



# IVYMOUNT

## SCHOOL & PROGRAMS

Exceptional Programs for Exceptional Students

### HANDBOOK FOR FAMILIES

2016-2017

11614 SEVEN LOCKS ROAD  
ROCKVILLE, MD 20854  
PHONE: (301) 469-0223  
FAX: (301) 469-0778  
[www.ivymount.org](http://www.ivymount.org)

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## 2016-17 School Year Calendar

MONTH	DATE(S)	DAY(S)	EVENT	NOTE(S)
<b>July</b>	<b>5</b>	Tuesday	<b>First day of 2016-2017 school year</b>	1 <sup>st</sup> Quarter Begins
<b>August</b>	<b>5</b>	Friday		<b>Early Dismissal</b>
	<b>8-12</b>	Mon-Fri	<b>Summer Break</b>	<b>NO SCHOOL</b>
	<b>15-19</b>	Mon-Fri	<b>Summer Break</b>	<b>NO SCHOOL</b>
	<b>22-23</b>	Mon-Tues	<b>Summer Break</b>	<b>NO SCHOOL</b>
	<b>24</b>	Wednesday	<b>Classes Resume</b>	<b>Wednesday Half-day Schedule</b>
<b>September</b>	<b>5</b>	Monday	<b>Labor Day Holiday</b>	<b>NO SCHOOL</b>
	<b>13</b>	Tuesday	<b>Back to School Night</b>	
	<b>29</b>	Thursday	End of 1 <sup>st</sup> Quarter	
	<b>30</b>	Friday	<b>Professional Day</b>	<b>NO SCHOOL FOR STUDENTS</b>
<b>October</b>	<b>3</b>	Monday	<b>Rosh Hashanah Holiday</b>	<b>NO SCHOOL</b>
	<b>4</b>	Tuesday	2 <sup>nd</sup> Quarter Begins	
	<b>12</b>	Wednesday	<b>Yom Kippur Holiday</b>	<b>NO SCHOOL</b>
<b>November</b>	<b>8</b>	Tuesday	<b>Professional Day</b>	<b>NO SCHOOL FOR STUDENTS (Election Day)</b>
	<b>19</b>	Saturday	<b>Ivymount Benefit Auction</b>	<b>Marriott Marquis</b>
	<b>23-25</b>	Wed-Fri	<b>Thanksgiving Holiday</b>	<b>NO SCHOOL</b>
<b>December</b>	<b>16</b>	Friday	End of 2 <sup>nd</sup> Quarter	
	<b>19-23</b>	Mon-Fri	<b>Winter Break</b>	<b>NO SCHOOL</b>
	<b>26-30</b>	Mon-Fri	<b>Winter Break</b>	<b>NO SCHOOL</b>
<b>January</b>	<b>2</b>	Mon	<b>New Year's Holiday</b>	<b>NO SCHOOL</b>
	<b>3</b>	Tuesday	<b>Classes Resume</b>	3 <sup>rd</sup> Quarter Begins
	<b>16</b>	Monday	<b>Martin Luther King, Jr. Holiday</b>	<b>NO SCHOOL</b>
<b>February</b>	<b>20</b>	Monday	<b>President's Day Holiday</b>	<b>NO SCHOOL</b>
<b>March</b>	<b>17</b>	Friday	End of 3 <sup>rd</sup> Quarter	
	<b>20</b>	Monday	<b>Professional Day</b>	<b>NO SCHOOL FOR STUDENTS (subject to change)</b>
	<b>21</b>	Tuesday	4 <sup>th</sup> Quarter Begins	
<b>April</b>	<b>10-14</b>	Mon-Fri	<b>Spring Break</b>	<b>NO SCHOOL</b>
	<b>17</b>	Monday	<b>Spring Break</b>	<b>NO SCHOOL</b>
	<b>18</b>	Tuesday	Classes Resume	
<b>May</b>	<b>18</b>	Thursday	<b>Professional Day</b>	<b>NO SCHOOL FOR STUDENTS (subject to change)</b>
	<b>29</b>	Monday	<b>Memorial Day Holiday</b>	<b>NO SCHOOL</b>
<b>June</b>	<b>7</b>	Wednesday	<b>Last Day of School for Students</b>	End of 4 <sup>th</sup> Quarter (Wednesday Half-Day)
	<b>8,9</b>	Thurs, Fri	Inclement Weather Make-up Days	
	<b>12-16</b>	Mon-Fri	Inclement Weather Make-up Days	

**Sample School Day Schedule**  
**School Year 2016-2017**

8:30 a.m. – 8:45 p.m.	Planning/Meetings
8:45 a.m.	Arrival/Program Begins
9:00 a.m. – 12:00 noon	<ul style="list-style-type: none"><li>• Academic Programming</li><li>• Related Services delivery begins (scheduled by classroom)</li><li>• Job Sites (Secondary)</li><li>• Art, Music, PE, Computer Lab, Library (scheduled by classroom)</li></ul>
12:00 p.m. – 12:45 p.m.	Lunch/Leisure Skills/Recess (if appropriate)
12:45 p.m.	Dismissal ( <u>Wednesday only</u> )
1:00 p.m. – 4:00 p.m.	Planning/Training & Parent/Guardian Conferences ( <u>Wed only</u> )
1:00 p.m. – 3:15 p.m.	Continued programming (as in A.M. schedule)
3:15 p.m.	Dismissal
3:15 p.m. – 4:00 p.m.	Planning/Training & Parent/Guardian Conferences

**THE IVYMOUNT SCHOOL**  
**11614 Seven Locks Road**  
**Rockville, Maryland 20854**  
**301-469-0223**

### MISSION STATEMENT

The Ivymount School seeks to provide the best possible educational and therapeutic services to children and adolescents with disabilities. By identifying, consolidating, and building upon each student's unique needs and potential, the school promotes development and growth. Ivymount's responsibilities are three fold: to offer a model and creative learning environment where all students can achieve their highest level of development; to support families in their efforts to make intelligent, thoughtful choices for their children; and to take a leadership role in the community and the field of special education so that Ivymount's considerable expertise is more widely available. Ivymount especially seeks to serve those students whose needs are not otherwise being met in the community. This mission is accomplished through the efforts of dedicated professionals and lay people working with and for students, their families, and the community.

### HISTORY

The Ivymount School has been serving the Washington community since 1961. A non-sectarian, non-profit day school, Ivymount has enabled students with intellectual disabilities, communication needs, learning disabilities, autism, and multiple disabilities to lead more productive lives.

Founded in 1961 as the Christ Church Child Center, the school's first class set a standard of excellence which has been the hallmark throughout its history in providing educational and therapeutic services.

### DESCRIPTION OF IVYMOUNT SCHOOL AND PROGRAMS

The Ivymount School is a non-profit, non-public, co-educational, special education and related services program which serves students with autism spectrum disorder, intellectual disability, multiple disabilities, other health impairment, specific learning disability, and speech or language impairment. Throughout the school, classroom models and instructional strategies are established to meet the individual needs of our students. Many of our students have multiple learning, social, and/or adaptive needs and require a program that includes and integrates academic, social and adaptive skills programming in classrooms with low student/teacher ratios. Students receive related services determined by their Individualized Education Program (IEP).

## **Ivymount School Programs**

### Elementary/Middle School

- Kindergarten through 8th grade
- Current classroom models
- o Multiple Learning Needs (MLN)
- o Model Asperger Program (MAP)

### Secondary School

- 9th through 12th grade and certificate track serving students ages 14-21
- Current classroom models
- o Multiple Learning Needs (MLN)
- o Model Asperger Program (MAP)
- o School to Work

### Specialized Autism Services

- Certificate track, ages 4-21

### Project SEARCH

- Certificate track, ages 19-21

Across all of our programs, students receive therapeutic, academic, social and pragmatic skills instruction. As appropriate, community based instruction, recreational activities, career development and transition services are embedded to support students in achieving their highest level of independence. Evidence-based practices, including Applied Behavior Analysis, systematic teaching, and data based programming are utilized across language rich environments including the classroom, school, and community.

Many students have multiple learning needs and require a program that includes and integrates academic, social and pragmatic skills programming in the classroom with low student/teacher ratios. Universal Design and assistive technology support student learning to give students access to the general education curriculum.

Students receive related services (speech/language therapy, occupational therapy, physical therapy, and counseling) as determined by their IEP. The clinical services team works with students who demonstrate interfering behaviors by supporting student's individual learning needs, conducting functional assessment, developing individualized behavior intervention plans, conducting staff training, and monitoring student progress. Art, music, adapted physical education, library, and technology are offered in all programs. Each student's IEP determines the student's level of participation in statewide assessments and the level of supports and modifications necessary to provide the student access to the general education curriculum of the local school system, and the Maryland College and Career Ready Standards. Program staff collaborates with families to generalize instruction to the home and community settings.



Ivymount School programs for students ages 18-21 are designed to allow students to match their abilities and interests with community job placements, leading to productive and independent futures. Students acquire pragmatic educational skills, basic and advanced social skills, positive work attitudes and constructive behaviors that will ensure their successful transitions.

At the time of graduation, students enrolled at Ivymount receive either a high school diploma or certificate of IEP completion as determined by their IEP.

The school enrollment capacity is 230 students. All school programs are eleven-months. The legal authority for the school is Ivymount Corporation.

The goals of the school are:

- To provide an intensive educational and therapeutic program for students with disabilities whose learning needs cannot be met in less restrictive environments
- To prepare students for transition to less restrictive environments, as appropriate
- To create opportunities for families to work collaboratively with the school in support of their children's special needs
- To raise the awareness of the community at large to the needs and the skills of students with disabilities

### **Staffing Structure**

#### Educational/Therapeutic Services

A staff of professionals provides educational and therapeutic services to students. They include: certified special education teachers, dually certified content/special education teachers, content associate teachers, homeroom teachers, homeroom associate teachers, associate teachers, assistant teachers, 1:1 assistant teachers, senior ABA instructors, ABA instructors, speech and language therapists, an audiologist, occupational therapists, physical therapists, mental health professionals, clinical coordinators, behavior analysts, associate behavior specialists, an art teacher, vocational specialists, employment coaches, instructional coach-literacy, educational/assistive technology specialist, resource teachers, media specialist, transition specialists, physical education teachers, program specialist, student services associate, and registered nurses.

