




Syllabus: Practices & Policies

2021-2022		Franklin High School	
Section 1: Course Overview			
<i>Course Title</i>	Academic Skills Class (ASC)		
<i>Instructor Info</i>	Name: Chris Richman	Contact Info: crichman@pps.net	
<i>Grade Level(s)</i>	10-12		
<i>Room # for class</i>	Room: M-204, S-158		
<i>Credit</i>	Type of credit: Elective	# of credits per semester: .5	
<i>Prerequisites (if applicable)</i>	Students must be eligible for special education with non-participation of at least 12.5% (1 of 8 classes).		
<i>General Course Description</i>	ASC is a class intended for students to receive support with general education course work and specially designed instruction in any or all of the following areas: reading, writing, social skills, classroom skills, and math as directed by their IEPs.		
Section 2: Welcome Statement & Course Connections			
<i>Personal Welcome</i>	I am very excited to be back in person and get to know each of you as individuals! I look forward to working with you this year and am here to support you as you manage the unique challenges this year will present.		
<i>Course Highlights (topics, themes, areas of study)</i>	This class is primarily designed to provide you with individualized instruction and support in any academic challenges that may arise.		



<p>Course Connections to PPS ReImagined Vision</p>	<p>Students will be supported in developing critical thinking skills and collaborative problem solving</p>
<h3>Section 3: Student Learning</h3>	
<p>Prioritized Standards</p>	<p>Although there are no state standards specifically for special education I am of the philosophy that to reach full potential all students benefit from increasing the emotional intelligence and “social emotional” standards of Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision-Making</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> <h2 style="text-align: center;">Reflective, Empathetic, and Empowering Graduates:</h2> <p style="text-align: center;">We will work towards becoming self-aware, reflective and empathetic members of the community who are curious, respectful and kind.</p>
<p>Differentiation/ accessibility strategies and supports:</p>	<p>I will provide the following supports specifically for students in the following programs:</p> <p>This is a special education class, tailored to each individual learner’s IEP and specially designed instruction needs. ELL and Tag considerations will be implemented in accordance with each individual need.</p> <p><i>Special Education:</i></p> <p><i>504 Plans:</i></p> <p><i>English Language Learners:</i></p> <p><i>Talented & Gifted:</i></p>
<p>Personalized Learning Graduation Requirements (as applicable in this course):</p>	<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;"><i>-The experience(s) will be:</i> <input type="checkbox"/> Complete a resume <input type="checkbox"/> Complete the My Plan Essay





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8/27 Work

Section 4: Cultivating Culturally Sustaining Communities

<i>Tier 1 SEL Strategies</i>	
<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> <ul style="list-style-type: none"> ● “developing community agreements” lesson ● “Generating Classroom Shared Agreements” lesson
	<p>I will display our Agreements in the following locations:</p> <ul style="list-style-type: none"> ● canvas home page ● classroom posters
	<p>My plan for ongoing feedback throughout the year on their effectiveness is:</p> <ul style="list-style-type: none"> ● community circles as group discussion opportunities ● daily exit tickets ● IEP meetings ● conferences
<i>Student’s Perspective & Needs</i> 	<p>I will cultivate culturally sustaining relationships with students by:</p> <ul style="list-style-type: none"> ● using the lesson “Exploring Identity and Getting to Know Each Other” shared in the culturally sustaining SEL lessons document. ● using culturally sustaining SEL lessons as “touchstones” of community circles ● active listening and finding commonality with students (i.e not just listening to what they are saying/what interests them but taking an active interest in it myself)
	<p>Families can communicate what they know of their student’s needs with me in the following ways:</p> <ul style="list-style-type: none"> ● email ● phone calls ● text msg ● IEP meetings ● video conferences



<p><i>Empowering Students</i></p> 	<p>I will celebrate student successes in the following ways:</p> <ul style="list-style-type: none"> ● praise ● positive emails home ● classroom public acknowledgement (with student permission) <p>I will solicit student feedback on my pedagogy, policies and practices by:</p> <ul style="list-style-type: none"> ● individual meetings/check-ins ● daily exit-tickets ● community circles <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"> ● mutual respect ● active listening ● collaborative problem solving ● restorative practices
<p><i>Showcasing Student Assets</i></p> 	<p>I will provided opportunities for students to choose to share and showcase their work by:</p> <ul style="list-style-type: none"> ● community circles ● beginning of the day announcements
<p>Section 5: Classroom Specific Procedures</p>	
<p><i>Safety issues and requirements (if applicable):</i></p>	<p>All members of the classroom environment (students, teachers, visitors...) will abide by PPS's "ready Schools" standards for safe mitigation of the Covid-19 Pandemic. Information can be found at this website, additionally I am available via email, videoconference or in person if/when concern's arise.</p>
<p><i>Coming & Going from class</i></p>	<p>I understand the importance of students taking care of physiological and emotional needs. Please use the following guidelines when coming and going from class:</p> <ul style="list-style-type: none"> ● try to limit "breaks" to not leaving during the first or last 10 min of the class ● hall passes when out of class ● daily breaks outside for movement and short mask breaks (over 6ft distancing)will be offered on a



	daily basis
<i>Submitting Work</i>	I will collect work from students in the following way: <ul style="list-style-type: none"> • Canvas • daily exit tickets
	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: <ul style="list-style-type: none"> • individualized to the student per IEP accommodations
<i>Returning Your Work</i>	My plan to return student work is the following: <i>Timeline:</i> feedback is given within 24 hours <i>What to look for on your returned work:</i> comments <i>Revision Opportunities:</i> students are always allowed to revise work
<i>Formatting Work (if applicable)</i>	Directions on how to format submitted work (ex. formal papers, lab reports, etc) can be found here: NA
<i>Attendance</i>	If a student is absent, I can help them get caught up by: I am always willing to work with students and collaborate with general education teachers.

Section 6: Course Resources & Materials

<i>Materials Provided</i>	I will provided the following materials to students: NA
<i>Materials Needed</i>	Please have the following materials for this course: Students should come to class with their Chromebooks as well as work for their general education classes and a writing utensil. All additional materials needed for ASC class will be provided. <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: Canvas Link
<i>Empowering Families</i>	The following are resources available for families to assist and support students through the course: Please email me directly (crichman@pps.net) for support your student may need for this class and/or any other issues that may arise for their other classes.



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: Quarterly progress reports, available in Synergy at the end of every grading period Annual IEP meetings Conferences Home/School communication as an accommodation on IEP's Email
<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: N/A
<i>Student Role in Assessment</i>	Students and I will partner to determine how they can demonstrate their abilities in the following ways: N/A

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: ParentVUE & StudentVUE
	I will update student grades at the following frequency: Daily/Weekly
<i>Progress Reports</i>	I will communicate the following marks on a progress report: <i>Please see IEP progress reports for rating scale</i>
<i>Final Report Card Grades</i>	The following system is used to determine a student's grade at the end of the semester: Progress towards IEP goals is not used as a tool to determine a student's grade. Students will be graded on



	work completion and participation in class activities.
	I use this system for the following reasons/each of these grade marks mean the following: I will use letter grades. 50% of the final grade will be from class participation 50% of the final grade will be from work completion
Other Needed info (if applicable)	

