



Classroom Information & Syllabus for ALE Classrooms.

Teacher & Course Info:

Teacher Contact Information	Suzette Reyes Suzette.reyes@nisd.net 210-397-5800 ext.975832	Vanessa Agis vanessa.agis@nisd.net 210-397-5800 ext.
Conference Period	9:30-10:15 am	
Daily Schedule	<p>7:15-7:50 Breakfast in the cafeteria</p> <p>7:50-8:10 Morning Meeting</p> <p>8:10-9:10 Reading Time</p> <p>9:10-9:30 Recess</p> <p>9:30-10 Center Time</p> <p>TEKS Based Center for Reading, Writing/Art, Math, or Science & Social Studies.</p> <p>10:00-10:10 Movement Time</p> <p>10:10-10:40 Writing Time</p> <p>10:40-11:15 Lunch</p> <p>11:20-12:20 Math Time</p> <p>12:25-1:10 Science (Mon/Tue) Social Studies(Wed/Thrs) Social Skills (Fr)</p> <p>1:10-1:25 Movement Time</p> <p>1:25-1:40 Snack Time</p> <p>1:45-2:30 Discovery Time</p> <p>2:30-2:45 Dismissal</p>	
Course Overview & Content	<p>Our grade-level instructional plan is designed to meet each student's individual needs within the Alternative Learning Environment (ALE). In NISD ALE classrooms, we use the Unique Learning System to guide our unit-based instruction. In addition, instruction is individualized based on each student's IEP goals and ongoing data. Families will receive monthly newsletters highlighting our learning targets and classroom activities, along with biweekly updates through ClassDojo.</p>	

Grading & Progress:

Grading Weights

Criteria	Category 1	Category 2	Category 3	Category 4
Response	Actively engaged in a lesson through an observable response.	Adequately engaged in a lesson through an observable response.	Minimally engaged in a lesson through an observable response	Not engaged in a lesson through an observable response.
	Score 8	Score 6	Score 4	Score 2
Completion	Completes from 76% to 100% of class/subject assignments.	Completes from 51% to 75% of class/subject assignments.	Completes from 26% to 50% of class/subject assignments.	Does not complete any of class/subject assignments.
	Score 4	Score 3	Score 2	Score 1
Academic Accuracy	Completes assignments with academic accuracy of 80%-100%	Completes assignments with academic accuracy of 79%-60%	Completes assignments with academic accuracy of 45%-59%	Completes assignments with academic accuracy of 0%-44%
	Score 4	Score 3	Score 2	Score 1

Content area points:

Measuring Progress

Response (Participation) – 8 Points

Students earn points by actively participating in lessons in ways that are appropriate for them. Participation may look different for every student and can include answering questions, using communication devices, following directions, pointing, making choices, or responding in other observable ways.

Completion – 4 Points

Students receive points for completing assigned activities.

Accuracy – 4 Points

Students also earn points based on how accurately they complete their work. We recognize each student's individual progress and encourage growth toward their Individual Educational Plan (IEP) goals.

Attendance Matters

Attendance is essential for student success. Because many of our grades are based on participation, engagement, and completing work during classroom instruction, students need to be present to earn these points. Being at school consistently allows students to practice new skills, work toward their IEP goals, and receive the individualized support they need to be successful.

We understand that absences sometimes cannot be avoided, and we appreciate your partnership in helping your child attend school as regularly as possible.

Assessments:

Unique Student Profiles & Benchmark Assessments (District Assessment)	<p>The Unique Learning System GPS Assessment is completed three times each school year—at the beginning, middle, and end of the year. This assessment helps teachers identify each student's current skills, strengths, preferences, and areas for growth. The GPS (Goals, preferences and skills) provides a variety of assessment tools that allow teachers to monitor student progress throughout the year. The information collected helps us measure student growth over time. Track progress toward individualized learning and IEP goals. Identify strengths and areas where additional support is needed. Guide instruction and ensure lessons are tailored to each student's unique needs within the Unique Learning System curriculum.</p>
STAAR ALT (State Assessment)	<p>STAAR Alternate 2 is the state assessment designed for students with the most significant cognitive disabilities who meet specific eligibility requirements determined by their Admission, Review, and Dismissal (ARD) committee.</p> <p>This assessment measures student learning in relation to the Texas Essential Knowledge and Skills (TEKS), while allowing students to demonstrate what they know and can do in ways that are appropriate for their individual learning needs. Instead of taking a traditional paper or online test, students participate in teacher-administered assessment activities that include prompts, materials, and observations of their responses.</p> <p>STAAR Alternate 2 is administered once each spring in the subject areas required for the student's grade level. The results provide information about your child's academic progress and help guide future instruction and educational planning.</p>
Student Support:	
Intervention/Small group	<p>The goal of a classroom intervention strategy or support implemented by a teacher within the classroom is to help a student improve academically, behaviorally, and/or socially. These interventions are designed to address specific learning or behavioral needs while allowing the student to remain in the classroom setting. Examples include small-group instruction, differentiated assignments, positive behavior reinforcement, visual supports, frequent check-ins, and additional practice opportunities. We are committed to the success of every student. If a student needs additional support in a specific skill or concept, they will have access to targeted intervention opportunities such as small-group instruction and computer-based interventions. These interventions are designed to close learning gaps and help students build confidence.</p>
Enrichment	<p>Enrichment opportunities are built into our curriculum to challenge students</p>

	through higher-level thinking and deeper exploration of class topics. Our goal is to ensure every student remains engaged and continues to grow at their own individual pace.
Communication:	
Communication Method	Communication between home and school is vital for student success. We will communicate via ClassDojo, and Monthly Newsletter. Parents can reach us on ClassDojo, or by calling 210-397-5800.
Report Cards	Report Cards will be shared four times a year, following the end of each grading period.
IEP Progress Report	<p>In addition to receiving standard report cards, families will also receive IEP Progress Reports. These reports provide updates on your child's progress toward their IEP goals throughout the school year.</p> <p>The IEP Progress Report includes information on academic, functional, communication, and/or related service goals, such as speech therapy, occupational therapy, physical therapy, or other services your child receives as part of their IEP. These reports help families understand the progress their child is making and identify any areas where additional support may be needed.</p>
Parent Conferences	<p>We value the partnership between home and school and believe that open communication is essential to your child's success. Families will be offered the opportunity to participate in at least two in-person parent-teacher conferences each school year.</p> <p>During these conferences, we will review your child's report card, IEP Progress Report, and discuss their academic, behavioral, and social growth. This is also an opportunity to celebrate successes, answer questions, and collaborate on ways to support your child's continued progress. Our campus will host Fall and Spring Parent Conference Days. Specific dates and scheduling information will be shared through ClassDojo.</p>