



Classroom Information & Syllabus for Samantha Bauer, BMC

Teacher & Course Info:																	
Teacher Contact Information	Samantha Bauer Samantha.bauer@nisd.net 210-397-0600																
Conference Period	12:15-1:00																
Daily Schedule	<table> <thead> <tr> <th>Time</th><th>Activity</th></tr> </thead> <tbody> <tr> <td>7:40–8:00</td><td>Morning Meeting & Announcements</td></tr> <tr> <td>8:00–8:30</td><td>Social Skills & Reading Intervention</td></tr> <tr> <td>8:30 –12:00</td><td>BMC Specialized Support (Guided & Independent Practice)</td></tr> <tr> <td>12:00–12:10</td><td>Lunch Preparation</td></tr> <tr> <td>12:10–12:40</td><td>Lunch</td></tr> <tr> <td>12:40–2:50</td><td>BMC Specialized Support (Guided & Independent Practice)</td></tr> <tr> <td>2:50–3:00</td><td>Dismissal</td></tr> </tbody> </table>	Time	Activity	7:40–8:00	Morning Meeting & Announcements	8:00–8:30	Social Skills & Reading Intervention	8:30 –12:00	BMC Specialized Support (Guided & Independent Practice)	12:00–12:10	Lunch Preparation	12:10–12:40	Lunch	12:40–2:50	BMC Specialized Support (Guided & Independent Practice)	2:50–3:00	Dismissal
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Course Overview & Content	Our grade level instructional plan may be found at nisd.net/schools/catalogs. In addition, I will communicate information around our learning targets through weekly newsletters. The BMC classroom provides specially designed																

	instruction for students receiving special education services. Students receive instruction aligned to grade-level TEKS while receiving the behavioral supports, accommodations, and specially designed instruction identified in their IEP. Instruction is individualized to meet each student's academic and behavioral needs.
Grading & Progress:	
Grading Weights	Student grades are based on progress toward grade-level standards and individual learning goals, with appropriate accommodations and modifications as outlined in each student's IEP. E (85-100),S (70-85),N (60-70),U (<60)
Redo/Retake Policy	• (1 attempt) • Used for growth and mastery • TEKS must be retaught without using initial assessment • First attempt documented in TAC and the highest grade is a 70 • E (85-100),S (70-85),N (60-70),U (<60)
Make-up Work	Type of work allowed to be made up • Any work that was missed when absent Procedures to be followed: • Done at school Timelines for makeup work • Grades for assignments not completed during the first three weeks of the nine-week grading period must be submitted by the progress report deadline. • Grades for assignments not completed during the second half of the nine-week grading period must be submitted by the end of the nine weeks. • Any assignment that has not been completed by the designated deadline will be marked as INC (Incomplete). • An INC will be converted to a 50% at the end of the progress report period if the work remains incomplete. Late work policy

	• 3 days • Completed at school • 50 if not completed, full credit once completed
Promotion Requirements	<u>Promotion from First to Second Grade</u> • Demonstrate proficiency of most first grade TEKS in reading, language arts, and mathematics, or be expected to do so early in second grade <u>Promotion from Third to Fourth Grade</u> • Receive an end-of-year average of 70% or higher in reading, language arts, and mathematics. • Receive a 70% overall grade average when reading, language arts, mathematics, science, and social studies are combined. • Demonstrate proficiency of most third grade TEKS in reading, language arts, and mathematics, or be expected to do so early in fourth grade. <u>Promotion from Fifth to Sixth Grade</u> • Receive an end-of-year average of 70% or higher in reading, language arts, and mathematics. • Receive a 70% overall grade average when reading, language arts, mathematics, science, and social studies are combined. • Demonstrate proficiency of most fifth grade TEKS in reading, language arts, and mathematics, or be expected to do so early in sixth grade.
Measuring Progress	Student progress is monitored through a comprehensive and ongoing process that combines classroom performance, formal assessments, and continuous observation. Teachers evaluate students daily using assignments, classwork, and quizzes aligned to the Texas Essential Knowledge and Skills (TEKS), while also incorporating informal strategies such as small group instruction, observations, and quick checks for understanding. Additional information is gained through district screeners, unit assessments, student work samples, projects, and other methods of assessments.

Assessments:

MAP Growth (Fall/Winter/Spring)	• Fall MAP Math: 08/26/26 • Fall MAP Reading: 09/02/26-09/03/26 • Winter MAP Math: 01/13/27 • Winter MAP Reading: 01/21/27 • Spring MAP Math: 05/05/2027 • Spring MAP Reading: 05/12/2027
STAAR Testing	• STAAR Reading: 04/13/27 • STAAR Math: 04/20/27
STAAR Alt Testing Window	• STAAR Alt. 2: 03/16/27- 04/14/27
TELPAS Testing	• K-5th TELPAS Window Reading and Writing: 03/02/27-03/04/27
Unit Assessments	Students will take a district unit assessment at the end of each unit of instruction.

Student Support:

Intervention	In our classroom, 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. Students receive individualized accommodations, behavior supports, and specially designed instruction as outlined in their IEPs. Positive behavior supports, social-emotional instruction, and behavior intervention strategies are embedded throughout the school day to promote student success, independence, and access to the general education curriculum.
Enrichment	Enrichment opportunities are built into our curriculum to challenge students 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. Our school provides opportunities for enrichment during our campus wide intervention block Monday through Thursday from 8:00 am-8:30 am.
Communication:	
Communication Method	Communication between home and school is vital for student success. I will communicate via ClassDojo, Email, and Weekly Classroom Newsletter. Parents can reach me at samantha.bauer@nisd.net.
Report Cards	Report Cards will be shared four times a year, following the end of each grading period. Progress is monitored regularly and shared with families through report cards, IEP progress reports, conferences, and ARD committee meetings.
IEP Progress Reports	IEP progress reports are provided four times each school year and are sent home at the same time as report cards. These reports summarize your child's progress toward their individualized IEP goals and objectives.
Parent Conferences	We value the partnership between teachers and parents. Parents are offered the opportunity for at least two in-person conferences. Please reach out to schedule a time during my conference period or before/after school as available. Fall Parent Conferences: 10/13/26-10/30/26 Spring Parent Conferences: 01/11/27-01/29/27