

Instructor/TA Info

Instructor Information

Name: Heidi Bussey
Office Location: MCKB 340C
Office Phone: 206-369-0708
Office Hours: Only By Appointment
Email: heidi_bussey@byu.edu

Course Information

Description

CPSE 440 Curriculum and instruction for secondary special needs students including adaptations, accommodations, and transition-related planning and instruction.

Prerequisites

Passing grades in all Fall semester CPSE courses

Materials

Material information is currently unavailable due to problems with the byustore web site.

Learning Outcomes

History and foundations of secondary school special education

1. Describe the historical foundations, classic studies, major contributors, major legislation, and current issues related to knowledge and practice of transition/secondary special education.

Services and strategies for secondary school special education

2. Describe evidence-based and culturally sensitive services, instructional strategies, learning experiences, and learning materials for secondary students with disabilities.

Assessment and technology for secondary school special education

3. Use appropriate assessment, adaptations and technology for individuals with disabilities.

Transition for secondary students with disabilities

4. Use evidence-based and culturally sensitive resources and techniques for transitioning individuals with disabilities into and out of school and post-school environments.

Grading Scale

Grades	Percent
A	93%
A-	90%
B+	87%
B	83%
B-	80%
C+	77%
C	73%
C-	70%
D+	67%
D	63%
D-	60%
E	0%

Assignments are due prior to the start of class. Any assignments turned in after are considered late. Assignments can be turned in late for 1 week for 1/2 credit. After a week, assignments will not be accepted.

Participation Policy

Attendance is a professional expectation. Regular attendance will be taken. An unexcused absence will count against your grade; an excused absence will not. Students are expected to be on time and prepared.

Students will not be penalized for university excused absences. Simply letting the professor know you will not be in class is not a university excused absence. If there is a question if an absence is university excused or not please talk to the professor.

Attendance Policy

Methodologies/Teaching Strategies:

Course format will include lecture, group discussion, panel discussion, small group work, service learning, and research participation.

Class Activities and percentage of class time used for each:

- Large group discussion (25%)
- Student presentations to class (10%)
- Application-a limited percentage of time will be spent on the application of principles, case studies, or unique situations that involve analysis and problem solving. (15%)
- A minimal portion of class time will be dedicated to written quizzes and reflection (5%)
- Discussion, reflection and simulation activities in Small groups (20%)

Assignments

Assignment Descriptions

Chapter 1

Jan
19

Due: Tuesday, Jan 19 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1

TOTAL		10
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Chapter 2

Jan
21

Due: Thursday, Jan 21 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 3

Jan
26

Due: Tuesday, Jan 26 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2

Study guides reflects the entire chapter		1
TOTAL		10

Chapter 4

Jan
28

Due: Thursday, Jan 28 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 5

Feb
02

Due: Tuesday, Feb 02 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5

Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 6

Feb 04 Due: Thursday, Feb 04 at 3:00 pm

Chapter 7

Feb 09 Due: Tuesday, Feb 09 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 8

Feb 11 Due: Thursday, Feb 11 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points	Points
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Study Guide has been typed and is free from grammatical errors	1
Study guide consists of at least one page of notes, one reflection and one question with an answer	5
Question and responses reflect good thought and depth	2
Answers are complete	1
Study guides reflects the entire chapter	1
TOTAL	10

Chapter 9

Feb 18 Due: Thursday, Feb 18 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 10

Feb 23 Due: Tuesday, Feb 23 at 11:59 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 11

Feb
25

Due: Thursday, Feb 25 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Chapter 12

Mar
02

Due: Tuesday, Mar 02 at 3:00 pm

For each study guide, write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

Co-Teaching: An Illustration of the Complexity of Collaboration in Special Education

Mar
16

Due: Tuesday, Mar 16 at 3:00 pm

Please read the article. Write 1-2 pages of notes on the chapter and a reflection answering one of the following questions: What did you read that you had prior knowledge about? What is something that you still have questions about? Did you read about anything that you have seen in a classroom or in practicum? Describe. Then write and answer one question that describes one of the main takeaways from the chapter.

