**Syllabus 2022-2023**

**Inclusion/Resource**

**Special Education**

**Grades 9-12th grades**

**Teacher: Kimberley Harrison**

**Tug Valley High School**

**Schedule**

**1st. Contemporary Studies Room 153**

**2nd. Math I Room 208**

**3rd Math I Room 208**

**4th Math II Room 141**

**Lunch**

**MOD B**

**5th Math II Room 141**

**6th US Studies Room 153**

**7th Planning Room 105**

**8th Civics Room 150**

**Content Overview**

Each student in my classroom has an IEP (Individualized Education Plan) which states the accommodations they have concerning their academic instruction. These accommodations are based upon each students individualized needs.

 **Class Expectations**

Inclusion special education classes will follow each general education classroom’s specified classroom procedures and rules.

**Class Rules**

Arrive to class on time Listen and Follow directions Be Respectful

 Turn on work on time Bring Materials to Class

**Learning Goals**

All of my students will participate in the general education curriculum at their grade level. They will receive special education services in the general education classroom (known as inclusion), the special education teacher will support the students in successfully taking part in the general education curriculum, as well as meeting their specific goals as listed in the IEP. The general education teacher has access to the accommodations page and the IEP document for any student in their classroom that has an IEP. The special education and general education teacher collaborate often.

The special education teacher will provide small group instruction and assistance for the students who require academic support to reach their IEP goals in the subject area of reading, math, and writing. Learning and instructional goals are specified in the Individual Education Plan. The IEP contains goals which focus of the areas of reading and math skills, writing language, and behavior for some.

**Grade Level Standards**

Each inclusion class will follow the same state standards as the students without an IEP. Each standard, curriculum map, and instructional materials are listed on the syllabus for the classrooms, the students are in.

**Assessments**

Assessments are both formal and informal in the general education classroom, to monitor how each student is progressing in the general education curriculum. This information helps our special education teachers monitor student understanding and mastery so they can provide pre-teaching, re-teaching, and individual or small group instruction as needed.

**Grade Scale**

**A 90-100**

**B 80-89**

**C 70-79**

**D 60-69**

**F 59 and Below A grade of 50 will be given for any grades below 50**