#### Administrative Structure

Ivymount Corporation is led by the CEO. The school is led by the School Director, and supported by the following staff: Education Director, Clinical Directors, Program Directors, Director of Curriculum and Instruction, Director of Speech/Language Services, Director of Mental Health Counseling Services,

Director of OT/PT/APE, Director of Transition Services, Resource and Training Coordinators, Coordinator of Program Evaluation and Outcomes Research, Social Learning Coordinator, and Admissions Coordinator. Additional administrative staff include: Program Supervisors and Coordinators across all education programs.

The following staff oversees business operations, human resource functions, technology, and facilities maintenance: Director of Finance and Operations, Accounting Manager, Staff Accountants, Staff Services Director, Staff Services Division Director, Human Resources Manager, Staff Services Associate, , Information Technology Manager, Information Technology Specialist, Maintenance Manager, Front Desk Administrative Assistants, and Bus Drivers.

The Development and Communications Office promotes public understanding of Ivymount programs and coordinates efforts to raise funds necessary to augment income obtained from tuition and fees: Director of Development and Communications, Manager of Communications and Public Relations, Special Events Coordinator, Grants Administrator, Development and Communications Associate.

### **Description of Physical Facilities**

The school, located in Rockville Maryland, is operated by Ivymount Corporation. It is housed in a former Montgomery County public school building on Seven Locks Road in a facility leased from Montgomery County. The facility was renovated in 2001 to include the lower and middle school wing, an area for special programs, and a new wing housing the administrative offices and MLN Program High School. The facility includes 24 classrooms, library/media center, computer lab, two functional living suites, three vocational centers, curriculum lab, art room, an all-purpose room, a half size gymnasium, fitness center, OT/PT treatment room, therapy offices, supervisor offices, six transition/time out room areas, assessment room and health room. The property includes playing fields and playgrounds designed for individual age groups. In 2007 The Ivymount School, Inc., (former legal authority now Ivymount Corporation) purchased a building, located at 11616 Seven Locks Road, Rockville, Maryland 20854, contiguous to the school property in order to accommodate existing programs. This building became our Young Adult Center with three classroom areas, two transition area and offices that provide additional educational and vocational programming space for students in our School to Work program.

### **Parent Association**

The Parent Association (PA) is a group composed of all parents/guardians of students in the school. The goal of this group is to enhance and enrich the many Ivymount programs and to facilitate involvement in the life of the school. The PA maintains a website: [www.ivymount.org/ivymountpa](http://www.ivymount.org/ivymountpa), password: ivymountpa for parents/guardians, and an email listserv.

## **Other Programs Affiliated with Ivymount Corporation**

### **Ivymount Outreach Programs**

Ivymount Outreach Programs provide services, programs and therapies to children, young adults, families, schools and organizations throughout the Washington DC metropolitan area, including:

- Individual and Group Therapy, Evaluations and Assessments, and ABA and BCBA Home Therapies
- Weekend and Afterschool Recreational Clubs and Evidence-based Social Skills Programs
- Professional Development and Training for schools in current best practices in special education

All Ivymount Outreach programs and services are provided by Ivymount Outreach staff, who are BCBAs, ABA instructors, master-level special education teachers, certified therapists and specialists in behavioral, curriculum, educational technology and transition. All staff members are trained in positive behavior management, effective teaching strategies, and social learning curriculum.

### **The Maddux School**

The Maddux School is a developmentally-based, early childhood/primary program for pre-school through second grade. The Maddux School reaches out to competent youngsters who may need support developing social language, fine motor and play skills within the framework of a regular education program. Speech and occupational therapies are offered to all students in small groups through an integrated model. The Maddux School offers small classes; consistent, predictable scheduling; accommodations for individual learning styles; state-approved, enriching curricula; supportive, caring staff; and parent/professional partnership.

### **Ivymount at Stevens School**

In 2012, Ivymount was selected as the educational partner for The Stevens School Project in DC. Plans are underway to establish a demonstration program, in collaboration with District of Columbia Public Schools (DCPS), to serve children with Autism Spectrum disorders (ASDs) and other developmental disabilities, and their families, as well as provide training for special education professionals. Ivymount sees the Stevens School project as a creative and valuable resource for the District in meeting the needs of children with Autism and other developmental disabilities, and look forward to creating a partnership with DCPS to accommodate students at the Stevens School site in the future.

## **STUDENT ATTENDANCE**

### **SCHOOL HOURS**

Regular school hours are 8:45 a.m. to 3:15 p.m. except Wednesday. School will be dismissed at 12:45 p.m. every Wednesday to allow for planning, professional in-services and parent/guardian conferences.

### **DAILY ATTENDANCE**

Each local education agency requires monthly reporting on student absences from school. Ivymount keeps daily attendance in the classroom which is reported monthly to the local school systems that are

funding your child's education at Ivymount. The student's yearly attendance report is placed in the student's permanent file at the end of each school year.

**Ivymount defines excused ("lawful") absences as:**

- Death in the immediate family
- Medical reasons such as illness or doctor's appointment of the student
- Court summons or judicial proceeding requiring the presence of the student
- Observance of religious holiday
- Suspension
- Lack of authorized (local education agency) transportation. This does not include students denied authorized (local education agency) transportation for disciplinary reasons
- Other absences *may* be excused if related to assessment/transition planning *and* if a request has been submitted *in advance and authorized by the Program Director*

**Please note: Family vacations are *not* considered excused absences.**

**REPORTING STUDENT ABSENCES**

Parents/guardians are required to report an absence to the school in the morning if your child will not attend school that day. **To facilitate this reporting, Ivymount has established an email for attendance. You may report an absence by email to: [attendance@ivymount.org](mailto:attendance@ivymount.org) or by calling the front office at: 301-469-0223. If the main office is closed, you may leave a voicemail message. Please leave your name, your child's name, his/her teacher's name and room number and reason for absence** If a student is out for more than 3 consecutive days, he/she must return to school with a note from the parent/guardian or physician explaining the absence. The note should be given to the classroom teacher.

**Absences not explained by verbal or written communication from a parent/guardian are considered unexcused.**

**EXTENDED ABSENCES**

In situations which require a student to miss school for more than 10 consecutive days or where a series of absences constitute a pattern because they cumulate to more than 10 days, Ivymount will notify, by telephone and in writing, the local school system responsible for the student. Some reasons for the absences may be due to serious medical needs, mental health or other therapeutic/diagnostic interventions. Each case will be handled on an individual basis as determined by Ivymount School in conjunction with the local school system.

**TRUANCY**

**Consistent unexcused absences are considered truancy and will be reported to the funding school agency.**

## **FOR DCPS STUDENTS ONLY**

Ivymount School follows the District of Columbia's Absenteeism/Truancy Policy. Ivymount School is required to report unexcused absences pursuant to the DCPS and OSSE policies and regulations. A copy of the complete policy is available upon request in the main office.

### **LATE ARRIVAL**

**Late arrival is considered after 9:15 AM.** It is important that students arrive on time and remain in school in order to benefit from the program and in order to receive therapy required on the IEP. Late arrivals and early departures will be recorded as a part of our daily attendance and will be included on the quarterly progress reports. If a student consistently and intentionally arrives late to school or departs early, the classroom and therapy staff will not make special arrangements to make up lost work or therapy time. If other therapeutic appointments are required for your child which will keep him/her out of school on a regular basis, this should be discussed at the IEP meeting with the local school system in attendance and be approved at that time. **To facilitate reporting of late arrivals, Ivymount has established an email for attendance. You may report a late arrival by email to: [attendance@ivymount.org](mailto:attendance@ivymount.org) or by calling the front office at: 301-469-0223.**

When arriving late, parents/guardians or the designated individual shall report to the school office and sign in their child indicating the time of arrival and the reason for being late. The classroom will be then be notified to expect your child's arrival and/or so your child can be accompanied to their classroom by an Ivymount staff member.

### **EARLY DEPARTURE**

**Early departure is before 3:00 PM on Monday, Tuesday, Thursday, and Friday and 12:45 on Wednesday.** If you are picking up your child during the school day please report this by email to: [attendance@ivymount.org](mailto:attendance@ivymount.org) or by calling the front office at: 301-469-0223. In case of a family emergency, please call the school office; front office staff will let the teacher know you are picking up your child.

You must walk into the school and check in with the front office staff to sign your child out and have the front staff call the classroom for your child. This procedure is important to allow our staff to account for all students during dismissal time. Students will be released only to custodial parent, guardians or individuals to whom the parent or guardian has given written permission. If a parent/guardian has authorized someone to pick up their child, the person's name should be provided to the office. At the time the authorized person comes into the office to pick up the child, he/she will be required to provide identification before the child will be released.

When picking up your child early, the parents/guardians or the designated individual shall report to the school office and sign out their child indicating the time of departure and the reason for leaving early. Parents/guardians may be required to provide identification at the discretion of the front office staff. The classroom will be called and the student will be brought down to the office.

## **REGULAR DEPARTURE**

There are two ways you may pick up your child at the end of the **regular** school day (beginning at 3:00pm or 12:45pm on half-days)

1. Parents/guardians may wait in the carpool line and an Ivymount staff member will meet your car to check your child's name, and then will have your child called down from his/her classroom and will walk your child directly to your car. Please **stay** in your car, and continue to move forward in the line. When leaving the carpool lane, please make sure to turn left at the fire hydrant (do not go through the circle where the buses are).
2. Parents/guardians can park in an open space (not in the carpool line) and walk into school to have the Ivymount transportation team call for their child (this is done by the staff member at the microphone by the front doors).

**Parents/guardians will not be able to call into school and have the front office staff page for their child to come down to meet them.**

***Reminder - If you have someone new picking up your child, you must notify the front office in writing. This person must come into the front office and show picture ID for the first pick-up.***

## **INCLEMENT WEATHER**

The Ivymount School follows the inclement weather policy of Montgomery County Public Schools (MCPS). When MCPS closes school due to inclement weather, Ivymount School is closed. When MCPS has a late opening, the Ivymount School has a late opening. If MCPS has a late opening on a Wednesday, Ivymount School will have a full day program and dismiss students at 3:15 p.m. If MCPS has an early closing due to inclement weather, Ivymount will also close early and we will notify parents/guardians to make sure that someone is available at home to meet the student. Please note that some school jurisdictions have their own policy for providing transportation on inclement weather days (e.g., Prince George's County Public Schools will not transport students if there is a delayed opening on Wednesdays). Ivymount and/or the school system will notify parents/guardians when alternate transportation arrangements occur.