Text Reading Study Guide Rubric:

Criteria	Points Earned	Points Possible
Study Guide has been typed and is free from grammatical errors		1
Study guide consists of at least one page of notes, one reflection and one question with an answer		5
Question and responses reflect good thought and depth		2
Answers are complete		1
Study guides reflects the entire chapter		1
TOTAL		10

CPSE 440 Midterm

Mar
16

Due: Tuesday, Mar 16 at 3:00 pm

23

Create a 10 minute power point (or nearpod?) on your topic:

-What it is?

-Historical context

-Why does it matter?

-Examples on how to embed into a severe special education classroom

-Some interactive piece for the class (discussion questions, answering on a piece of paper and holding it up in zoom, etc.)

(Media/Videos may be used, but it should be relevant and no more than 3-4ish minutes)

Make sure to include 5 references (last slide)

-3 research articles

-2 websites

APA 7th edition citation

Attendance/Participation

Apr

13

Due: Tuesday, Apr 13 at 11:59 pm

ELA Lesson

Apr

13

Due: Tuesday, Apr 13 at 11:59 pm

You will teach an ELA explicit lesson in your practicum setting. Work with the teacher to determine an appropriate topic and time frame for your lesson. You will submit the lesson plan below and a 1 page reflection of your teaching.

Direct Instruction Lesson Plan Outline.doc [Download \(plugins/Upload/fileDownload.php?fileId=e4143a09-2FMS-hdc1-c8HD-fN3a5d36a11b&](#)

[pubhash=0ZxjpP5ztg19ltRcUFkh76Ux7sHah8ViBrUvBSlvhA-svxSZHo69xK-KhBvMPP03C3w6Z5FSsQk7pcdqws3U1g==\)](#)

Lesson Plan Rubrics .docx [Download \(plugins/Upload/fileDownload.php?fileId=f7de3a65-iFxU-A9Rf-hHC1-fp5d2de756ab&](#)

[pubhash=vvhTQlcd3993xodC7qVKOqx5eZXYejj5wcSSBaVur6ge_XoAOak5e_1_aIR2K7V47O9eZ6MqQos9-t5RttFg9g==\)](#)

Write Up Criteria

Write up is 1-2 pages double spaced and does not contain extensive headings or gaps in paragraphs.

Write up is clearly written. Write up discusses several detailed points learned from teaching the lesson (what went well, what are somethings to work on next time). Write up is free of grammar and mechanical errors.

Teacher Rating (Extra Credit)

Apr

13

Due: Tuesday, Apr 13 at 11:59 pm

Please just state in the box if you filled out a teacher rating. I cannot see your feedback until after grades have been submitted.

Math Lesson

Apr

13

Due: Tuesday, Apr 13 at 11:59 pm

appropriate topic and time frame for your lesson. You will submit the lesson plan below and a reflection of your teaching.

Direct Instruction Lesson Plan Outline.docx [Download \(plugins/Upload/fileDownload.php?fileId=e4143a09-2FMS-hdc1-c8HD-fN3a5d36a11b&pubhash=0ZxjpP5ztg19ltRcUFkh76Ux7sHah8ViBrUvBSlvhA-svxSZHo69xK-KhBvMPP03C3w6Z5FSsQk7pcdqws3U1g==\)](#)

Lesson Plan Rubrics .docx [Download \(plugins/Upload/fileDownload.php?fileId=f7de3a65-iFxU-A9Rf-hHC1-fp5d2de756ab&pubhash=wvhTQlCd3993xodC7qVKOqx5eZXYeJj5wcSSBaVur6ge_XoAOak5e_1_alR2K7V47O9eZ6MqQos9-t5RttFg9g==\)](#)

Write Up Criteria

Write up is 1-2 pages double spaced and does not contain extensive headings or gaps in paragraphs.

