IVYMOUNT
SCHOOL & PROGRAMS
Exceptional Programs for Exceptional Students

July 3, 2018

Hello Parents and Guardians,

Welcome to the 2018-2019 school year! We are excited to kick off another great year in the Ivymount Multiple Learning Needs Program. Here are a few important reminders:

1. **Communication:** Your child's Homeroom Associate Teacher looks forward to getting to know you and feel free to direct any communication regarding your child to this teacher. We will continue to communicate predominately via email, so please let us know if you would like us to adjust the email address that we have on record for you or if you prefer phone versus email. You can expect the following:
    a. **Student planning sheet:** Your child should write in this and bring this home daily. Your child should either write the homework assignment or "None" for each class.
    b. **Edmodo:** We will begin use of Edmodo on 8/31/2018, so will not be using for the summer. Parents/guardians will use Edmodo to allow your child's reading comprehension, math, science, and social studies teachers to update you on content that will be covered during the upcoming/next week. Teachers may optionally post additional resources for you to refer to. Homework will not be posted via Edmodo. For a video tutorial on setting up and using your Edmodo parent account, please visit https://sway.com/tFMNvxs4b7RHhMsH
    c. **Weekly Group Homeroom Emails:** Your child's Homeroom Associate Teacher will provide you a homeroom update weekly via email. This will provide a general overview related to your child's homeroom and adaptive classes as well as any updates/reminders for the upcoming week.
    d. **Individual Student Update Emails:**
        i. **Homeroom/Adaptive:** Your child's Homeroom Associate Teacher will be providing you individualized updates every two weeks via email.
        ii. **Academic:** Your child's reading, math, science, and social studies teachers will be providing monthly individualized updates via email related to the previous month's unit(s) of content covered, your child's performance in class, and any additional resources/recommendations to continue to support your child in that content area.
        iii. **Related Service Providers:** Your child's RSP will be sending quarterly progress emails – these will occur-mid quarter (between progress reports).
    e. **Work Samples:** Student completed work products from content area classes will be sent home every two weeks via backpack mail.

f. **Student Assessments**: Teachers collect information about student learning in a number of ways. Daily to multiple times per week, teachers are collecting information at the end of the class related to daily learning objectives. Less frequently, teachers will administer quizzes to students that will focus on recently taught lesson content. Finally, tests are administered the least frequently and assess more content information. Teachers do not provide advance notice for daily assessments or quizzes, but students will record upcoming tests on their student planners/planning sheets.

2. **Attendance:** Please contact the school when your child will be absent, late or if there is a change in the normal routine such as a change in transportation. Parents should email their child's homeroom teacher, program coordinator, Parul Chaudhary pchaudhary@ivymount.org (Resource Associate), and attendance@ivymount.org . If you do not have email, please notify us by calling the main office at 301-469-0223. Please contact us by 9:30 am.

3. **Grading Policy for Students Pursing a Diploma**: Report cards reflect grades for each content area for which your child is taking and are aligned with state standards. Items used to inform course grades are independently performed assignments, including classwork assignments, quizzes, tests, and projects. Report card procedures are described in further detail in Appendix 1.

4. **Homework Policy and Homework Resources**: For more information on homework procedures and resources, please review and sign the Homework Policy in Appendix 2. At any time that you have questions about homework, please let your child's Program Coordinator know.

   The core academic classes will have paired online resources that will serve as either a primary or supplemental homework resource that can be accessed from home. Please refer to Appendix 3, which provides more information about these resources and how to access them from home.

   Finally, a list of many supplemental online resources is available by request.

5. **Lunch and Student/School Businesses:** Options for your child's lunch include bringing a packed meal from home and/or for your child to purchase lunch from one of the school-based businesses. Schedule and more information about school businesses are attached in Appendix 4. More updates are likely to come on businesses, and we will share that information at a later time.

6. **Student Schedule, Class/Teacher Assignments, and Specials**: In an attempt to best instruct your child, we do our best to match your child to her or his peers across classes. This results in your child's team often monitoring performance across classes and making adjustments to class groupings. This may result in your child moving to a different group of students or changing teachers. Less frequently, we will make change that will result in the content or class that a

<mark>student participates in at a given time. Although you will <u>not</u> be directly notified of these adjustments, you will begin to receive parent/guardian emails (as described in number 1d above) from your child's new teacher and your child's Edmodo grouping will be revised.</mark> If you have questions about your child's classes or teachers at any point, please do not hesitate to contact your child's Program Coordinator.