Radio Station WTOP 1500 AM/103.5 FM, and most of the local television stations, and their websites will make announcements regarding MCPS and Ivymount School generally before 6:00 a.m. Local television stations announce closings as they receive them. In addition, a recorded message will be placed on the Ivymount telephone system and a message will be posted on the school website, [www.ivymount.org](http://www.ivymount.org).

If the Ivymount School changes this procedure for any day, you will be notified by telephone.

## **SCHOOL SAFETY/CONFIDENTIALITY**

### **EMERGENCY STUDENT INFORMATION**

In order to attend school, it is required that all students have emergency information on file in the office. Emergency forms are sent out in the summer mailing and must be completed each year.

In addition, it is imperative that the school be informed of all changes of information in writing as they occur.

### **EMERGENCY PREPAREDNESS AND COMMUNICATIONS**

In collaboration with The Maryland Center for School Safety and Montgomery County Public Schools Security office, Ivymount School has developed emergency procedures to ensure the safety of all of the students and staff. Emergency plans are reviewed annually and practice drills are conducted throughout the school year.

In the event of a local or national emergency, Ivymount School will comply with the determination of the local, state or national authority.

In the case of an emergency that involves the disruption of normal operations at Ivymount School, Ivymount School will utilize both a text messaging system and email systems to communicate with parents, local school systems, and transportation depots. During emergency situations, please refrain from calling the Ivymount School office for updates.

### **SCHOOL SECURITY/CLASSROOM VISITS**

The main front doors of the Ivymount School building remain locked at all times, with the exception of student morning arrival and afternoon dismissal. For any non-staff to enter the building, they will need to press the buzzer (located to the right of the first glass doors) and state their name and reason for their visit before being given access. All visitors, including parents/guardians, must immediately go to the front desk to sign in and obtain a visitor's pass.

To visit a classroom: All parents/guardians must be announced and wait in the office to be escorted or sent to the classroom or meeting room.

#### **Scheduling an Observation/Conference**

Ivymount welcomes parent/professional visitors to observe in the classrooms or confer with staff. To make this maximally effective without disrupting the school program we adhere to the following guidelines:

- Parents/Guardians should schedule a classroom observation in advance by calling the Program Director.

- Parents/Guardians/Professionals should comply with the program/classroom rules for observations.
- Conferences with the teacher/staff should occur during non-teaching hours.
- Visitors with special needs are encouraged to let the school know how we can be of assistance.

**PLEASE NOTE:** Excessive requests for meetings, conferences and/or observations may become unproductive or inappropriate. Such instances will be handled on a case by case basis.

### **Confidentiality**

Every student and family has the right to privacy and confidentiality in accordance with The Family Educational Rights and Privacy Act (FERPA). Confidentiality refers to the protection of identifying information, including but not limited to:

- personal information about students and their families (e.g. names, address, medication);
- student's IEP;
- student's medical information;
- student's functional behavioral assessment and behavioral program;
- student's progress reports
- all records in the student's cumulative file

### **Protection of Parent/Guardian and Student Privacy Rights**

- The information included in the student's cumulative file is confidential. All student cumulative files are kept in locked files in the main office. These files include the individualized educational program, medical reports, psychological evaluations, psycho-educational evaluations, functional behavioral assessments and behavioral programs.
- When a student becomes 18 years old, the rights accorded to and consent required of the parents/guardians of the student after that shall be accorded to and required only of the eligible student, unless otherwise prohibited.
- All records pertaining to a student are available to that student's parents/legal guardian for inspection and review. Requests for access to the cumulative record should be made in writing to the Education Director. Any questions regarding information contained in the student record should be directed to the program supervisor.
- Ivymount will not disclose personally identifiable information from a student's record without prior written consent of the student's parents/guardians.
- The school shall maintain a written record of requests for and disclosure of personally identifiable information from the student's record that includes the name of the reviewer, date of the review, and the purpose of the review.



- Parents/guardians must furnish written authorization to the Education Director for the school to release records to any other agencies or individuals. COMAR regulations have been revised to allow for transfer of records between schools without written consent.
- This policy will be included annually in the Parent/Guardian Handbook.
- Nothing in this policy shall be construed to abrogate the privacy rights of a student or the student's parents/guardians under applicable federal law.

### **Disclosure of Student Information**

Student names, addresses, and phone numbers are confidential. This information should never be disclosed to anyone outside of the school without the expressed consent of the parent/legal guardian.

Ivymount School facilitates communication among the Ivymount families through the school directory. In the beginning of each school year, Ivymount School asks all parents/guardians if they want to share personal information including names, phone numbers, and addresses with other Ivymount families. Parents/guardians have the right to decline sharing this information in the school directory. Parents/guardians who give their written consent to Ivymount will have their information included in the school directory. School directories are distributed to all Ivymount families at the beginning of each school year.

When parents/guardians want to communicate any information with other parents/guardians (e.g. information about different events, etc.), the school recommends that the parents/guardians make every effort to communicate directly with each other.

### **Exceptions to Confidentiality**

Parents/guardians should be informed that there are three exceptions to the legal and ethical requirements to keep confidentiality:

- When the safety of the student and/or others is in jeopardy if the information is not disclosed (abuse/neglect/medical emergency)
- When the student's parents/legal guardians request that the student's records and/or information collected through direct school observation be released and the parents/guardians provide written consent for disclosure of information (e.g. providing information about the student's behavior to a third party).
- When it is legally mandated that school staff share information (licensed supervision, subpoena).

Ivymount staff is responsible for maintaining every student's and family's right to privacy and confidentiality.

# PARENT/SCHOOL RELATIONSHIP

## PARENT/GUARDIAN COMMUNICATION

### Telephone

In order to ensure that the school program is not disrupted, Ivymount policy does not allow calling into classrooms. Please consult your child's Program Director for the best method to reach classroom staff during the school day (whether by email or voice message). You may always call the Ivymount front office staff to leave a message for a staff member.

### Daily Notebooks

Daily communication books are used in certain programs and classrooms. The teacher will inform you of the appropriate policy for your child's classroom.

### Email

Ivymount School frequently communicates via email and the administration requests that at least one current email address is on file per family. Parent/guardian emails will automatically be added to Ivymount School's email communication system, and should receive a copy of the weekly e-news: *Ivymount News*. Parents/guardians are encouraged to review this communication regularly to keep current on school news and community events.

### Text Alerts

Ivymount School has adopted a text-alert communication system and will use this to communicate emergency information to parents and guardians. The administration will enter the phone numbers of families into the system regularly, and families will need to opt-in to accept text alerts. Parents/guardians are encouraged to participate in the text alert system to receive timely and urgent communications as needed from Ivymount.

### Written Communication

Ivymount School generally sends all written communication to the parent(s) with whom the child resides. Any exceptions to this should be made in writing to the Program Director who will inform the classroom and office staff.

### School Calendar

The school calendar is distributed to every parent/guardian, local school system, and transportation offices in advance of the upcoming school year. These entities are notified in writing of any changes to the calendar during the course of the year. Additionally, the calendar is posted on the school's website, [www.ivymount.org](http://www.ivymount.org), and provided in the weekly e-news: *Ivymount News*.

### School Day Schedule

A general school day schedule is included in this handbook and mailed to every local school system as required by Code of Maryland regulations.

## **EMAIL COMMUNICATION/ENCRYPTION**

Ivymount School is committed to protecting our student's confidentiality and uses a secure webmail system for all reports. All other communication regarding your student may be sent utilizing the secure webmail system or if parents/guardians choose, may be sent directly to personal email accounts IF a completed Consent/Release Form-Email Communication form is on file with Ivymount. Please note that the Secure Webmail System requires a parent to log into the system using a username and password.

If a completed and signed Consent/Release Form-Email Communication form is not on file with Ivymount, any communication that includes your student's name will be sent via the secure webmail system.

## **Parent/Guardian & Teacher Conferences**

Teachers will call to arrange a conference for the purpose of reporting on your child's adjustment to the new school year and reviewing his/her progress.

Please feel free to contact your Program Director whenever you have a question, a concern, or need clarification on an issue related to parent/guardian conferences.

## **PARENT VOLUNTEERS**

Please contact the Development and Communications Office for additional information on how you may support Ivymount School through volunteer efforts.

## **HIRING IVYMOUNT STAFF OUTSIDE OF SCHOOL**

On occasion families inquire about hiring Ivymount staff after school hours. Ivymount School recognizes that parents/guardians need qualified individuals to work in their homes. However, this practice can affect the professional boundaries between staff and parents/guardians, confidentiality, and the student's ability to become independent.

Except for Ivymount sponsored programs or therapeutic intervention, Ivymount staff may not accept employment outside of school from parents/guardians whose students are enrolled in their Division. If a staff member is hired by an Ivymount family to work with a student not assigned to their division, the staff member must obtain written permission of the School Director, his or her Program Director and comply with the Ivymount Confidentiality Policy. Written permission of the school and Program Directors must be renewed annually. Staff may not transport students in their own vehicles without written permission from the School Director and the student's parent/guardian to be renewed annually.

**It shall be understood that Ivymount bears no responsibility in personal employment situations.**

## **STAFF/STUDENT FRATERNIZATION OUTSIDE OF IVYMOUNT**

Ivymount strongly discourages staff/student fraternization outside of school including social networking with families on websites such as Facebook. Ivymount claims no responsibility for any actions or incidents which may occur in such situations.

## **STAFF/STUDENT/FAMILY & SOCIAL MEDIA**

Ivymount has a social media policy for all employees and families should be aware that included in this policy, Ivymount employees may not engage in the following activities:

- “Friend”, connect, or otherwise allow students, or family members of such, or any other Ivymount community stakeholders access to their social networking sites with the exception of LinkedIn.
- Correspond with a student or family member of such; or any other Ivymount stakeholders via their personal social networking sites/accounts.
- Make comments that may be perceived as threatening, discriminatory, harassing or would otherwise violate Ivymount policies.