Write up is clearly written. Write up discusses several detailed points learned from teaching the lesson (what went well and what to work on next time). Write up is free of grammar and mechanical errors.

Post Secondary Out of Class Assignment

Apr
13

Due: Tuesday, Apr 13 at 11:59 pm

We will not meet in class this week. There are 3 options for the out of class assignment you will complete in place of class.

Option 1: Read about three local colleges/programs that support are options for students with disabilities and write a 5 page summary (see assignment description for programs)--comparing them (pros/cons).

Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. 3 page summary reflection

Option 3: Research the options from the district for one of your practicum placements--interview a teacher who is passionate about transition services/post secondary outcome for specifically for M/M students (not 18-21)--concurrent enrollment classes (not AP), meeting with the counselor, vo-tech options available through the district, etc. Write a 3 page summary (double spaced).

Post Secondary Out of Class Assignment.docx [Download \(plugins/Upload/fileDownload.php?fileId=5dab3242-3mwd-LJa6-3wNk-W328e6e54c43&pubhash=Wwd1mMRQvCMEfKIZb5KXBhTEen-AAAnj_Rld3apO_xUsHBwtnVjZCQ2swS0Oax3nSPKk9GGD2kizWGSWVWYyd4Zw==\)](#)

Transition Assessment

Apr
13

Due: Tuesday, Apr 13 at 11:59 pm

Complete the TPI:

- Student Rating Form (Formal)StudentRatingForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=854bf448-XzVp-96G1-itog-UEfa40331fed&pubhash=YLZ09rZMMYHWbN4UtEafZ0TqZGa7YM-wb_kr8JLWq75DrGRMnLaDi6ejnNb_1P5uNUDu7abdz5m-cn5bSp1FOA==\)](#)
- School Rating Form (Formal) SchoolRatingForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=a837df3a-7h4z-sYzt-qYIF-zxd75bfccc11&pubhash=LDgukF4gZcq9spSsvz3T_vXW3hjkv2sv1DuUXSWQ9GLbm8DGdCIN87F5q7H-3eaEobKPXvWDsJXiew9NjFQq_A==\)](#)
- Profile and Further Assessment Recommendations Form (Formal, Score Sheet)ProfileandFurtherAssessmentRecommendationsForm.pdf [Download \(plugins/Upload/fileDownload.php?fileId=1de3a6ce-r2g7-idHB-k3UA-tS2293753b9a&pubhash=ll_vRXcHPTt.lh08FM-sdl_mAi95-s.IKehdlcMI_Hgzavl_zw0F881hIMRVlI1707a215Kqsc3V-](#)

/fileDownload.php?fileId=9694ffae-OR4n-VIci-F9vq-de1f27aedac7&pubhash=FaOtjm3GsUiqzCAhmVYJikJsNFEWnehp_9DQg2Jb-jJTJwpHfCpN8gLUOXwZD1mqKwNVDULcUnAdVUmMtATd0A==

- TPI-Student Prefereces-InterestForm_Basic.pdf Download (plugins/Upload /fileDownload.php?fileId=7e792057-uqIK-ECip-G0iz-0Na5c7ec92b2&pubhash=tIXP3e63RqZPFqcs5N9IXNbCVi525876Ty510pWcB5iGsk9o8Hi7xyPsb3STHV9c3_3YhZo2BTIkobkxVx68) (Informal)