In addition to your child's primary classes, he or she will participate in social skills classes twice weekly as well as two specials classes. We are excited to offer a breadth of specials courses including gym/fitness, art, and music. Additionally, certain students are required to participate in specific courses at this time aligned to their involvement in student groups or his or her year in the high school program. More details are below:

**Specials Teachers:**
Art Teacher: Kim Prati
Librarian: Ed Tamulevich
PE Team: Tim Busch, Anthony Monascelchi
Music Specials: James Miller
Personal and Career Awareness (Provided to students pursing a diploma in the first year of high school): Yelena Vakhlis + Louis Leibowitz

7. **Social Skills Instruction**:



## Social Skills

- **Model:**
  - School-based instruction includes supports to enhance use of skills across situations
  - School-based instruction + social support model that supports extension to home setting
- **Units:**
  - Choosing appropriate friends
  - Appropriate use of electronic forms of communication
  - Conversations
  - Organizing get-togethers
  - Developing romantic relationships
  - Handling arguments and disagreements
- **Curricular Resources:** Program for the Education and Enrichment of Relational Skills (PEERS)

The PEERS Curriculum for School-Based Professionals

PEERS for Young Adults

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8. **Community Based Instruction and Daily Living**:



9. **Classroom Management and Motivation System**: Our classroom behavior and motivation program involves positive reinforcement to increase appropriate learning and social behaviors. The classroom wide motivational system consists of clear expectations with consistent follow through with instructions. Teachers implement lessons using evidence based teaching practices which include positive reinforcement to increase learning new skills and the behaviors necessary for learning (e.g. attending to instructor, responding to questions, completing work).

10. **Morning Arrival**: Areas targeted during morning arrival include: Current events, typing, Edmodo, and checking and sending emails.

11. **Observations:** You are always welcome to observe your child during his or her classes. If you would like to observe your child's class, please contact your child's Program Coordinator.

I would like to introduce the MLN High School team below.

| Room # | Homeroom Teams |
|---|---|
| 203<br>Homeroom Associate Teacher: Rachel Beck<br> | Associate Teachers: Lauren Godfrey<br>Content Teachers: Audrey Merat, Tessa Port |
| 207<br>Homeroom Associate Teacher: Alexis Pindell<br> | Content Associate Teacher: Lily Schulz<br>Content Teacher: Jumana Khoury, Andranae Bumbry |
| 209<br>Homeroom Associate Teacher: Serena Hueitt<br> | Content Teacher: Brenna Edmonds, Emily Parker, Allison Panichella, Ari Dinsmoor |
| 211<br>Homeroom Associate Teacher: Baja Poawui<br> | Senior Teaching Assistant: Sabrina Weavers<br>Content Associate Teacher: Rachel Crockett<br>Content Teacher: Laura Leon |

| | |
|---|---|
| **HS Assistant Teacher 1:1s:** Jalea Cherry, Christian Moon, John "Jack" Venezia, Alexandra Greene, Emily Colliflower, Ricquelle Joyner, Bridget Grice | |

**HS Content Teachers**
ELA: (Content): Audrey Merat, Andranae Bumbry
ELA (Associate): Lily Schulz, Lauren Godfrey
Math (Content): Allison Panichella, Jumana Khoury, Brenna Edmonds, Tessa Port, Emily Parker (Math Instructional Coach)
Social Studies (Content): Ari Dinsmoor (Social Studies Lead for MLN)
Science (Content): Rachel Crockett
Senior Teaching Assistant Science/Social Studies: Sarah Mitchell (Starts Fall)/Laura Leon (Summer)
Vocational Specialist: Yelena Vakhlis, Sabrina Weaver, Brianna Soares

**Non-Classroom Staff**

| Staff | Position | Assignment | Phone 301-469-0223 |
|---|---|---|---|
| Jess Boyle | Program Coordinators | ESMS – 240, HS - 211 | Ph x167 |
| Julia Swalzinski | Program Coordinator | HS – 203, 209 | Ph x271 |
| Zoey Knight | Program Coordinator | HS - 207 | Ph x271 |

| Louis Leibowitz | Vocational Coordinator | HS | Ph x183 |
|---|---|---|---|
| Parul Chaudhary | Resource Associate | All MLN | Ph x270 |
| Nicole Connor-Moore | Behavior Analyst | ESMS | Ph x162 |
| Jaaziel Silverman | Associate Behavior Specialist | All MLN | Ph x162 |
| Megan Boucher | Clinical Coordinator | All MLN | Ph x193 |
| Lauren Lestremau | Program Director | All MLN | Ph x151 |