## **GUIDELINES FOR GIFTS OF APPRECIATION TO STAFF**

Many families appreciate the work that Ivymount staff does on a daily basis. In order to be inclusive and fair to all staff members, it is recommended that gifts of appreciation adhere to the following guidelines:

If you would like to give a gift, please consider a gift to the classroom in lieu of individual staff.

Some examples of gifts that fit this guideline include:

- A lunch certificate for the team to use
- A gift certificate for classroom supplies or books for the classroom library
- Baked goods for the team
- A gift to the school in honor of the classroom team
- Or simply a personal “thank you” note to the team

## **Field/Community Trips**

Field and community trips are designed to support and extend the classroom program and curriculum. In addition, trips to the community assist in generalization of skills learned at school.

Parents/Guardians will be informed in writing of the field/community trip plan for each classroom program. Parental/guardian permission is required for a student to participate.

Some trips will require fees that will be paid by the student's family. Families should contact the Program Director if they are unable to afford the requested fee.

If a family does not want their child to participate in a particular field/community trip, the Program Director will make an effort to accommodate the student in another classroom. If this accommodation is not appropriate or possible, the Program Director will inform the family who may decide to keep the student home on that day.

If community trips generally are not acceptable to a family, the placement specialist from your local education agency should be contacted because nonparticipation may be indicative of a placement issue.

### **Birthday Parties**

If you wish your child to have a birthday party at school, please discuss the appropriateness of this with the classroom teacher. Birthday celebrations outside of school during school hours are not permitted. If you are having a party outside of school, invitations should be mailed and not distributed at school.

## **HEALTH/MEDICATION POLICIES**

### **Signs of Illness**

It is the intention of the school to work with Ivymount families to keep a safe and healthy environment in which to learn. Therefore, it will be important to follow the following medical and medication guidelines and policies.

If your child has any of the following symptoms he/she should remain at home: **a temperature more than 100 degrees, vomiting, stomachache, diarrhea, headache, cough, earache, thick discharge from nose, sore throat, rash or infection of the skin, red or pink eyes, loss of appetite, or loss of energy or decrease in activity.**

In the event that your child has been absent with a **communicable disease**, such as flu, strep throat, conjunctivitis, etc., please contact the school immediately, so that the school can alert families in your child's class. **Students may not return to school until they have been fever free for 24 hours without the use of fever reducing medication. If your child is absent for three days or more, a student must have medical clearance to return to school.**

### **Illness at School**

If your child becomes ill at school you will be contacted by the school nurse or the classroom teacher. In case of emergency the school will call 911. You will then be contacted and advised of the location to which your child is being transported. **It is imperative that you provide the school with up-to-date information and phone numbers in case it is necessary to contact you.**

## **Off Site Medical Emergencies Policy**

Any student who has a medical condition requiring emergency medication will not be allowed to leave the school without having a trained staff member carrying their necessary medication and related information forms.

If a student has a severe accident or becomes very ill while in the community, the accompanying staff will call 911. The parents/guardians will be informed and then updated as to which hospital their child has been transported. For the safety of the parent or guardian and student, once the decision is made to call 911 all decisions regarding transporting the student will be made by the paramedics. Every effort is made to have a staff member accompany the student in an ambulance to the hospital.

## **Medical/ Hospitalization Policy - Return to school following medical, surgical, behavioral, emotional hospitalization or serious illness**

The family must have a written discharge/treatment plan from the student's doctor indicating that the student is released to return to school. There must be specific information about medications/equipment/services that may be needed at school and if there are any limitations upon return and for how long they would be in effect, (i.e. physical education, community trips). There must be written permission for the nurses to speak with the doctor as needed. If the student is discharged from the hospital and will be continuing to take narcotic based pain medications, it is **mandatory** that the prescribing physician provide a written pain management plan in order to ensure safe re-entry to school. The safety of our students and their availability for learning is of utmost importance at all times. In addition, the student's emergency contact information and health plan must be updated if there are changes to be noted.

Prior to the student's return to school there must be a planning meeting with the family, the program director, the classroom team, the school nurse and a member of the Behavior Resource Team (if student is receiving those services). If recommended changes to the IEP result in the planning process then the Local School System must be informed and an IEP meeting will be convened.

Ivymount related services may not be used in lieu of needed medical rehabilitation services. Ivymount services are educational in nature and may only be considered in this way. If any IEP services must be suspended due to the rehabilitation process this must be discussed, approved and documented by the IEP team, including the Local Education Agency. Related services staff must be given written permission to speak with outside therapeutic services if needed.

Students who have a Behavior Intervention Plan which includes the use of physical interventions as a part of the plan will need medical authorization from the student's doctor. (The doctor must be clear on the nature of these interventions). The Behavior Resource staff must be given written permission to speak with medical and/or therapeutic staff if needed. If the Behavior Intervention Plan needs to be changed or modified in any way or if physical intervention is prohibited as a result of the medical condition then a new, viable plan must be put in place. The appropriateness of the student's return

without the needed plan will be considered on a case by case basis and may delay the return to school and/or result in a placement issue.

## Allergies

Ivymount School is very sensitive to students with food and/or environmental allergies. Please complete all the appropriate medical information to ensure the staff is aware of any allergies. In the case where a student has a known life threatening allergy, please carefully read the new policy: For The Protection and Treatment of Students with Known Life Threatening Allergies and be sure to obtain an updated medical authorization for the administration of emergency medication (EpiPen) and Benadryl from your child's physician before school begins.

### Protection and Treatment of Students with KNOWN Life Threatening Allergies Policy

The intention of this Policy is to help maintain a safe learning environment for students. Students with a known allergy that requires immediate medical attention should have a Medical Plan in place with the Nursing Team and appropriate safety measures will be implemented as required and prescribed by a medical doctor. The goals of this Policy are to:

1. Reduce opportunities for the exposure of students with highly sensitive/life threatening (anaphylactic) reactions to allergens, and
2. Provide the emergency management of anaphylaxis within the guidelines of the physician-prescribed treatment protocol for that student. These protocols are in compliance with the guidelines developed by the American College of Allergy, Asthma and Immunology (ACAAI, 2001) and the Maryland State Department of Education policy on "Emergency Management of Students in Schools with Known History of Anaphylaxis or Severe Allergic Reactions".

Anaphylaxis is a rapidly progressing, life-threatening allergic reaction. After exposure to certain allergens, a combination of symptoms that reflect reactions in the respiratory, dermatologic, cardiovascular, and other organ systems can occur. The top eight major food allergens identified by the FDA are **peanuts, tree nuts, wheat, soy, eggs, milk, shell fish and seafood**. In addition, insect stings can also be a frequent cause of an anaphylactic (life-threatening) reaction.

Ivymount School is Allergen Safe. All staff must abide by the safety procedures listed below.

#### AVOID EXPOSURE TO AN ALLERGEN BY:

- Increasing supervision during meals and snacks.
- No sharing of food during lunches and meals
- No sharing of food containers or utensils.
- Cleaning all tables after meals and snacks.
- No use of any nut products in craft, cooking, science projects, etc. Modifications for students with specific allergies will be made on an individual basis.
- Thorough hand washing both before and after eating. **\*Please note that hand-gel type cleaning products do not get rid of the allergens and should not be used in lieu of hand washing at meal times.**

- All foods brought into the school to be consumed by students should have manufacturer ingredient labels (**home baked goods are prohibited**). This would include food brought in by parents/guardians or staff for parties, etc. \*This does not include student lunches brought from home. Staff must ensure that no food sharing takes place among students and students with severe allergies are seated at a safe distance from any known food allergens when there are special lunch/social events.
- When students are in attendance, meals and snacks should be consumed in classrooms or in offices, not in hallways or common areas.

#### TRAINING:

- The nurses will train appropriate staff on the physician prescribed protocols with periodic reviews.
- If a student has an EpiPen® prescribed by a medical doctor, the EpiPen® should follow the student to all activities outside the classroom. In addition, a second one will be kept in the Nursing Office. It will not be in a locked cabinet and staff will be instructed as to where it is kept.
- The nurses will educate appropriate staff to recognize the signs of an allergic or anaphylactic reaction and how to administer the medication prescribed.
- The staff will be given information on how to read a food label and avoid cross contamination (eg. reusing any utensil that touched a nut product)
- All staff will have basic first aid and CPR training.

#### **Nut Free Zones**

Ivymount School currently has students with severe, life-threatening food allergies to peanuts and tree nuts; therefore, in accordance with our Policy, designated common areas, and in some cases, classrooms will be clearly marked and designated as “Nut FREE” zones.

“Nut FREE” = NO nuts, products with nuts in them, and/or products made with nut flour or nut oil:

- When ingredient labels indicate “CONTAINS” the item is NOT allowed in “Nut FREE” areas.
- When ingredient labels indicate “ALLERGY INFORMATION: THIS PRODUCT WAS PROCESSED ON EQUIPMENT THAT....” the item is allowed in “Nut FREE” areas HOWEVER the item may not be offered to a student with the known nut allergy.

#### **MRSA (Methicillin-Resistant Staphylococcus aureus) Prevention**

Ivymount School, in accordance with the Maryland State Health Department, wants to do everything possible to protect students and staff from MRSA skin infection. MRSA is usually transmitted by skin to skin contact or contact with shared items or surfaces that have come into contact with someone else’s infection. School staff and personnel are required to clean all surfaces with EPA registered disinfectants. Please make sure that your child’s cuts or wounds are completely covered when he/she arrives at school. If your child arrives at school with an open wound or infection, he/she will be referred to the school nurse. Students who refuse to keep wounds covered or spread sputum or other bodily fluids may have to be excluded from school.