*****If you use the PDFs of the rating forms, please let me know so I can shred the correct number of originals*****

After completing and scoring the TPI, Complete the following gathering form for the participant: Transition Assessment Information Gathering Form-Final.pdf [Download \(plugins/Upload /fileDownload.php?fileId=97c3fea5-IV4T-NhEA-GM0M-8d8f9931cc8f&pubhash=3s4m5b6lg4Z2L5cOBlwzwr6MmKhL9czaAY-mYZZolRylvGaN7B9sf4KJI9Z0ehny7id3rfLXVICGHSOGmFI8gA==\)](/fileDownload.php?fileId=97c3fea5-IV4T-NhEA-GM0M-8d8f9931cc8f&pubhash=3s4m5b6lg4Z2L5cOBlwzwr6MmKhL9czaAY-mYZZolRylvGaN7B9sf4KJI9Z0ehny7id3rfLXVICGHSOGmFI8gA==)

Write 3 MAGs for the participant (year long goals, with all 4 criteria):

- Education/Training
- Employment
- Independent Living (even if they don't qualify, still write one--think about

Turn in:

- Scores from the formal inventories
- Filled out informal inventory
- Filled out gathering form
- 3 MAG (based off of the inventories)
- 2-page (double spaced) Reflection--Including your 3 MAGs, What did you like? What didn't you like? Did any results surprise you/the participant? Ease of implementation? etc.

Chapter Summary

Apr
13

Due: Tuesday, Apr 13 at 11:59 pm

Create and upload you 5 minute powerpoint chapter summary (including the 2-3 questions asked to the class)

When it is your turn to present on your chapter, you do not need to complete the study guide, just upload your presentation (every member in the group needs to upload the presentation to their Learning Suite Account)

Point Breakdown

Categories	Percent of Grade
Study Guides	40%
Exams	9.23%
Practicum Assignments	12.31%
Other	38.46%

University Policies

academic work. Academic honesty means, most fundamentally, that any work you present as your own must in fact be your own work and not that of another. Violations of this principle may result in a failing grade in the course and additional disciplinary action by the university. Students are also expected to adhere to the Dress and Grooming Standards. Adherence demonstrates respect for yourself and others and ensures an effective learning and working environment. It is the university's expectation, and every instructor's expectation in class, that each student will abide by all Honor Code standards. Please call the Honor Code Office at 422-2847 if you have questions about those standards.

Sexual Misconduct

Brigham Young University prohibits all forms of sexual harassment—including sexual assault, dating violence, domestic violence, and stalking on the basis of sex—by its personnel and students and in all its education programs or activities. University policy requires all faculty members to promptly report incidents of sexual harassment that come to their attention in any way and encourages reports by students who experience or become aware of sexual harassment. Incidents should be reported to the Title IX Coordinator at t9coordinator@byu.edu or (801) 422-8692 or 1085 WSC. Reports may also be submitted online at <https://titleix.byu.edu/report> (<https://titleix.byu.edu/report>) or 1-888-238-1062 (24-hours a day). BYU offers a number of resources and services for those affected by sexual harassment, including the university's confidential Sexual Assault Survivor Advocate. Additional information about sexual harassment, the university's Sexual Harassment Policy, reporting requirements, and resources can be found in the University Catalog, by visiting <http://titleix.byu.edu> (<http://titleix.byu.edu>), or by contacting the university's Title IX Coordinator.

Student Disability

Brigham Young University is committed to providing a working and learning atmosphere that reasonably accommodates qualified persons with disabilities. A disability is a physical or mental impairment that substantially limits one or more major life activities. Whether an impairment is substantially limiting depends on its nature and severity, its duration or expected duration, and its permanent or expected permanent or long-term impact. Examples include vision or hearing impairments, physical disabilities, chronic illnesses, emotional disorders (e.g., depression, anxiety), learning disorders, and attention disorders (e.g., ADHD). If you have a disability which impairs your ability to complete this course successfully, please contact the University Accessibility Center (UAC), 2170 WSC or 801-422-2767 to request a reasonable accommodation. The UAC can also assess students for learning, attention, and emotional concerns. If you feel you have been unlawfully discriminated against on the basis of disability, please contact the Equal Opportunity Office at 801-422-5895, eo_manager@byu.edu, or visit <https://hrs.byu.edu/equal-opportunity> (<https://hrs.byu.edu/equal-opportunity>) for help.