- Resource Associate (Parul Chaudhary pchaudhary@ivymount.org)
  - Part of the role of the MLN Resource Associate is to communicate with parents and guardians throughout the school year, in regards to:
    - IEP Meeting Scheduling
    - IEP Documents / Misc. Documents
    - Student Attendance (Cc pchaudhary@ivymount.org in addition to your child's HAT and attendance@ivymount.org)
    - Edmodo parent/guardian access
    - Parent/Guardian Resources
    - MLN Updates / supplement information sent from Lauren Lestremau (Program Director)

| Related Service Providers | | | | |
|---|---|---|---|---|
| **Speech/Language Therapy:** | **Occupational Therapy**: | **Physical Therapy:** | **Mental Health:** | **Transition Services:** |
| Alicia Krall | Amy Leatherman Cowell | Christina Ahlgren | Kaytlin Lapsa Sheena Hihn | Kathryne Carter |
| Kelly Offutt | | | | |
| Jessica Steiner | Erica Wirth | Amy Leatherman Cowell (OT/PT Specialist) | Kaytlin Lapsa (Mental Health Specialist) | Sharon Nicklaus (Director) |
| Emma Feldman | | | | |
| Alissa Steier | Amy Leatherman Cowell (OT/PT Specialist) | Jess Oginz (Director) | Kay Tolle (Director) | |
| Alicia Krall (SLP Specialist) | | | | |
| Ann Kern (Director) | Jess Oginz (Director) | | | |

**Overview of Appendices**

**Appendix 1: Grading Policy**
**Appendix 2: Homework Policy**
**Appendix 3: Online Paired Resources**
**Appendix 4: School Business Overview**

**Appendix 1: Grading Weights and Report Card Interpretation for Students Pursuing a Diploma**

**Grading Weights**

- <u>Tests + Projects</u>: 40% of grade
    - o   Frequency: Tests = 1/ 1-2 weeks; Projects = 1/quarter-semester
- <u>Quizzes</u>: 30% of grade; Frequency = 1/week
- <u>Formative</u>: 20%; Frequency = 1/ 1-2 days
- <u>Homework</u>: 10%; Frequency = 3-4 times/week (HS)

**MLN Report Card and Grading Policy**

Report cards reflect grades for each content area for which your child is taking and are aligned with state standards.  Items used to inform course grades are independently performed assignments, including classwork assignments, quizzes, tests, and projects.

As we assess performance aligned to the state standards, teachers consider the modifications that may be provided to your child during content instruction. **Modifications** are changes to curriculum or delivery of instruction that reduce learning expectations in amount or complexity to support your child's learning of instructional material. Decisions regarding whether or not modifications are made will continue to be made at your child's teacher's discretion in order to support your child's access to grade level curriculum standards. The level of modifications required may impact the pacing of the course and/or the level of complexity of the standards, which may impact your child's grade.

You will see two types of grades on your child's report card, Standard Based Grades (SG) and Learning Grades (LG). **Standard Based Grades (SG)** represent the grades earned based on grade level, state standards. Standard Based Grades (SG) may be negatively impacted if substantial modifications were provided, that reduced the amount/complexity of standards learned. Specifically, if your child does not master at least 60% of the standards outlined for the course due to his or her performance and/or the level of modification required to support his or her engagement in the course, it will be reflected in the **Standard Based Grade (SG).** On the other hand, **Learning Grades (LG)** represent grades based on the work that was completed, and these

are not negatively impacted as a result of modifications being provided. If your child's Standard Based Grade and Learning Grade are <u>not the same</u>, modifications were provided. If your child's level of modifications resulted in less than 60% of standards learned, your child will be provided an F for the Grade for Credit. In order to support your interpretation of your child's grades, please see the table below.

| 1st Quarter | | 2nd Quarter | | Interpretation |
| --- | --- | --- | --- | --- |
| SG | LG | SG | LG | |
| F | B | F | B | Modifications provided that resulted in less than 60% of standards being learned. |
| D | D | C | C | Modifications were not provided. |
| F | F | D | D | Modifications were not provided, but your child's performance did not meet standard requirements. |

**Appendix 2: Homework Policy**

Your child will be provided many independent practice opportunities at school to support her or his learning. Although homework will increase these numbers to some degree, the greater priority of the school-based team in assigning homework is to increase students' independence with managing assignment and time expectations outside of school. For students pursuing post-secondary educational, vocational, or vocational training experiences, these skills will be greatly beneficial.