## Lice

Head lice (*Pediculosis capitis*) are common among children and can be readily transmitted by **direct contact** with an infested person's hair or occasionally their clothing, combs, brushes, carpets or linens. Lice do not jump from person to person. The Ivymount School has recently revised its policy on head lice in alignment with MCPS and The Maryland Department of Health and Mental Hygiene. A student is considered to have infestation with head lice if live lice and/or viable nits (the oval eggs lice produce) are closer than ½ inch from the scalp. If the school nurse checks the student's hair and observes **nits within ½ inch from the scalp**; the parent or guardian will be contacted to pick their child up at the end of the day and to remain at home until after the first treatment with a medicated shampoo (a pediculicide) is completed. Upon return to school, the student should report to the health room for inspection and provide the nurse with a written note indicating what treatment was administered.

The school nurse will review information with parents/guardians regarding lice treatment. If all observed nits are located greater than ½ inch from the scalp, the parent/guardian will be informed-but no further action is necessary.

## Serious Communicable Disease

This policy applies to serious communicable disease, such as viral hepatitis, infectious tuberculosis and influenza outbreaks that may call for separation or isolation or any other special measure to protect the health of the affected individual or other persons. This policy will be implemented to reflect current medical knowledge and legal requirements concerning the pertinent disease/condition in accordance with the Code of Maryland Regulations (COMAR) and Montgomery County Health Department guidelines. The decision of the Director respecting any health condition within the scope of this policy will be final.

## Chronic Medical Conditions

If your child has a chronic medical condition a health plan must be on file in the Health Room. Communication with the nurses and the school team concerning any new developments or changes to the plan is essential. The nursing staff will work with the classroom team about these conditions and medical requirements. If needed, the nursing staff can speak with your child's physician and/or other health care professionals after obtaining a signed release of information.

## Immunization Policy

State law prohibits students without documented immunization records from being in school. Therefore, all students must have an immunization record on file at Ivymount. Children, ages five years old and up, must have had **two doses** of measles-mumps-rubella (MMR) vaccine before entering school. Children ages five years old and up, must have had two doses of the MMR (measles-mumps-rubella) vaccine and two doses of Varicella (chickenpox) vaccine before entering school. In addition, a new state of Maryland requirement for the 2014-15 school year is that before students can enter 7<sup>th</sup> grade (ages 11-13) they must show proof of having received one Tdap (tetanus, diphtheria and attenuated pertussis

vaccine) and one MCV4 (meningococcal) vaccine. Hepatitis B vaccines are also required for children ages 5 to 13 years. **Students without documentation of all required immunizations on file will not be allowed to attend school.**

### **Medication Policy**

If your child requires medication at school the following policies apply:

- The **Physician's Medication Order Form** must be signed by both the doctor and parent/guardian before any prescription, over the counter medication or treatment, can be administered by a nurse or designee at school.
- Medication must be in the original pharmacy container and must be clearly labeled.
- Parents/Guardians are responsible for bringing in their child's medications or **can mail in their child's medication**; you will receive a telephone call confirming receipt. **Medications may not be sent via backpack, except for rescue inhalers.** Please contact the school nurses if further advice is needed on how to arrange delivery of medication to school.
- Rescue inhalers are the only medications that are permissible to travel with the student on the bus. The student should have the appropriate dose and an emergency action plan, as well as an additional rescue inhaler stored with the nurses.
- Any changes in dosages during the school year must be made in writing from the physician and signed by the parent/guardian.
- On school field/community trips, medication (packaged by the school nurses) will only be given by head teachers or a designated alternate only after receiving specific training by the nursing staff. **Students with expired medications and/or outdated physician orders will not be allowed to participate in community-based field trips or job sites.**
- The school nurses are not responsible for providing medications for extended day field trips. If an extended school day field trip is planned, parents/guardians will be given special "medication envelopes" to fill and label with their child's name, drug and time of day to be dispensed by a designated teacher chaperoning the field trip. **School nurses are only responsible for packing field trip medication for those students who have already been receiving medication during normal school hours.**

### **Hearing and Vision Screenings**

Ivymount School adheres to the Maryland State law that unless evidence is presented that a student has been tested within the past year, screenings shall be given

- Upon entry to Ivymount School
- Upon entry to first grade
- Upon entry to 8<sup>th</sup> or 9<sup>th</sup> grade
- Upon referral to school nurse

## **ADDITIONAL SCHOOL POLICIES**

### **Assistive Technology (AT)**

Ivymount complies with all federal, state, and local laws, mandates, and regulations regarding assistive technology. Assistive technology solutions are considered throughout the school year and during IEP development whenever a student demonstrates difficulty accessing the curriculum. Fact sheets are available at [www.fctd.info/resources/index.php](http://www.fctd.info/resources/index.php) and provide useful definitions and information related to assistive technology.

Given the broad definition of assistive technology and the wide range of devices from low to high tech, devices and supports are provided from various sources including classroom staff, the Occupational Therapy, Speech and Language, and the Curriculum departments.

Devices purchased by Ivymount School are the property of the school. Devices that are dedicated for only one student's use must be purchased by the student's family or an outside funding source (e.g., grant/scholarship, insurance). Parents/guardians of students using a dedicated device at school will receive separate policies specific to this situation and will be required to sign a release form.

### **Student Technology: Internet Use and Student Acceptable Use Policy**

Students at The Ivymount School are provided technology for assistive and educational purposes as needed. Access to both assistive and educational technology is based on each student's needs, as determined by the student's IEP, teachers, related service providers, and Ivymount technology specialists. Students will have access to the Internet for a variety of educational, functional and vocational activities. Students and parents/guardians must annually review and sign the *Ivymount Student Technology Policy and Agreement*, which delineates the rules for acceptable use.

### **Child Abuse and Neglect Policy**

Maryland law requires that all educators and other school employees, including volunteers, report suspected abuse or neglect to the proper authorities in order that students may be protected from harm and the family may be helped.

Ivymount policy supports laws in all local jurisdictions regarding child abuse and neglect and requires that all school staff report suspected abuse and neglect to the appropriate Protective Services Division and if required the local police department. At all times, the intent is to protect students from harm by providing services to maintain and strengthen his/her own family.

## **POSITIVE BEHAVIOR POLICY & PROCEDURES**

As a condition of enrollment at Ivymount School parents/legal guardians are required to sign the *Receipt of Behavior Policy form* **upon admissions to Ivymount or once as of the 2013-2014 school year as a condition of enrollment.**

Ivymount School's behavior policy is written in accordance with COMAR Regulation 13A.08.04, Student Behavior Interventions, as required by the Maryland State Department of Education. **Failure to sign the Receipt of Behavior Policy form may result in change of placement.**

This policy has been designed to ensure that the rights of all students and of their parents/legal guardians are protected. The Ivymount School behavior philosophy promotes positive best practices to encourage students to achieve new skills in all areas of their development in a nurturing, caring, safe and secure environment. In light of this philosophy, the Ivymount School seeks to accomplish the following **goals**:

- To ensure that all students receive an appropriate education in the least restrictive environment.
- To create and maintain a safe nurturing and secure learning environment.
- To facilitate learning of appropriate skills in different areas of development and to foster independence in order for each student to pursue a meaningful educational and occupational future.
- To establish consistent and socially acceptable behavioral expectations in a structured setting, with an emphasis on gradually fading out the degree of structure.

In accordance with the Code of Maryland Regulations (COMAR) 13A.08.04.06, this document outlines our policies and procedures for best practices, positive behavior support, and crisis management in **order to ensure**:

- The **rights** of all students and of their parents/legal guardians are protected.
- An appropriate education, which reflects a **continuum of positive behavior intervention, strategies and supports** for all students in the least restrictive environment necessary. Positive behavior intervention is defined as the application of affirmative program-wide and individual student-specific actions, instruction and assistance to encourage educational success (COMAR 13A.08.04.02).
- **Effective communication** with families and school personnel about the behavioral practices of Ivymount and the governing regulations of the state of Maryland.

Ivymount upholds the following **principles** in order to meet the above goals:

- We understand the importance of **coordinating input from many sources** (e.g., school staff, family, consultants) involved in decision-making for the student. Parents are a highly valued and integral part of the IEP team, and Ivymount encourages an on-going dialogue between parents, parent-selected team members (e.g. private therapist), and Ivymount personnel in order to generate effective strategies that promote the growth and development of each student.

- **Effective teaching practices** that include a continuum of positive behavioral supports are essential.
- **Prevention** is the first priority.
- **Behavior intervention procedures** ensure adequate behavioral evaluation/assessment, intervention planning, implementation, and monitoring.
- **Follow best practice** by using research based procedures.
- **Student Safety** is paramount.
  - Exclusion may only be used if a student’s behavior significantly disrupts the classroom or jeopardizes the safety of a student or others in the area. Exclusion may also be used if it is prescribed by a student’s Behavior Intervention Plan (COMAR 13A.08.04.04).
  - Physical restraint, seclusion, and exclusion are *last resort* interventions that are either required in a crisis to protect the safety of the student or others or are prescribed by a student’s Behavior Intervention Plan (COMAR 13A.08.04.05 A & B).
  - Documentation and parent/guardian communication are critical to tracking the use of last resort interventions and informing parents/guardians of the interventions used and for what reason.

### **Definitions**

Ivymount uses COMAR 13 A.08.04.02 definitions for Physical Restraint, Seclusion and Exclusion.

**Physical restraint** means the use of physical force, without the use of any device or material, that restricts the free movement of all or a portion of a student’s body. It does not mean briefly holding a student, holding a student’s hand or arm to escort the student safely from one area to another. It does not include putting a student in a face-down position in accordance with 13A.08.04.05Ai.

**Seclusion** means the confinement of a student alone in a room from which the student is physically prevented from leaving.

**Exclusion** means the removal of a student to a supervised area for a limited period of time during which the student has an opportunity to regain self-control and is not receiving instruction including special education, related services or support.

### **Effective Teaching Practices**

Effective teaching practices require coordination with a multidisciplinary team, consideration of a student’s areas of strength and need, incorporation of evidence-based practices, selection of appropriate prompting/support levels, and evaluation of behavior. Ivymount staff works together to help students achieve their IEP goals and objectives by presenting relevant educational activities, using appropriate educational materials, presenting clear expectations, setting up clear and specific rules, and appropriately organizing the environment to facilitate learning. Teaching strategies that are used in the classroom, at job sites, and in the community include modeling, shaping, prompting (verbal, visual, and physical), graduated guidance and positive reinforcement. Prompting is a powerful teaching strategy that helps students successfully perform a task independently. Physical prompting can range from a slight touch to hand-over-hand and is sometimes used instead of verbal prompting because it can be

faded more quickly; consequently, the students are able to more rapidly perform the tasks independently. Effective teaching practices are critical to promoting desirable school behavior.