Schedule

Date	Topics and standards	Readings	Assig
Week 1			
T Jan 12 Tuesday	Introduction and Syllabus		
Th Jan 14 Thursday	Explicit Instruction and Review	Direct Instruction Observation Form.docx Download ObservationLessonPlanOutline_1.docx Download Explicit_Instruction_Checklist.pdf Download ExplicitLessonPlanExample.pdf Download	
Week 2			
M Jan 18 Monday	Martin Luther King Jr Day		
T Jan 19 Tuesday	Chapter 1: Transition		Chap

Th Jan 21 Thursday	Chapter 2: Transition Planning overview		Chap
Week 3			
T Jan 26 Tuesday	Chapter 3: Self-Determination		Chap
Th Jan 28 Thursday	Chapter 4: Family Involvement (Person Centered Planning)		Chap
Week 4			
T Feb 02 Tuesday	Chapter 5: Transition Assessment (Brigance: TPI/TAGG)		Chap
Th Feb 04 Thursday	Chapter 6: School Engagement		Chap
Week 5			
T Feb 09 Tuesday	Chapter 7: Inclusion (UDL)		Chap
Th Feb 11 Thursday	Chapter 8: Employment and Career Development		Chap
Week 6			
T Feb 16 Tuesday	Monday Instruction		
Th Feb 18 Thursday	Chapter 9: Postsecondary Education (Spring Break Assignment)		Chap
Week 7			
T Feb 23 Tuesday	Chapter 10: Independent Living/Inclusion in the Community (Budgeting/Finances: Medic.)		Chap
Th Feb 25 Thursday	Chapter 11: Interpersonal Engagement (Social/Emotional and Leisure/Recreation) (Self-Management)		Chap
Week 8			
T Mar 02 Tuesday	Chapter 12 Review		Chap
Th Mar 04 Thursday	Midterm: No School		CPSI

Week 9			
T Mar 09 Tuesday	CEC Conference: No School		
Th Mar 11 Thursday	CEC Conference: No School		
Week 10			
T Mar 16 Tuesday	Co-Teaching Article.pdf Download Co-Teaching: Cook & Friend Article		Co-T Illust Com Colla Educ CPSI Clos
Th Mar 18 Thursday	Multiple Intelligences/Bloom's Taxonomy Peer Tutors		
Week 11			
T Mar 23 Tuesday	Final Presentations		Final
Th Mar 25 Thursday	Final Presentations		
Week 12			
T Mar 30 Tuesday	Final Presentations		
Th Apr 01 Thursday	No Class		
Week 13			

<p>T Apr 06 Tuesday</p>	<p>We will not meet in class this week. There are 3 options for the out of class assignment you will complete in place of class.</p> <p>Option 1: Read about three local colleges/programs that support are options for students with disabilities and write a 5 page summary (see assignment description for programs)--comparing them (pros/cons).</p> <p>Option 2: Go on a college tour of one of the local colleges/programs in the assignment description. No reflection is necessary but you need to upload where you went, when you went, who you met with, and 3 quick takeaways.</p> <p>Option 3: Research the options from the district for one of your practicum placements--interview a teacher who is passionate about transition services/post secondary outcome for specifically for M/M students (not 18-21)--concurrent enrollment classes (not AP), meeting with the counselor, vo-tech options available through the district, etc. Write a 3 page summary (double spaced).</p> <p>Post Secondary Assignment.docx Download</p>		
<p>Th Apr 08 Thursday</p>			
<p>Week 14</p>			
<p>M Apr 12 Monday</p>			

T Apr 13 Tuesday	No class		ELA Math Atter Chap Post Clas Teac Cred Tran
W Apr 14 Wednesday	Final Exam: April 20 On Learning Suite 8 am-11:59 pm		
Th Apr 15 Thursday	Winter Exam Preparation (04/15/2021 - 04/15/2021)		