education plan) meeting per year. I will reach out to you to coordinate that meeting before its due-date. However you may request a meeting <u>at any time</u>, and I will do my best to make it happen!</p>
<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <p>I will celebrate every student's unique and inherent strengths as well as growth in their IEP goal areas during our regular individual check-ins. Students will also have time set aside to celebrate each other's successes during community circles held each class period.</p> <hr/> <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>I will periodically assign surveys and reflections soliciting anonymous student feedback. I will also receive feedback on a regular basis through individual check-ins with every student and during community circle time.</p> <hr/> <p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <p>I will approach a student who is not maintaining class agreements individually and with respect. I will work with them to find a solution to the problem that works for all parties. If the community has been harmed through a student's behavior, I will work with the students to find an appropriate way for that trust to be restored. If needed, new class agreements will be made as a class.</p>



<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <p>Students will be provided with opportunities to share and showcase their personalities, inherent strengths, and academic growth through community circles held during each class period.</p>
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Section 5: Classroom Specific Procedures

<p><i>Safety issues and requirements (if applicable):</i></p>	<p>Please follow FranklinStrong and Covid Safety Guidelines</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: Please follow Franklin Strong attendance guidelines</p>
<p><i>Submitting Work</i></p>	<p>I will collect work from students in the following way: Weekly via Canvas platform</p>
	<p>If a student misses a deadline, I will partner with the student in the following ways so they have the ability to demonstrate their abilities: We will have a 1-1 meeting and make a plan</p>
<p><i>Returning Your Work</i></p>	<p>My plan to return student work is the following: <i>Timeline: Weekly</i> <i>What to look for on your returned work: point value</i> <i>Revision Opportunities: Students will have unlimited revision opportunities</i></p>
<p><i>Formatting Work (if applicable)</i></p>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: On my canvas page</p>
<p><i>Attendance</i></p>	<p>If a student is absent, I can help them get caught up by: Having a 1-1 meeting and making a plan</p>

Section 6: Course Resources & Materials

<p><i>Materials Provided</i></p>	<p>I will provided the following materials to students: * Paper, pencils, highlighters, calculators, rulers, protractors, basic school supplies</p>
<p><i>Materials Needed</i></p>	<p>Please have the following materials for this course:</p>



	<ul style="list-style-type: none"> * Planner (one can be developed with the teacher if needed) * Notebook or Binder for each academic class * Chromebook <p><i>Franklin can help with any materials you may need as well. Please reach out to me privately and I will help you get what you need.</i></p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <p>10 Tips to help stay organized in HS ParentVUE/StudentVUE - Grade check</p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <p>FHS Counseling Department FHS Homepage ParentVUE/Grade Check</p>
<h2>Section 7: Assessment of Progress and Achievement</h2>	
<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways:</p> <ul style="list-style-type: none"> * Making progress on IEP goals and objectives (quarterly IEP progress reports) * Daily/Weekly grade checks for academic classes * Grades will be determined by each individual student's present level of academic performance, as per the IEP.
<i>Summative Assessments</i>	<p>As we complete specific units/topics I will provide the following types of opportunities for students to provide evidence of their <u>learned</u> abilities:</p> <ul style="list-style-type: none"> * Daily/weekly/monthly probes to determine if progress is being made toward the student's IEP goals. * Working closely with General Ed teachers to allow students to show knowledge in a wide variety of ways (video, spoken, written, art, transcribed, etc)
<i>Student Role in Assessment</i>	<p>Students and I will partner to determine how they can demonstrate their abilities in the following ways:</p> <ul style="list-style-type: none"> * Students will understand their IEP accommodations and modifications, and will access them as needed to demonstrate their knowledge of a subject. * ASC teachers will work closely with Gen Ed teachers to assure that accommodations and modifications are being accessed.



Section 8: Grades Progress Report Cards & Final Report Cards	
<i>Accessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: StudentVUE
	I will update student grades at the following frequency: Weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: A-F</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: A- 90-100%, B- 80-89%, C- 70-79%, D- 60-69%, F- below 59%
	I use this system for the following reasons/each of these grade marks mean the following: A- passing and earning credit, B- passing and earning credit, C- passing and earning credit, D- passing and earning credit, F- Failing and not earning credit
Other Needed info (if applicable)	
	N/A