### **Classroom and Program Behavior Management Systems & Supports**

Prevention and early detection of any behavior that could interfere with a student's learning is a core tenet of our philosophy. Behavior management strategies and systems facilitate this by integrating positive behavior supports. These can include: social praise, tangible reinforcement, environmental modification, redirection, ignoring inappropriate behaviors, reinforcement of incompatible/alternative behavior, fixed time schedules of reinforcement, cognitive approaches, follow-through with tasks, role play, scripts, social stories, feedback, rehearsal with posted rules, level or point systems. These types of supports promote the acquisition of adaptive and social behaviors while preventing and reducing behaviors that interfere with learning. For example, each classroom uses social praise and a system of rewards for desired behavior. In addition, Ivymount trains staff to prevent inappropriate behaviors and always implement the least restrictive intervention (e.g., curriculum modifications, fading of prompts, reinforcement for desired, independent behavior). The least restrictive interventions enable us to teach students appropriate behavioral alternatives while providing them with the opportunity to continue attaining progress toward goals and accessing preferred items/activities.

### **Functional Behavior Assessment**

Evaluating behavior is an ongoing process, involving assessment (e.g., behavioral observation, data collection, functional behavior assessment, functional analysis), parent/school collaboration, and individual education plan review. Our criteria for addressing behaviors are based on increasing socially acceptable behaviors in terms of school, family, and community settings and decreasing inappropriate behaviors that interfere with student progress and participation in a less restrictive setting. If a student's behavioral difficulty persists and when a student's behavior is found to interfere with his/her social and educational growth and/or pose harm to self (i.e., self-injurious behavior) or others, a functional behavior assessment is conducted.

Functional behavioral assessment (FBA) is a dynamic process involving school team members and parents working together to specifically define interfering behaviors, determine the cause (function) of the target behavior, the antecedents (what happens before a behavior) that may trigger the behavior, and the consequences that contribute to maintaining the behavior. These determinations are based on objective data collected in school and in the community. In addition to reducing inappropriate behavior, a goal of the FBA is to identify adaptive, alternative behaviors to promote skill development. Additional assessments are conducted as needed such as an antecedent or demand analysis, stimulus and/or reinforcer assessment.

### **Behavior Intervention Plan**

Once the FBA and assessments are complete, Ivymount develops a Behavior Intervention Plan (BIP) that details the procedures needed to address the behaviors targeted by the FBA. Prior to the start of any formal BIP, Ivymount obtains parental consent. The BIP may require a combination of positive and,

sometimes, restrictive behavioral interventions, which can include exclusion, physical restraint, and/or seclusion. However, restrictive behavior interventions play a limited role in a student's BIP. Furthermore, they are always paired with reinforcement-based interventions (procedures that increase the occurrence of a desired behavior) and are used with great care, discussion, and careful monitoring.

Ivymount believes that it is imperative that the BIP is closely monitored and frequently evaluated. As required by the BIP, the educational team will discuss the plan with parents to review its effectiveness and determine if revisions are necessary and to ensure the continued appropriateness of the outlined interventions for the student. Additionally, the educational team routinely collects objective behavioral data, and reviews data in conjunction with IEP goals and objectives to further ensure the effectiveness and utility of the BIP. At a minimum, the FBA and BIP undergo evaluation annually in conjunction with the development of a student's Individualized Education Program (IEP). In order to ensure its effectiveness, BIPs are implemented, withdrawn, and reintroduced based on data collection and analysis. For example, a BIP may not start until data reflect a trend in the student's behaviors or it may be put on hold for a period in order to gather data to ensure it is effective.

### **Student Safety**

To ensure that each student is in a safe environment, Ivymount trains all staff members in crisis management procedures, including procedures for exclusion, seclusion, and physical restraint. A certified trainer provides extensive training on the crisis management procedures to staff. The trainer evaluates each staff member to ensure full knowledge of the procedures and competency implementing them. Ivymount trains staff members on determination of need for implementation of crisis management, prevention, de-escalation techniques, crisis management techniques, implementation of all techniques, state regulations, and documentation for the use of exclusion, seclusion, and physical restraint annually (COMAR 13A.08.04.06 C3).

In order to keep all students in a safe environment, crisis management techniques may be implemented for the following situations: 1) there is an emergency situation in which it is necessary to protect a student or other person from imminent, serious, physical harm after other less intrusive, non-physical intervention have failed or been determined to be inappropriate; 2) the student's BIP or IEP describes behaviors and circumstances for which exclusion, seclusion, or physical restraint may be used (COMAR 13A.08.04). An emergency situation is defined as a situation in which a student's behavior may place self and/or others in danger. Crisis management procedures should always and only be used as a *last resort*. If staff must use any crisis management procedures with a student, a designated staff member will notify his/her parents through telephone and/or written communication by the end of the same school day. Staff members involved in the use of crisis management procedures are required to document all occurrences of exclusion, seclusion, or physical restraint, and documentation will be available for inspection by student's parent or legal guardian in accordance with COMAR 13A.08.04. In addition, when staff implements physical restraint for an extended period, the school nurse will examine the student, and staff will notify an administrator.

Since crisis management techniques are designed to be used as last resort, they are not used in place of a BIP. If a student continues to display behaviors that may place self and/or others in danger and staff

members must frequently implement crisis management procedures, the student's team (including parents and the educational team) will re-evaluate the BIP and discuss possible changes. If a physical restraint or seclusion procedure is implemented and the student's IEP and BIP does not include the use of these procedures, then the IEP team shall meet in accordance with COMAR 13A.08.04, within 10 business days of the incident to consider: a) the need for a functional behavioral assessment; b) to develop an appropriate behavioral intervention plan; and c) to determine the implementation of a behavior intervention plan. If physical restraint or seclusion is part of the student's IEP or BIP, the IEP or BIP will specify how often the IEP team will meet to review or review as appropriate the student's IEP or BIP. With regards to the use of exclusion, parents and school personnel may at any time request a meeting to address the use of exclusion, conduct a functional behavior assessment and develop, review, or revise a student's BIP. In accordance with COMAR 13A.08.04, when a student has experienced an excessive period of exclusion that may result in a change of placement, the Program Director will contact, by telephone and in writing, the Special Education Director and/or the Placement Specialist, and an IEP meeting will be scheduled to discuss the student placement.

If at any point a guardian/parent has a concern regarding the use of exclusion, restraint, and seclusion as a crisis management procedure or as part of a student's BIP, they should contact their child's Program/Division Director. The Program/Division Director will immediately contact the School Director who will appoint a team of staff members to investigate the use of these procedures. Within one week of the initial complaint, the School Director will contact the parents to address the complaint as well as determine if a change in the BIP is warranted.

Just as the rights and the needs of students are protected, Ivymount protects family confidentiality at all times. An ongoing dialogue will be maintained among parents and educational staff to ensure the growth and well being of each student. If you have questions about these procedures, you may contact the Program/Division Director at (301) 469-0223. In addition, you may request a copy of Ivymount's policies and procedures for the use of Exclusion, Seclusion and Physical Restraint (i.e., "The Ivymount School Positive Behavior Policy & Procedures"). For additional information on these procedures, please reference COMAR at [www.dsd.state.md.us](http://www.dsd.state.md.us). Please detach and return the following signature page to designate that you have read, understood and consented to this policy.

**It should be noted that if a student displays behaviors that place him or herself and/or others in danger and all crisis management procedures have been implemented without success according to the student's Behavior Intervention Plan and/or the school's behavior policy, Ivymount will request appropriate assistance from 911.**



### **Related Services Policy**

Ivymount School provides related services required on the IEP and in accordance with state regulations.

### **Bullying, Harassment or Intimidation Policy**

The Ivymount School follows the Maryland's Model Policy to Address Bullying, Harassment or Intimidation approved by the Maryland State Department Education on February 24, 2009. The Ivymount School prohibits bullying, harassment or intimidation of any person on school property, at school sponsored events and through electronic technology including email and websites. Ivymount also prohibits the reprisal or retaliation against anyone who reports any of these acts or who are victim, witness, bystander or others who have reliable information about any bullying, harassment, and/or intimidation. After appropriate investigation by the School Director, consistent and fair consequences will be implemented for anyone committing any of these acts or for anyone making false accusations about any of these acts. Consequences may range from parent/guardian notification, loss of privileges to in-school or out-of-school suspension.

### **Payment of Tuition**

#### **Local Education Agency Funding**

Your child's placement at Ivymount School is contingent on continued funding and payments from the Local Education Agency in a timely manner. If funding is terminated or delayed, the family is responsible for any remaining balance or must take the appropriate action to ensure that Ivymount receives full payment.

#### **Private Funding/Payment**

Ivymount offers families paying privately three payment options:

1. Advance payment in full
2. Semi-annual advance payment by semester
3. Monthly Automatic Debits

Your child's placement at Ivymount School is contingent on continued timely payments as agreed upon in the Tuition/Enrollment contract. **If payments are terminated or delayed, the family is responsible for any remaining balance.**

## EDUCATION PROGRAMMING

### Individualized Education Program (IEP)

#### New Students

Ivymount staff, including the program director or designee, classroom teacher, and related services providers, will participate in the development of an IEP for students who are new to Ivymount, with the local school system and the student's parent/guardian. The Ivymount educational/therapeutic team will implement the educational and therapeutic services listed in the student's IEP.

If the newly enrolled student has a current IEP in place, it will be reviewed by the Ivymount educational/therapeutic team. If changes to the IEP are recommended, the Education Director, under the supervision of the Education Director, will contact the placing local school system by telephone, an IEP meeting will be scheduled, and notification mailed to the student's parent/guardian by the placing local school system.

