



Course Name	Instructor	Instructor E-mail & Availability
Diverse Learning Center: Functional Academics	Corbett Kesler & Heather Weaver	chkesler@aps.k12.co.us 7:40-8:20 2:25-3:00
Course Website	Class Meeting Times & Location:	Prerequisites
	Room 359 and 358 1st period - 7th	

Course Description

The Diverse Learning Center (DLC) is designed to meet the needs of students who have intellectual disabilities that impact achievement, adaptive skills, and behavior. Academic content provided in the DLC is aligned to the Extended Evidence Outcomes (EEO). All students will be provided with meaningful inclusion opportunities in order to access grade level curriculum and peers. Programming is designed to provide students with skills and tools needed to be productive members of their community.

Standards

Extended Evidence Outcomes (EEO)

Students in the ILC are graded against modified standard called Extended Evidence Outcomes (EEO). EEOs have been developed for students with intellectual disabilities are based on the general education academic standards.

Colorado Alternative Assessment

The Colorado Alternative Assessment is designed to assess students who have intellectual disabilities.

Learning Outcomes by Quarter

Quarter 1

1. **Functional Math and English**
2. **Science and Social Studies**
3. **Pre-Vocational Skills; Social Skills**

- Instruction is provided in Literacy, Mathematics, Science, Social Studies and Social Skills.
- Lessons across content areas include support in communication and access skills and include direct instruction in the areas of social skills and activities of daily living
- Instructional activities are embedded in natural routines.
- Instruction is rigorous, specialized and individualized for each student
- Maximum opportunities are provided to practice skills with support and reinforcement
- Strategies match learner needs for prompting, scaffolding and reinforcement
- Communication is meaningful, linguistically appropriate and congruent with the child's personal desires, interests and needs.
- Classroom environments have consistent routines, rituals, behavior management, and support systems.

Quarter 2

1. Functional Math and English
2. Science and Social Studies
3. Pre-Vocational Skills; Social Skills

- Instruction is provided in Literacy, Mathematics, Science, Social Studies and Social Skills.
- Lessons across content areas include support in communication and access skills and include direct instruction in the areas of social skills and activities of daily living
- Instructional activities are embedded in natural routines.
- Instruction is rigorous, specialized and individualized for each student
- Maximum opportunities are provided to practice skills with support and reinforcement
- Strategies match learner needs for prompting, scaffolding and reinforcement
- Communication is meaningful, linguistically appropriate and congruent with the child's personal desires, interests and needs.
- Classroom environments have consistent routines, rituals, behavior management, and support systems.

Quarter 3

1. Functional Math and English
2. Science and Social Studies
3. Pre-Vocational Skills; Social Skills

- Instruction is provided in Literacy, Mathematics, Science, Social Studies and Social Skills.
- Lessons across content areas include support in communication and access skills and include direct instruction in the areas of social skills and activities of daily living
- Instructional activities are embedded in natural routines.
- Instruction is rigorous, specialized and individualized for each student
- Maximum opportunities are provided to practice skills with support and reinforcement
- Strategies match learner needs for prompting, scaffolding and reinforcement
- Communication is meaningful, linguistically appropriate and congruent with the child's personal desires, interests and needs.
- Classroom environments have consistent routines, rituals, behavior management, and support systems.

Quarter 4

1. Functional Math and English
2. Science and Social Studies
3. Pre-Vocational Skills; Social Skills
4. Instruction is provided in Literacy, Mathematics, Science, Social Studies and Social Skills.
5. Lessons across content areas include support in communication and access skills and include direct instruction in the areas of social skills and activities of daily living
6. Instructional activities are embedded in natural routines.
7. Instruction is rigorous, specialized and individualized for each student
8. Maximum opportunities are provided to practice skills with support and reinforcement
9. Strategies match learner needs for prompting, scaffolding and reinforcement
10. Communication is meaningful, linguistically appropriate and congruent with the child's personal desires, interests and needs.
11. Classroom environments have consistent routines, rituals, behavior management, and support systems.

Required Supplies

none

Grading

Students will be graded on a 4 point scale for all assignments

Point	Letter Grade	Explanation
3.0-4.0	A	In addition to the performance score of 3.0, the student demonstrates in depth inferences and applications that extend beyond what was taught.
2.5-2.99	B	There are no major errors or omissions regarding any of the information and/or processes (simple or complex) that were explicitly taught. This level is mastery
2.0-2.49	C	There are no major errors or omissions regarding the simpler details and processes, but there are major errors or omissions regarding the more complex ideas and processes.
1.0-1.99	D	With help, the student demonstrates a partial understanding of some of the simpler details and processes and some of the more complex ideas and processes.
Below 1.0 or No Evidence	F	Even with help, the student cannot demonstrate understanding of the simple details.

School Policies

REQUESTS FOR HOMEWORK

Students requiring homework assignments due to extended excused absences (three days or more) should initially contact the attendance office. The attendance office will notify teachers and collect assignments from individual teachers. Assignments should be ready for pick up 24 hours after a request has been made. Please call the attendance office to check homework status.

MAKE-UP WORK DURING ABSENCES

Any time a student misses a class for any reason whatsoever, that student will be expected to contact each teacher and complete the make-up work in order to achieve the learning objective. This includes field trips, school activities, suspensions, group sessions, trancies, and the like. Make-up work is required and students who have been absent from class must request make-up work from the teacher no later than the next class meeting. Teachers will determine a reasonable amount of time for make-up work when students are absent, using a two days for every one day absent guideline.

Teachers may provide an "alternative" learning experience for make-up work to any student who requests it upon returning to class. For example, a student may have been absent from a class at which the daily learning objective was achieved by means of a class discussion. At the teacher's sole discretion, students who were absent during that discussion might be assigned a two or three-page written essay due three or four days after the student's return to class as an 'alternative' learning experience for that objective.

Teachers will give academic credit to all make-up work that complies with the above guidelines. The only exception is that teachers have the choice whether or not to give academic credit to the make-up work from an unexcused absence. If the absence was unexcused, the teacher should provide feedback but is not required to give credit for the work.

TARDY POLICY

After three tardies teachers will conference with the student and contact home. After 5 tardies students can be referred to the Learning Center and additional consequences may be assigned.

PASSES

Students who leave the classroom or are excused from class must have a pass with correct validation by the teacher. School officials may send for a student using an authorized Administrative Pass. Students who are without official passes will be subject to disciplinary action. Passes will not be given in the first 10 minutes or last 10 minutes of class.

NON-ACADEMIC TECHNOLOGICAL DEVICES

Aurora Public Schools believes in providing environments that optimize learning and teaching and are safe, secure, and well maintained. As such, all personal electronic devices* shall not be seen nor heard during the school day in academic areas of the building from 7:30 A.M. to 3:45 P.M. *Cell phones, iPods, headphones, portable speakers, MP3s, tablets, cameras, etc. **Aurora Central High School is not responsible for lost, stolen or damaged electronic devices.** This includes electronic devices that are confiscated by staff. Aurora Central High School reserves the right to not investigate lost, stolen or damaged electronic devices.

Classroom Policies

Tear off and return THIS PAGE only and return to _____(teacher).

I have carefully read the expectations of this course and agree to support the goals and initiatives of the course. I will show up, speak up, stand up and go further than I ever thought possible.

Student name: _____(print)

Grade _____ Period _____

Student Signature: _____

Parent/Guardian Name: _____

Parent/Guardian Signature: _____

Parent/Guardian Phone Number: _____

Parent/Guardian Email: _____