



## Syllabus: Practices & Policies

2021-2022

### Franklin High School

#### Section 1: Course Overview

<i>Course Title</i>	Academic Skills Center 11-12 (ASC)	
<i>Instructor Info</i>	Name: Meagan Goldstein	Contact Info: <a href="mailto:meggoldstein@pps.net">meggoldstein@pps.net</a> #: 503-916-5140 x 84392
<i>Grade Level(s)</i>	11 - 12	
<i>Room # for class</i>		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: .5
<i>Prerequisites (if applicable)</i>	Students are placed in the class through their case manager's approval.	
<i>General Course Description</i>	<p>ASC is a service delivery model that is offered within programs supported by Portland Public Schools. This service delivery model option provides students access to general education settings, grade-level content and a diverse population of peers with a range of abilities and skill sets. This service delivery model option provides students additional support provided through Specially Designed Instruction that is offered by a certified teacher through a push-in and ASC class.</p> <p>Active listening, reading comprehension, note taking, stress management, time management, testing taking, and memorization strategies are a few of the topics addressed in this class.</p>	

#### Section 2: Welcome Statement & Course Connections



<i>Personal Welcome</i>	I believe that each student has specific learning styles and preferences. I strive to meet all students where they are, and ensure every child has a path to be successful and in control of their learning.
<i>Course Highlights</i> <i>(topics, themes, areas of study)</i>	<p><u>Self-Advocacy</u>: Students will be taught specific lessons targeting executive functioning skills and are 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 manager.</p> <p><u>Organizational skills for success</u>: Using calendar options 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 outside of class, etc. Study skills (use of AVID strategies for note-taking, highlighting, homework tracking, etc.)</p> <p><u>Math Skills</u>: using variables, locating resources, use of tools such as calculators and online programs to support learning such as Khan Academy and specific Algebra and Geometry supports aligned with Common Core State Standards (CCSS).</p> <p><u>Writing Skills</u>: In-class writing, technology to aid with grammar, spelling, and editing. Direct instruction in mechanics such as paragraph organization and essay writing.</p> <p><u>Reading Skills</u>: Comprehension strategies, methods for previewing texts, gaining context from unfamiliar vocabulary using decoding skills, context clues, and reference materials.</p> <p><u>Transition Skills</u>: Skills based on transition goals individualized for each student.</p> <p><u>Essential Skills</u>: Students will work on completing essential skills graduation requirements in this class.</p>
<i>Course Connections to PPS</i> <i>Reimagined Vision</i>	This course supports students in developing the social/emotional, academic, community involvement, career skill development, and time management skills to fulfill the PPS graduate portrait.
<b>Section 3: Student Learning</b>	
<i>Prioritized Standards</i>	<p>The following standards will be explored in the course: Standards are based upon student’s IEP goals connected to grade level state standards in language arts and mathematics, as well as instruction in other IEP goal areas as needed. Students are awarded points for completion of in-class assignments and by following classroom/Franklin high school expectations. This class is graded A-F.</p> <p><a href="https://www.oregon.gov/ode/educator-resources/standards/mathematics/Documents/application-to-students">https://www.oregon.gov/ode/educator-resources/standards/mathematics/Documents/application-to-students</a></p>



	<a href="#">-with-disabilities.pdf</a>
<a href="#">PPS Graduate Portrait Connections</a>	I will help students grow their knowledge and skills in the following aspects of PPS’s Graduate Portrait: This course supports students in developing the social/emotional, academic, community involvement, career skill development, and time management skills to fulfill the PPS graduate portrait. I will help students grow in the Graduate Portrait by focusing on student outcomes, including what they will know, who they will be, and what they will be able to do by the time they graduate.
<i>Differentiation/ accessibility strategies and supports:</i>	I will provide the following supports specifically for students in the following programs: All instruction in this course is based upon student IEP goals and is tailored to each student’s current academic needs, to prepare them for academic success in their other classes. Student interest areas and feedback on instruction is collected regularly to ensure all student instructional needs are met. Use of visuals, graphic organizers, word processing software, checklists, AVID reading strategies, and other organizational tools are used to support students in their coursework from other classes.
<i>Personalized Learning Graduation Requirements (as applicable in this course):</i>	<input type="checkbox"/> Career Related Learning Experience (CRLE) #1 <input type="checkbox"/> Career Related Learning Experience (CRLE) #2 <i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay Support is given in ASC in all the areas of graduation requirements during the school year .