#### Enrolled Students

If a student's IEP needs to be revised at any time the Classroom/Homeroom Teacher will notify the Education Director by voice or email and the student's parent/guardian by telephone or by writing in the student communication book. The Education Director will notify the local school system by telephone and the local school system will schedule an IEP meeting. Notification will be mailed to the student's parent/guardian. The meeting will include the local school system, the Ivymount educational/therapeutic team, the student (if appropriate) and the student's parent/guardian.

Annually a meeting is held to review progress on the current IEP and to develop a new IEP. At that time the appropriateness of the current school placement is determined to ensure that the student is placed in the least restrictive environment. A representative from the local school system, the Ivymount educational/therapeutic team, the student (if appropriate) and the student's parent/guardian are in attendance. When a change of placement is recommended by the IEP team a plan for the transition to the new placement will be developed by the team. When the IEP recommendation is to change the placement to a less restrictive environment, an appropriate placement will be identified by the LEA who will assist the family in that process. At any time during the school year, an IEP team meeting will be convened to discuss a change of placement if an IEP team member believes a student is ready to transition to a less restrictive environment. A plan to phase in the transition will be considered if possible (e.g. student takes one or two classes in the less restrictive environment for a semester before transitioning full-time).

**Progress on the IEP is reported quarterly and sent home with students to the parent/guardian. Report cards (if applicable) are sent home quarterly with the IEP Progress Report. Quarterly progress reports and report cards (as applicable) are mailed or hand delivered to the placing local school system.**

## **Reporting Student Progress**

The school year is divided into two semesters, with each semester divided into two quarters. Progress on IEP goals and report cards, if applicable are issued after each quarter. Progress reports and report cards, if applicable, are sent home in student backpacks and/or mailed to the parents/guardians.

## **Statewide Assessments**

Students who are placed at Ivymount School by their LEA participate in all state-mandated assessments. The Individuals with Disabilities Education Act (IDEA), as well as The No Child Left Behind Act (NCLB), requires that states provide an alternate assessment when implementing statewide accountability systems. Decisions about what type of assessment your child will participate in (standardized or alternate) are made by the IEP team. Questions about statewide assessments should be directed to your child's Program Director.

## **Requirements for High School Certificate of Program Completion**

To be awarded a High School Certificate of Program Completion a student shall meet the requirement as defined by the LSS:

- A. Enrolled in an educational program for at least four years beyond grade eight or its age equivalent and determined by an IEP team, with the agreement of the parent/guardian
- B. Developed appropriate skills for the individual to enter the world of work, act responsibly as a citizen, and enjoy a fulfilling life, with the world of work including but not limited to:
  - (i) Gainful employment;
  - (ii) Post-secondary education and training;
  - (iii) Supported employment; and
  - (iv) Day programming
- C. The student has been enrolled in an education program for 4 years beyond grade or its age equivalent and will have reached age 21 by the end of the student's current school year.

## **Requirements for High School Diploma**

To be awarded a High School Diploma a student shall complete the requirements as defined by the LSS:

- A. Satisfactory completion of mandated state assessments
- B. Satisfactory completion of four years beyond grade eight
- C. Completion of a minimum number of credits in specific courses
- D. Completion of required community service hours

## **Awarding of Credits Policy**

The Ivymount School awards high school credit for completed student work leading to student's promotion and meeting high school graduation requirements.

Procedure

A. Determination of a unit of credit is based on the satisfactory completion of course standards and objectives based on the state or local standards, and the number of hours of instruction scheduled by the school. A student must achieve a minimum grade of D- on course standards. If course standards have been significantly modified, credit will not be awarded. Students may also earn credit for verified, approved, independent study or online coursework that has been approved by the Local Education Agency (LEA).

1 credit - 120 clock hours

½ credit - 60 clock hours

B. The Education Director in collaboration with the Director of Curriculum and Instruction, and the Program Director or designee determines the amount of credit awarded and the Testing Coordinator records such on the student's credit record (transcript).

C. Awarding of credit is done in conjunction with The Ivymount School policy and the educational bylaws of the Maryland State Board of Education (COMAR 13A.09.10).

D. The program may combine term or semester credits from various schools. When a student has completed work from an accredited school, school system, and/or home-and-hospital teaching program, these credits may be combined into a total accumulation of credit. The Education Director or designee, together with the LEA, reviews transcripts and determines credits based on verified written reports and transcripts.

E. A student may earn credit for an approved course taken at an accredited Institution of Higher Education (IHE); the local school system must approve the awarding of credit.

F. Minimum requirements for placement in high school grades are as follows, beginning with grade 9:

To be placed in grade the student must:

9: Be promoted from the 8th grade

10: Earn 5 credits including 1 credit in English required course, and 1 credit in math required course

11: Earn 10 credits including 2 credits in English required courses, 2 credits in math required courses, 1 credit in science required course, 1 credit in social studies required course

12: Earn 15 credits including 3 credits in English required courses, 3 credits in math required courses, 2 credits in science required courses, 2 credits in social studies required courses

G. Students may lose credit for seven unexcused class absences accumulated during any single quarter of the school year.

H. For high school students coursework and credits will be recorded cumulatively on the student's

official secondary school transcript ("Student Record"). The transcript shall include:

- School's name, address and phone number;
- Student's first, middle and last names;
- Month, day and year of student's birth;
- Student's home address;
- Credits and grades earned in each subject area in each grade;
- Code for the meaning of the grading system;
- Designation of transfer credits and name of school originally granting credits;
- Month, day, and year the student initially entered the secondary school program;
- Month, day and year the student withdrew or graduated;
- Total days of attendance (days present and days absent) during each school year enrolled in the secondary school program
- Summary of State test requirements, including test dates and scores, as applicable; and
- Summary of service learning hours completed.

### **Suspension /Removal of Student**

In situations which require a student to miss school for serious school infractions or dangerous behavior for more than 10 consecutive days or where a series of absences constitute a pattern because they cumulate to more than 10 days, Ivymount will notify, by telephone and in writing, the local school system responsible for the student. Each case will be handled on an individual basis as determined by Ivymount School in conjunction with the local school system and will be documented in writing. The length of suspension and where it will be served (in school or home) will be determined on a case by case basis, not to exceed ten days during any given school year as determined by IDEA.

### **Expulsion/Dismissal of Student**

Ivymount's School Director or administrative designee has the authority to expel/dismiss students in accordance with IDEA. Appropriate disciplinary action will be taken for the following offenses: carrying or use of drugs or weapons, serious threats to students or staff; seriously aggressive behavior threatening safety to others, stealing, deliberate damage to the facility, or other serious infractions which put the student or others in jeopardy. Ivymount will notify the local school system immediately of the incident. Ivymount will comply with all federal and state laws and regulations regarding expulsion/dismissal. Parents/guardians will be informed by telephone of the infraction and are required to attend a meeting at the school on the day of the incident or as soon as reasonably possible (1-2 days) to discuss the offense and the consequences. A descriptive incident report on school letterhead will be forwarded to the local school system and the student's parent/guardian.

### **Procedures for Change of Placement**

The placement specialist from your child's local education agency (LEA) observes students regularly, conducts a triennial evaluation in accordance with their regulations, and attends annual reviews and IEP meetings. At the annual review and/or IEP meeting, placement is determined. A change in placement is recommended if a student can be served in a less restrictive environment or if the current

educational placement is inappropriate.

#### Students Funded by the Local Education Agency

If a parent/guardian is requesting a change of placement they must notify Ivymount School and the Local Education Agency of this intention in writing. An IEP meeting will be convened to determine an appropriate placement.

#### Students Funded Privately

If a parent/guardian intends to move their child from Ivymount School at any time during the school year, a letter stating this should be sent to the director. **Please note all tuition contracts must be honored as dated and signed.**

#### **Procedural Safeguards – Parent/Guardian & Student Rights**

A step-by-step educational decision-making process is involved in the provision of special education and related services. Certain protections, known as procedural safeguards, are built into the process to guarantee the rights of you and your child. You have the right to participate in your child's special education program. You also have the right to have an interpreter, translator, and/or other individuals accompany you to any meeting when the meeting is focused on your child. Becoming familiar with these rights will enable you to be a well-informed advocate for your child.

#### **Complaint Process**

The Ivymount School maintains the procedural safeguards outlined by the student's Local School System (LSS). At the annual IEP meeting, and upon request, parents/guardians and/or adult student will receive a copy of the procedural safeguards and parental rights from the LSS and/or from The Ivymount School. The Ivymount School will follow the mediation processes of the referring LSS, when necessary. Each LSS has adopted written procedures for the investigation and resolution of any informal or formal grievance or complaint alleging the school or public agency has violated a requirement of IDEA. These procedures may be obtained from your child's LSS Special Education office and/or on their website.

When a student and/or parent/guardian have a complaint or concern regarding The Ivymount School's policy or performance, the student/parent/guardian should first take their concern to a school administrator (i.e. Program Director, Education Director, School Director). After meeting with the school administrator, if the student/parent/guardian still believes that their concern was not adequately addressed, they may take the complaint to the Chief Executive Officer (CEO) of the Ivymount Corporation. Such a request for a review of a complaint shall be made in writing within ten days of the meeting with the administrator to the CEO. Upon receipt of the request, the case may require further investigation, as the CEO deems necessary. The CEO shall notify the student/parent/guardian of its decision concerning the appeal within five days from the completion of the investigation conducted by the CEO. If the individual chooses to make a confidential complaint, it should be made directly to the CEO, or the individual may also access the complaint process of the LSS, MSDE or OSSE.

## **IVYMOUNT SCHOOL ADMINISTRATION CONTACTS**

### **Student's Daily Program:**

For inquiries about a student's daily program, contact the classroom or homeroom teacher.

