



Syllabus: Practices & Policies

2021-2022

Franklin High School

Section 1: Course Overview

<i>Course Title</i>	Academic Skills Class and Social Skills Class
<i>Instructor Info</i>	Name: Emily Denison Contact Info: 971-336-1314
<i>Grade Level(s)</i>	9/10 and 11/12
<i>Room # for class</i>	Room: S-021
<i>Credit</i>	Type of credit: Elective # of credits per semester: 0.5 or 1.0 if enrolled in both ASC and SSC
<i>Prerequisites (if applicable)</i>	Students are placed in this class by a multidisciplinary team. There are no prerequisite courses.
<i>General Course Description</i>	The Academic Skills Class or ASC and Social Skills Class are intended for students to get support and instruction in any or all of the following areas related to IEP goals: reading, writing, social skills, classroom skills, organization, math, and transition. Students are expected to bring current work in order to receive relevant support aligned to Common Core State Standards. Students are often placed in both ASC and SSC so that they have a support class each day. Content for both classes overlaps and so both sections are covered in this syllabus.



Section 2: Welcome Statement & Course Connections

<i>Personal Welcome</i>	Welcome To ASC/SSC! We are privileged to be given the responsibility to support amazing young people who have diverse backgrounds and varied stories about their educational experiences. The content in this class is flexible to meet the needs of the students in the class. We will provide learning opportunities for students to improve their emotional, organizational and relationship skills, while helping students maintain the grades that they want by reteaching content from other classes and providing support for work completion.
<i>Course Highlights (topics, themes, areas of study)</i>	<ul style="list-style-type: none"> -Identity- personal strengths and how adversity shapes who we become -Growth mindset-Overcoming challenges through optimism and perseverance -Self Management- Organization in high school, emotional regulation -Transition- thinking about the future, goal setting, taking small steps towards bigger goals -Help with assignments- reteaching concepts and supporting work completion from other classes
<i>Course Connections to PPS Reimagined Vision</i>	Providing high quality, rigorous but flexible instruction to address the predictable outcomes for historically underserved students (race and disability)

Section 3: Student Learning

<i>Prioritized Standards</i>	<p>The following standards will be explored in the course: Standards are drawn from CASEL (Collaborative for Social and Emotional Learning)</p> <p><u>Self Awareness:</u> Identifying emotions, Accurate self-perception, Recognizing strengths, Self-confidence, Self-efficacy</p> <p><u>Self Management:</u> Impulse control, Stress management, Self-discipline, Self-motivation, Goal-setting, Organizational skills</p> <p><u>Responsible Decision Making:</u> Identifying problems, Analyzing situations, Solving problems, Evaluating, Reflecting, Ethical responsibility</p>
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	<p>Social Awareness: Taking others' perspectives, Recognizing strengths in others, Demonstrating empathy and compassion, Showing concern for the feelings of others, Understanding and expressing gratitude, Identifying diverse social norms, including unjust ones, Recognizing situational demands and opportunities, Understanding the influences of organizations and systems on behavior</p> <p>Relationship Skills: Communicating effectively, Developing positive relationships Demonstrating cultural competency, Practicing teamwork and collaborative problem-solving, Resolving conflicts constructively, Resisting negative social pressure, Showing leadership in groups, Seeking or offering support and help when needed, Standing up for the rights of others</p>
<p>PPS Graduate Portrait Connections</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"> <input type="checkbox"/> Resilient and Adaptive Lifelong learners <input type="checkbox"/> Powerful and Reflective Communicators <input type="checkbox"/> Positive, Confident and Connected to Sense of Self <input type="checkbox"/> Reflective, Empathetic and Empowering Graduates <input type="checkbox"/> Optimistic Future Oriented Graduates
<p><i>Differentiation/ accessibility strategies and supports:</i></p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p><i>Special Education: All Students in this class are in Special Education which allows for us to address IEP goals and individualize instruction as needed. Teach students how to advocate for accommodations and modifications on their IEP.</i></p> <p><i>504 Plans: N/A</i></p> <p><i>English Language Learners: Extra emphasis on teaching vocabulary, opportunities to show what is known through multiple modalities, information presented at a pace that can be adjusted</i></p> <p><i>Talented & Gifted: TAG students will be offered extension activities related to the course content</i></p>
<p><i>Personalized Learning Graduation Requirements (as applicable in this course):</i></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Career Related Learning Experience (CRLE) #1- <p>They may have some of the following opportunities:</p> <ul style="list-style-type: none"> ● Field Trips (visits to Colleges, career fairs, etc. based upon student goals for post high school) ● Guest Speakers ● Opportunities related to the Transition Goals on individual IEPs <input type="checkbox"/> Complete a resume



Section 4: Cultivating Culturally Sustaining Communities

Tier 1 SEL Strategies	
<i>Shared Agreements</i>	<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>During the first 3 weeks of school, emphasis will be placed on getting to know each other, culminating in students and staff working together to draft shared agreements that respect and celebrate each student’s race, ability, language and gender.</p>
	<p>I will display our Agreements in the following locations:</p> <p>The shared agreement will be posted on the gray wall in our classroom</p>
	<p>My plan for ongoing feedback through the year on their effectiveness is:</p> <p>A student or staff will read the agreement aloud at least once/week Students will be reminded of the agreement as they are given specific praise and/or corrective feedback Teacher will check at least quarterly to make sure students continue to support the community agreement and if not, it will be revised as a group</p>
<i>Student’s Perspective & Needs</i>	<p>I will cultivate culturally sustaining relationships with students by:</p> <p>Greeting students by name, daily Getting to know my students through intentional conversations about their likes and their identities Teaching using activities that promote strengths, growth mindset and knowledge of self Provide an opportunity for an optimistic closure to class, daily</p>
	<p>Families can communicate what they know of their student’s needs with me in the following ways:</p> <p style="padding-left: 40px;">Each family will be contacted within the first week of school to ask what the family’s preferred method of contact is and how often they would like communication with the teacher and/or mental health provider. This contact will be maintained throughout the school year, as well as individual scheduling for conferences and IEP meetings.</p>