**Section 4: Cultivating Culturally Sustaining Communities**

<i>Tier 1 SEL Strategies</i>	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):
<i>Shared Agreements</i>	<p>I create shared agreements in class with my students so that they are a part of the language of the document. We work together choosing areas that students feel are the most important to address . Every student is heard and every idea is used. Creating this document of shared agreements allows us to get off to a good start by determining their values and setting expectations for each other as a group.</p> <p>The process of building community agreements communicates to students that even if we’ve just met, I trust them to know themselves best—as learners, as people, and as participants in the space where we will treat each other with dignity. Community agreements allow students to build a set of expectations for themselves, the students who are there every day, and hold each other accountable for those expectations as they get to know each other better.</p>
	<p>I will display our Agreements in the following locations: Our agreements will be posted in our shared classroom and online on Canvas.</p>



	<p>My plan for ongoing feedback through year on their effectiveness is:</p> <p>Community agreements give students the means to design the experience they hope to have, and to show up and maintain those expectations for themselves and each other every day as an act of integrity.</p> <p>We will continue to review shared agreements by reviewing their effectiveness as a whole group and will self access as well.</p> <p>Focusing on students' values like loyalty, friendship, respect, and knowledge, as well as family creates good feedback and reflection within the group.</p>
<p><i>Student's Perspective &amp; Needs</i></p>	<p>I will cultivate culturally sustaining relationships with students by:</p> <ol style="list-style-type: none"> <li>1. Activating students' prior knowledge.</li> </ol> <p>I will encourage students to draw on their prior knowledge in order to contribute to group discussions, which provides an anchor to learning.</p> <ol style="list-style-type: none"> <li>2. Make learning contextual.</li> </ol> <p>Tie lessons from the curriculum to the students' social communities to make it more contextual and relevant, discuss why it matters today and draw parallels.</p> <ol style="list-style-type: none"> <li>3. Encourage students to leverage their cultural capital.</li> </ol> <p>Because not all students come from the same background, it's important to encourage those who don't to have a voice.</p> <ol style="list-style-type: none"> <li>4. Classroom setup.</li> </ol> <p>I will consider my students while setting up my classroom and respecting our space. We will be creating classroom norms as well as self assessing study skills and working on individual needs and supports for academic success.</p> <ol style="list-style-type: none"> <li>5. Build relationships.</li> </ol> <p>Not all students want to learn from all teachers because the teachers may not make them feel like they're valued. Teachers need to work to build relationships with their students to ensure they feel respected, valued, and seen for who they are.</p> <p>Families can communicate what they know of their student's needs with me in the following ways:  Families are welcome to use my voicemail to call as well as my email or canvas page for communication.</p>



<i>Empowering Students</i>	I will celebrate student successes in the following ways: Each student is celebrated individually first and asked if they would be ok with group celebrations or family celebrations online through a google meeting during their IEP meeting or as needed and beneficial to the child. Sometimes it will be a phone call, an email or a text to celebrate successes.
	I will solicit student feedback on my pedagogy, policies and practices by asking them to critique and give feedback either anonymously or in person. I solicit student feedback by asking students individually as well as surveys that are anonymous .
	When class agreements aren't maintained (i.e. behavior) by a student I will approach it in the following ways: When agreements are not followed or maintained my first approach is not to call attention to the student in group but rather have a private conversation with the student. I give the opportunity for the student to reflect on our agreements and their behavior . I ask the student what the course of action should be and let them be a part of the approach to resolution.

