 ***DHH Class Syllabus*** 

***K-8th Grade***

Belair K-8 School

Teacher - Ms. AJ (Angela Johansen)

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Room #602

Sign Language Interpreters: Brenda Jackson & Tina Brand

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| **DHH program description**  The Deaf/Hard of Hearing program assists in developing language acquisition and communication skills to facilitate the personal, social, and intellectual development of the students within the program who have a hearing loss. In order to respond to individual needs and abilities of students, the Teacher of the Deaf/Hard of Hearing work closely with the staff and administration at K-8 Belair School.  **My Role**   * Work collaboratively with building staff, teachers, Speech/Language Pathologists, educational interpreters, and parents to monitor the impact the hearing loss may have on your child’s educational progress. * Pre-teach, reinforce or reteach content area vocabulary and concepts where language deficiencies hinder understanding. * Provide a language enriched environment involving hands-on and visual activities. * Modify curriculum and materials according to the individual needs of your child. * Provide opportunities to develop auditory, speech-reading skills, and sign language skills. * Contribution to monitoring and review of your child’s progress in the regular education setting. * Develop appropriate IEP goals based on data and the educational needs of your child. * Record student progress and other data based on your child’s IEP and school monitoring procedures.   **Sign Language Interpreter Role**   * *Assisting in classroom discussion* − The educational interpreter must help the student participate in classroom discussion. Because coordinating visual attention can be difficult, he/ she can help the student understand when to look at materials the teacher is using. * *Reporting to the educational team −*One very important responsibility of the educational interpreter is to report to the educational team. Often the interpreter’s day-to-day observations will help the team understand how the student’s placement is working. * *Maintaining student conduct −*The interpreter is responsible for helping to maintain the conduct of all students in the classroom as long as it does not interfere with the main responsibility of interpreting. Of course, the classroom teacher is ultimately in charge of defining discipline and good behavior. The interpreter may help to implement appropriate disciplinary action. The interpreter should not be responsible for just the deaf or hard of hearing student, which would isolate the student from his/her peers. * *Providing tutoring assistance −* The educational interpreter may be expected to provide the student with tutoring and assistance. Most educational interpreters have little or no training in this area, so school support should be provided, particularly from the classroom teacher and/or the teacher of the deaf |
| **Language and Communication:**  The ability to express and understand language and to be ablecommunicate is essential to our lives. It is what makes us human and allows us to learn and grow. Your child can develop language and communication and reach his/her potential. Some families choose to use sign language with their child as well as speak, others choose spoken language only. Regardless of how you communicate, your child should have as much access to the language as possible. A sign language Interpreter is provided to assist with communication access for your child. |
| **Classroom Expectations:**  In my classroom we have five rules that shape our classroom, which are based on the Whole Brain Learning philosophy:   * + - 1. Follow directions quickly.       2. Raise your hand for permission to sign/speak.       3. Raise your hand for permission to leave your seat.       4. Make smart choices.       5. Respect yourself, others, and our school.   **Class Dojo:**  Class Dojo is a classroom behavior management system that will be used to assist in maintaining a positive environment for all students. Information will be sent home with your child.  **Attendance and School Hours:**  A successful school experience is the responsibility of the child, the parent and the school. Your child's progress, both academically and socially, is influenced to a great extent by daily participation. Regular attendance without tardiness is a key. Our school doors open at 8:30 a.m. with the instructional day beginning at 9:20 a.m. Please be on time. The morning routine sets the tone for the rest of the day. Dismissal is at 4:05 p.m. Breakfast is served from 8:30 - 8:55 a.m.  **Clothing:**  Please remember that children learn through experimenting, discovering, and trying out new materials. This may include such things as playing with paint, glue, sand, water, etc. Children are active and will be climbing, jumping, rolling, and other physical activities. Appropriate clothing is important; therefore, please have the students wear casual clothes. Also please send in an extra change of clothes because accidents do happen.  **Supplies and Materials:**  See attached Student Supplies List.  **Illness:**  The question of when to keep your child home from school is often a difficult one, especially when decisions must be made first thing in the morning. It is important, however, to keep your child home if he/she is ill. This helps to make them more comfortable and prevents others from becoming ill. Children function more effectively in the classroom when they are healthy.  **Kindness:**  Students in our classroom are encouraged and expected to treat all members of our class as well as others with kindness and respect. **Bothering others, bullying and interrupting learning will not be tolerated.** |
| **Grading Policy:**  **K-3rd Grades Standards Based Grading**  **1- Beginning Learner}**This means the student's work exemplified more than 2 grade levels below the expectation and/or it was completed with assistance beyond the student's IEP accommodations  **2- Emerging Learner}**This means the student's work exemplified below grade level work with the student's IEP accommodations (this could also mean the student did not quite work independently due to goals that should be focused on according to the IEP)  **3- Proficient Learner}**This means the student's work exemplified grade level responses with the student's IEP accommodations  **4- Distinguished Learner}**This means the student's work exemplified grade level responses without the use of the IEP accommodations even though the accommodations were provided    **3rd-5th Grades**  **Daily Work & Participation- 60%**  **Tests/Projects- 30%**  **Homework- 10%**  My grading policy correlates with the policy established by the Richmond County Special Education Department. Grades will be based on modifications of standards to reflect progress on IEP goals and objectives.  IEP progress reports will be distributed every nine weeks according to the start date of the student's IEP.  Regular report cards and progress reports will be distributed according to the policy established by Richmond County School System.  **\**All grades are given based on the student's capability in addition to the standards.***  **6-8th Grades**  ***Grade Scale***  *A 90-100*  *B 80 – 89*  *C 75 – 79*  *D 70 – 74*  *F 69 and below*  ***Grade Weights:***  *Summative – 40%*  *(Unit tests, reports, projects)*  *Formative – 50%*  *(Quizzes, Classwork)*  *Other – 10%*  *(Homework, Exit slips)* |
| **Contact Information:**  Communication with my students’ parents is very important to me. I will be sending home a daily communication journal with your child. I will also send home important notes, forms, and your child's work for you to keep and/or continue at home.Please feel free to contact me anytime. I look forward to working with your child!  **(307) 286-4927 (TEXT only)**  [schaman@richmond.k12.ga.us](mailto:schaman@richmond.k12.ga.us) |