<i>Empowering Students</i>	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> Providing opportunities and motivation for knowing learning targets in our class and other classes Intentional time to celebrate successes of individuals in our community Displaying student work Non-contingent rewards such as Franklin gear, special food
	<p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <p>Quarterly google form to solicit feedback</p>
	<p>When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways:</p> <ul style="list-style-type: none"> Acknowledging broken agreements Individual conversations using Collaborative Problem Solving Repair of harm to the community that is reflective of the agreement that wasn't maintained
<i>Showcasing Student Assets</i>	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> Student choice in how they participate/ complete assignments (oral, written, project based) Providing opportunities for students to talk about the work they are completing in this class and other classes
Section 5: Classroom Specific Procedures	
<i>Safety issues and requirements (if applicable):</i>	<p>Students in this class often have individual Behavior Support Plans and Safety Plans. These will be followed and adjusted as determined by the teacher, classroom staff and IEP team. Focus will be on teaching alternative and replacement behaviors in lieu of challenging behaviors.</p>
<i>Coming & Going from class</i>	<p>I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> -Students will ask a teacher or indicate nonverbally that they need to use the restroom or take a break -Students will use a hall pass and return within a reasonable time (5 minutes or individualized based on student needs)



<i>Submitting Work</i>	I will collect work from students in the following way: -As they complete work they can turn it in to me as described in each assignment. This could be turning in a physical object (paper, poster, etc.) or using google drive or canvas to turn in assignments.
	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: -Individual conversation about how/ when the students will turn in the assignment and providing supports to the student to ensure their success. Deadlines are really at the end of each grading period.
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline: Within one week</i> <i>What to look for on your returned work: Written/ Verbal feedback</i> <i>Revision Opportunities: Students can revise and turn in work up until the end of the grading period.</i>
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: Assignment dependent. Teacher will always tell students how to turn in assignments.
<i>Attendance</i>	If a student is absent, I can help them get caught up by: Spending one on one time with the student, making a plan with them. All course materials/directions will be in canvas as well for extended absences.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: -Access to chromebooks -Access to books -Access to art materials -Back up school supplies (pens, pencils, journals, notebooks, folders, etc.)
<i>Materials Needed</i>	Please have the following materials for this course: None needed <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>
<i>Course Resources</i>	Here is a link to resources that are helpful to students during this course: Provided in quarterly newsletter FHS website
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Provided in quarterly newsletter and through one on one conversations with families FHS website



Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	As students move through the learning journey during specific units/topics, I will assess & communicate their <u>progress</u> in the following ways: -Self rating for knowledge of content and behavior -Written and/or verbal feedback on assignments and projects
<i>Summative Assessments</i>	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: Unit assessments with flexibility of how to show knowledge- oral, written, test, project, power point, etc.
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: Students will choose from a menu how they will show knowledge for each unit

Section 8: Grades Progress Report Cards & Final Report Cards

<i>Assessing Grades</i>	Students & Families can go to the following location for <u>up-to-date</u> information about their grades throughout the semester: -Students will not be graded on assignments or formative assessments. They will receive a grade at the end of each unit after they have shown knowledge on the summative assessment.
	I will update student grades at the following frequency: -At the end of each unit
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Mark: 1</i> <i>Meaning of the mark:</i> D Student is BEGINNING to understand learning targets of the unit <i>Mark: 2</i> <i>Meaning of the mark:</i> C Student has EMERGING skills in some or all of the learning targets of the unit <i>Mark: 3</i> <i>Meaning of the mark:</i> B Student is PROFICIENT in many of the learning targets of the unit



	<p><i>Mark: 4</i> <i>Meaning of the mark:</i> A Student is PROFICIENT in many learning targets for the unit and has EXCEPTIONAL skill in one or more learning targets</p>
<p><i>Final Report Card Grades</i></p>	<p>The following system is used to determine a student's grade at the end of the semester: Teacher will average unit marks to determine grade. If the student has continued to make progress on past units, grades will reflect that growth.</p>
	<p>I use this system for the following reasons/each of these grade marks mean the following: I use a 4 point scale for grading using rubrics for each unit because it has been shown to be the most equitable way to grade. I do not grade assignments or formative assessments for the same reason. Grading is based on student growth and knowledge of the unit learning targets.</p>
<p>SES Classroom Mission Statement</p>	
	<p>SES Mission Statement 2021-22</p> <p>We are privileged to be given the responsibility to support amazing young people who have diverse backgrounds and varied stories about their educational experiences.</p> <p>Every student is capable of growth and happiness.</p> <p>Through patience, empathy and consistency we will work with students to achieve their social and academic goals at their pace.</p> <p>We will keep expectations high and realistic as we work to promote the growth of our students.</p> <p>With flexibility we will find ways, even during hard days, to move forward.</p>