<i>Showcasing Student Assets</i>	I will provided opportunities for students to choose to share and showcase their skills and work by: Providing several different modalities to share skills and interests. Students can then share in the way that is most comfortable for them to share. Children may not be comfortable showing work that I believe is worthy. It's respectful to check before putting a piece on display. Besides showing respect for students, I like giving them a say in what is displayed has added benefits: 1) Displays will be more varied and interesting, since different students will likely choose different types of pieces to display; and 2) This variety sends the message that students are valued as individuals.
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**Section 5: Classroom Specific Procedures**

<i>Safety issues and requirements (if applicable):</i>	Due to COVID-19, masks and at least 3 feet of social distancing are enforced. Students are encouraged to wash hands, use hand sanitizer, and wipe down their workspaces and supplies every class period. Hand sanitizer and cleaning wipes are provided by PPS. Students are not allowed to eat in classrooms (You may drink water). A seating chart will be used for contact tracing purposes. Students are required to follow the seating chart.
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<i>Coming &amp; Going from class</i>	I understand the importance of students taking care of their needs. Please use the following guidelines when coming and going from class: 1. Check and make sure that you have everything you need for class as well as cleaning up when ready to exit. 2. Make a verbal agreement with Ms. G at the end of each class period on what you will work on before the next class. 3. Follow the guidelines indicated in the student handbook for safety protocols.
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<i>Submitting Work</i>	I will collect work from students in the following way: Students will have a variety of ways for turning in classwork.
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	<p>Canvas Page</p> <p>PPS email</p> <p>Sharing a google doc</p> <p>Using an in class file folder that stays in the classroom.</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:</p> <p>There are no deadlines for demonstrating their abilities Each task is tailored to individual student need, with the student having a voice in what their assignments should focus on.</p>
<i>Returning Your Work</i>	<p>My plan to return student work is the following:</p> <p>Timeline: All work is kept in individual files and discussions are done as each piece is done</p> <p>What to look for on your returned work: Effort</p> <p>Revision Opportunities: All work has unlimited revision opportunities</p>
<i>Formatting Work (if applicable)</i>	<p>Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here:</p> <p>Canvas page, my email, or in classroom folders.</p>
<i>Attendance</i>	<p>If a student is absent, I can help them get caught up by: Contacting the case manager</p>

## Section 6: Course Resources & Materials

<i>Materials Provided</i>	<p>I will provide the following materials to students: Paper and pencils. 1 Chromebook is provided in the classroom if a student forgets their Chromebook.</p>
<i>Materials Needed</i>	<p>Please have the following materials for this course: Chromebook, paper, pencil, planner/organizational system. 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.</p>
<i>Course Resources</i>	<p>Here is a link to resources that are helpful to students during this course:</p> <p><a href="#">Semester 1 Canvas Course</a></p> <p><a href="#">Semester 2 Canvas Course</a></p>
<i>Empowering Families</i>	<p>The following are resources available for families to assist and support students through the course:</p> <p><a href="https://www.pps.net/domain/1156">https://www.pps.net/domain/1156</a></p>

## Section 7: Assessment of Progress and Achievement

<i>Formative Assessments</i>	<p>As students move through the learning journey during specific units/topics, I will assess &amp; communicate their <u>progress</u> in the following ways:</p> <p>Academic Independence Self Report and career inventory</p>
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<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: Revisiting academic independence and IEP goals
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: One on one conferences Partnering with gen ed teachers Academic growth in observations and guidance  Standards are based upon student's IEP goals connected to grade level state standards in language arts and mathematics, as well as instruction in other IEP goal areas as needed. Students are awarded points for completion of in-class assignments and by following classroom/Franklin high school expectations. This class is graded A-F.
<b>Section 8: Grades Progress Report Cards &amp; Final Report Cards</b>	
<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: <a href="#">ParentVue</a> I will update student grades at the following frequency: Quarterly.
<i>Progress Reports</i>	I will communicate the following marks on a progress report: A, B, C, D, F. Feedback is given for students receiving a C or lower so they know how to raise their grade.
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester:  <u>Progress Reports/Report Cards (what a grade means):</u> A: <ul style="list-style-type: none"> <li>- Attentive to tasks and completes class activities, prepared with current work.</li> <li>- 0 or 1 weekly warnings and consistent respect for peers and classroom tasks .</li> </ul> B: <ul style="list-style-type: none"> <li>- Attempts assignments.</li> <li>- Accepts redirection and contributes to positive school/classroom climate.</li> </ul> C-F: <ul style="list-style-type: none"> <li>- Struggles to meet Franklin STRONG agreements.</li> <li>- Does not bring coursework or no attempt to complete daily lessons.</li> </ul>
I use this system for the following reasons/each of these grade marks mean the following: Listed above.	
<b>Other Needed info (if applicable)</b>	



