

Special Education Resource Syllabus



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Long Range Plans

The Special Education Resource classroom's long range plans are based on student IEP goals and individual learning progress. Students are taught core academics and social/emotional skills based on their goals. Students receive individualized instruction based on their academic levels in a small group environment and are progress monitored in one-on-one settings. Goals are based on student's academic and behavioral needs and the progressions of grade level standards.

Parent/Teacher Communication

The Resource teacher will contact all parents at the beginning of the school year to review the child's services and who the case manager will be for those services. The Resource teacher will continue to make contact throughout the school year to inform the parents of academic and functional strengths and needs.

Parents can call, write a note, or email the Resource teacher at any time. The Resource teacher will contact the parent back within 24 hours. Please note that if a phone call is made, the classroom phone will not ring during the school day.

Parents will be communicated progress on their child's IEP goals as specified in the IEP. Most students receive an IEP progress report at the end of every quarter. Some students receive IEP progress reports at mid-quarter and end of quarter. Progress towards the goal will be noted and specific data and/or anecdotal notes will be added to describe the student's progress. Every goal will be marked according to the following notations:

NI: Not Introduced

MP: Minimal Progress

SP: Satisfactory Progress

M: Mastered

NM: Not Mastered

The IEP team is legally required to meet once a year for an Annual Review IEP meeting. At the meeting the team will discuss present levels including strengths/needs, future goals, services, accommodation, and extended school year. Parents have the right to request an IEP meeting at any time during the school year. Contact the resource teacher to initiate the meeting notifications.

If your child is receiving a modified curriculum and grade from the MC Self-Contained, a weekly newsletter will be sent home. This newsletter will include information on what the student is learning, homework, any upcoming test dates, etc.

Grading Guidelines

Students will receive all grades in their general education classroom, unless indicated on their IEP that they are receiving a modified curriculum, if you have questions about this please feel free to reach out to your student's case manager. Reading and Math averages include minor grades which count 60% and major grades which count 40% of the final average. English Language Arts averages include minor grades which count 60%, major grades which count 30%, and spelling grades which

count 10% of the final average. The lowest minor grade will be dropped each quarter in every subject.

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

Missed Work: If students are missing work in the Resource classroom, the student will be provided time to complete the missing work in class. Students are not expected to do make-up work at home.

Classroom Expectations

Mitchell Road Elementary has school-wide expectations in place to maintain a safe and structured environment for all students. Students follow Heart of a Mustang Expectations in all school settings.

Students will view a matrix at the beginning of the school year to learn expectations in the special education classroom. Classes will review the expectations as needed throughout the school year. If a new student joins a class, the student will learn the expectations through the matrix or through teacher explanations.



Homework

Students will not receive homework from the Resource teacher, however, if there is a skill you would like to work with your child on at home, materials can be provided by the Resource teacher.

Materials Needed

Resource teaches the service 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 Resource classroom to promote growth for all students academically and behaviorally.

Reading Horizons	Word/Sound Walls	Fry's First 100 Words
Zones of Regulation	Making Connections	Magnetic Letters
Calm Space	Student Notebooks	White Boards/Markers
Calming Tools	Chromebooks	Math Manipulatives

Schedule

The Resource Schedule is created based on the student's individual service minutes. The schedule is subject to change for a specific student as they may receive specific instruction or related services based on their IEP.

Ms. Bynum's Resource Schedule:

7:45 – 8:05	K-2 SEL Pullout
8:10 – 8:40	4th Reading Co-Teach
8:40 – 9:10	K/1st ELA Pullout
9:10 – 9:40	3rd Math Pullout
9:45 – 10:15	2nd Math Pullout
10:25 – 10:55	4th Math Co-Teach
11:00 – 11:20	4th Writing Co-Teach
11:20 – 11:50	Lunch
11:50 – 12:20	K/1st Math Pullout
12:25 – 12:55	4th Math Pullout
12:55 – 1:35	Planning
1:35 – 2:05	4th ELA Pullout

eLearning Guidelines

All Resource students have an Instructional Contingency Plan (ICP). The ICP outlines the types of services Resource students will receive on eLearning Days for Emergency eLearning, Blended eLearning, and Full eLearning.

Prior to a planned eLearning day, the Resource teacher will send a note home with the student describing expected work completion and a reminder of google meet times. All students will have a Google Classroom with their Resource teacher. The Google Classroom will have a link to the google

meet and a visual of the meeting time. Students will practice getting into the google meet with the Resource teacher.