For students pursuing a <u>certificate of completion</u> (non-diploma program), homework is not calculated as a portion of the student grade. However, for students pursuing a <u>diploma</u> who are in their second year or high school or later, homework will inform **10% of the student course grade**. Homework assignments should be completed by the due date; however, partial credit will be available for homework completed 1 class late.

Aligned with our instructional model, students are only expected to practice independently when able to complete the work independently and accurately. Therefore, teachers will send homework that the students are expected to be able to complete <u>independently</u>. In this way, homework will likely not reflect the breadth of content covered in class, as the teacher will refrain from assigning newly taught work until students are able to be accurate while working independently. For that reason, a more accurate picture of the content covered in class is available via Edmodo.

Please see below to see how your child, her/his teacher, and you will be working together to ensure your child's success with these changes!

| What Your Child Should Do | What We Will Do | What You Should Do |
| --- | --- | --- |
| Write assignments and due date in student planner | Monitor to ensure this occurs | |
| Complete assignments and submit to | Collect assignments | |

| | | |
|---|---|---|
| teacher by due date. The goal is for your child to complete assignments independently | Award points toward grade based on completion | |
| Organize assignments in designated location in binder | | Monitor to ensure this occurs |
| Maintain organized binder and backpack | Support students in homeroom weekly to organize binder/backpacks | Support your child at home at least weekly to organize binder/backpack |

Please let us know if you have any questions or concerns and thank you for working collaboratively with us to support your child!

**MLN HS Homework Policy, Continued**

*Please confirm your receipt and understanding of this policy by completing the portion below and returning via backpack mail.*

I, _____(parent/guardian name) have read and understand the MLN High School Homework Policy for the 2017-2018 school year.


My child's name: _____


Parent/Guardian Signature: _____


Date: _____

**Appendix 3: Online Paired Resources**

For your child's core classes, online paired resources have been identified. These will serve as a source for homework as well as a resource for you and your child at home. The following online resources are assigned to the core courses:

| Class | Online Resource |
|---|---|
| Reading Comprehension | www.readtheory.org |
| Math | www.IXL.com |
| Science | www.IXL.com www.discoveryeducation.com |
| Social Studies | www.IXL.com www.discoveryeducation.com |

Please refer to the information below for some of the resources. Additional information regarding access to Discovery Education and login information for IXL (for new parent users) will be provided in the coming week.

If you have additional questions, please contact your child's Program Coordinator.

Best,
MLN Team

# ReadTheory
(readtheory.org)

**Overview:**
ReadTheory is a free online site that has thousands of skill building activities to increase reading comprehension.  It automatically adjusts the difficulty level based on a user's performance.  ReadTheory is aligned with the Common Core State Standards and has passages that range in difficulty from beginning elementary readers up through college level.

**Creating a Username**:
Click sign-up at the top left of your screen.  Click on "Student" to create a student account (for kids 13 and older) or "Parent" to create an account for your child (for kids under 13).  Regardless of the account type, your child will be the one using the account.  Choose a username and password for your child and then click "Sign-Up."

**How Do I Pick a Reading Level for My Child?:**
When your child signs in for the first time, they will take a placement test.  ReadTheory will use the results of the placement test to place your child into appropriately leveled reading passages.  Each time your child reads a passage and takes a quiz on it, ReadTheory will use the results to adjust the level of difficulty for future passages.

**How Do I See How My Child is Doing?:**
On the top left there is an icon that looks like a bar graph.  If you click on this icon, it will show your child's progress.  Your child needs to take the pretest and at least one quiz to have any progress available.

# IXL.com
([www.ixl.com/signin/ivymount](www.ixl.com/signin/ivymount))

**Overview:**
IXL is an online practice program that will be used to reinforce the curriculum this school year. The program allows us to individualize the learning skills for each student so that they can work at their appropriate instructional level and at their own pace to master the material we will cover.

**Logging in to site**:
Students can login at www. Ixl.com/signin/ivymount, from any computer, there are also iPad and Android app for the program. Once at the site they type in their user name and password which we will share with you.

Your child can practice anywhere with Internet access. IXL breaks down topics into progressive skills for each grade level and content area, and provides immediate feedback with question-specific explanations for every incorrect answer.

**How Do I Pick the skills my child should be working on?:**
At the top of the page click on the subject your child should be working on and a list of specific skills will appear. Click on the topic(s) your teacher has recommended your child work on.

**How Do I See How My Child is Doing?:**

On the top left there is an icon that looks like a bar graph.  If you click on this icon, it will show your child's progress.  Your child needs to take the pretest and at least one quiz to have any progress available.

**Appendix 4: School Business Overview**