### **Program Questions:**

Program questions should be directed to the appropriate Program Director:

Elementary/Middle Program -Multiple Learning Needs	Fonda Lowe
Secondary Program - Multiple Learning Needs	Lauren Lestremau
Elementary/Middle/Secondary Program - Asperger	Monica Adler Werner
Secondary Program -Post High School	Lu Merrick
Autism Elementary/Middle Program	Kaneen Geiger
Autism Middle/Secondary Program	Jennie Kampf

### **Record Review/Record Release:**

Amy Alvord, Education Director  
Cheryl Miller, Student Services Specialist

### **Billing Questions:**

Lee Oppenheim, Director of Finance & Administration

### **School-wide Issues:**

Susan Holt, School Director

### **School Communications/Development Questions:**

Nicole Carr, Director of Development & Communications

### **Transportation:**

Kathryne Carter, Transportation Coordinator  
Amy Alvord, Education Director

### **Admissions:**

Lennie Gladstone, Admissions Coordinator

### **Attendance:**

Email: [attendance@ivymount.org](mailto:attendance@ivymount.org)

## **PUBLIC SCHOOL ADMINISTRATIVE AND TRANSPORTATION CONTACTS**

### **Alexandria City Public Schools**

[www.acps.k12.va.us](http://www.acps.k12.va.us)

Dr. Jane Quenneville, Director of Special Education  
Alexandria City Public Schools  
2000 North Beauregard  
Alexandria, Virginia 22311  
703-824-6650

Debra Robles  
Special Education Coordinator  
[debra.robles@acps.k12.va.us](mailto:debra.robles@acps.k12.va.us)  
703-619-8020, ext. 1210

### **Alexandria City Public Schools Transportation**

Connie Olaya  
703-461-4169  
[constanza.olaya@acps.k12.va.us](mailto:constanza.olaya@acps.k12.va.us)

### **Arlington County Public Schools**

[www.apsva.us](http://www.apsva.us)

Dr. Kristi Murphy, Director, Special Education  
Office of Special Education  
1426 N. Quincy St.  
Arlington, VA 22207  
703-228-6040

Elizabeth Walsh, Special Education Coordinator  
[elizabeth.walsh@apsva.us](mailto:elizabeth.walsh@apsva.us)  
Linda Saiidifar, Special Education Coordinator  
[linda.saiidifar@apsva.us](mailto:linda.saiidifar@apsva.us)  
Angie Close, Supervisor, Special Education Programming  
[angie.close@apsva.us](mailto:angie.close@apsva.us)  
Wendy Carria, Director of Special Education

### **ACPS Transportation**

Barbara Payne, Administrative Assistant, Student Support Services  
703-228-6040  
703-228-8670



**Basis DC Public Charter School**

www.basisdc.org  
Jennifer Abdelmalek, Specialized Instruction  
and Student Advocacy  
Jennifer.Abelmalek@basisdc.org  
410 8th Street NW  
Washington, DC 20004  
(202) 808-0647

**District of Columbia International School (DCI)**

<http://dcinternationalschool.org/>  
Melody Maitland, Director of Student Support Services  
Melody.maitland@dcinternationalschool.org  
3220 16th Street NW  
Washington, DC  
202.459.4790

**District of Columbia Office of the State Superintendent of Education (OSSE)**

<http://osse.dc.gov/>  
Hanseul Kang, DC State Superintendent of Education  
OSSE  
850 First St. NE  
Washington, DC 20002  
202-727-3471

**District of Columbia Public Schools**

<http://dcps.dc.gov/>  
1200 First St., NE  
Washington, DC 20002  
202-442-4800

Joshua Wayne, Program Director, Non-Public Unit  
[Joshua.wayne@dc.gov](mailto:Joshua.wayne@dc.gov)

LaTanya Higginbotham, Program Manager  
[latanya.higginbotham@dc.gov](mailto:latanya.higginbotham@dc.gov)

Janis Bryant, Progress Monitor  
[janis.bryant@dc.gov](mailto:janis.bryant@dc.gov)

DCPS Transportation

Gretchen Brumley, Director of Student Transportation

(202) 724-3992

[Gretchen.brumley@dc.gov](mailto:Gretchen.brumley@dc.gov)

Parent Resource Center (Liaison between parent and transportation; call this number for today's bus operations, late buses)

202-576-5000 or 202-576-6171

Johnny Brooks, Dedicated Transportation Representative

202-741-8851

[johnny.brooks@dc.gov](mailto:johnny.brooks@dc.gov)

Kim Davis, Customer Service Manager, Parent Call Center

[Kim.davis@dc.gov](mailto:Kim.davis@dc.gov)

**Fairfax County Public Schools**

[www.fcps.edu](http://www.fcps.edu)

Dr. Howard Johnson, Multi-Agency Program Manager

Multi-Agency Services

3877 Fairfax Ridge Road

Fairfax, VA 22030

571-423-4030

Fax: 571-423-4037

Jennifer King, Multi Agency Services Educational Support Liaison

571-423-4042

[JCKing1@fcps.edu](mailto:JCKing1@fcps.edu)

Erin Myers, Multi Agency Services Educational Support Liaison

571-423-4165

[eamyers@fcps.ed](mailto:eamyers@fcps.ed)

Maria Newman, Multi Agency Services Educational Support Liaison

571-423-4030

[mpnewman@fcps.edu](mailto:mpnewman@fcps.edu)

MaryJo Connors, Multi Agency Services Educational Support Liaison

571-423-4214

[mconnors@fcps.edu](mailto:mconnors@fcps.edu)

Susan De Frees, Multi Agency Services Educational Support Liaison

571- 423-4039

[shdefrees@fcps.edu](mailto:shdefrees@fcps.edu)

Clem Castellano, Multi Agency Services Educational Support Liaison

(571) 423-4041

[CNCastellano@fcps.edu](mailto:CNCastellano@fcps.edu)

FCPS Transportation

Tom Italiano, Head of Central Transportation  
Fairfax sends county owned vehicles effective 7/6/2009  
703-446-2032; 703-945-7916  
Mike Mazza, Assistant  
703-446-4030  
Melissa Graves, Transportation Supervisor  
(703) 446-2031  
mjgraves@fcps.edu

**Falls Church City Public Schools**

[www.fccps.org](http://www.fccps.org)

Elizabeth Germer, Director, Special Education & Student Services  
Office of Special Education  
800 W. Broad St., Suite 200  
Falls Church, VA 22046  
703-248-5630

Andrew Hosier, Case Manager

[HosierA@fccps.org](mailto:HosierA@fccps.org)

Falls Church Transportation

Supervisor – Nancy  
571-238-9024

**Frederick County Public Schools**

[www.fcps.org](http://www.fcps.org)  
Special Education Department  
191 South East St.  
Frederick, MD 21701

Daniel Martz, Director, Special Education & Psychological Services  
301-644-5281

Donna Piper, Central Coordinator. Nonpublic Placements  
301-644-5296

Ilva Richardson, Special Education Teacher Specialist  
301-644-5274

FrCPS Transportation

Fred Punturiero  
Director of Transportation  
Frederick County Public Schools  
7446 Hayward Road, Frederick, MD 21702  
Main #: 301-644-5366  
Fax #: 301-644-5382

Rhonda Moberly Administrative Secretary, Special Needs

**Loudoun County Public Schools**

[www.loudoun.k12.va.us/](http://www.loudoun.k12.va.us/)

Frank E. Johnson  
Special Education Supervisor  
Department of Pupil Services  
Office of Special Education  
Loudoun County Public Schools  
21000 Education Ct.  
Ashburn, VA 20148  
571-252-1011

Barbara Romanoff, Placement Specialist

571-252-1011

[Barbara.romanoff@lcps.org](mailto:Barbara.romanoff@lcps.org)

**Montgomery County Public Schools**

[www.montgomeryschoolsmd.org/](http://www.montgomeryschoolsmd.org/)

850 Hungerford Drive  
Rockville, MD 20850

Placement & Assessment Services Unit

301-279-3181

Joanne Hoffman, Supervisor

[Joanne\\_c\\_hoffman@mcpsmd.org](mailto:Joanne_c_hoffman@mcpsmd.org)

Meredith Collack, Placement Specialist

301-279-3181

[meredith\\_collack@mcpsmd.org](mailto:meredith_collack@mcpsmd.org)

**MCPS Transportation**

Special Education Transportation  
Upcounty Regional Services Center  
12900 Middlebrook Rd.  
Transportation Support Services  
3<sup>rd</sup> Floor, East Wing  
Germantown, MD 20874  
301-840-8130  
Fax: 301-840-4516

Bethesda Depot – Routes 1800-1900

Dispatch: 301-469-1140

James Beasley, Depot Manager

301-469-1070

10901 Westlake Dr.

Rockville, MD 20852

Clarksburg Depot – Routes 2800-2900

Dispatch: 301-353-0955

Kathy Herald, Depot Manager

301-353-0815

13100 Shawnee Lane

Clarksburg, MD 20871

Randolph Depot – Routes 3800-3900

Dispatch: 301-929-2260

Sinisha Pavlovich, Depot Manager

301-929-6906

1800 Randolph Rd.

Silver Spring, MD 20902

Shady Grove/North Depot – Routes 4800-4900

Dispatch: 301-926-4179

Robin Clagett, Depot Manager

301-670-8260

16651 Crabbs Branch Way

Rockville, MD 20855

Shady Grove/South Depot – Routes 5800-5900

Dispatch: 301-840-8150

Robin Wolff, Depot Manager

301-670-3227

16651 Crabbs Branch Way

Rockville, MD 20855

West Farm Depot – Routes 6800-6999

Dispatch: 301-879-1062

Paula Long Simmons, Depot Manager

301-879-1065

11920 Bournefield Way

Silver Spring, MD 20904

**Prince George's County Public Schools**

[www.pgcps.org](http://www.pgcps.org)

Department of Special Education  
Nonpublic Office  
John Carroll Elementary School  
1400 Nalley Terrace  
Landover, MD 20785  
301- 618-8300

Carolyn Ellis-Holloman, Nonpublic Specialist  
301-618-8384  
[carol.holloman@pgcps.org](mailto:carol.holloman@pgcps.org)

**PGCPS Transportation**

5150 Annapolis Road  
Bladensburg, MD 20710  
301-952-6570

Lori Carter-Evans, Director  
301-952-6570  
Donna Solberg, Non-Public Router  
13300 Old Marlboro Pike  
Upper Marlboro, MD 20772  
301-952-6717  
Kimberly Wilks, Operations Supervisor  
301-952-6704  
Marcus Harvey or Angela Jones-Stewart  
301-985-1425

**Bus Lots Numbers**

BLADENSBURG - 301-985-1870  
CROSSLAND - 301-449-4995  
DOUGLAS - 301-952-7712  
FAIRMONT - 301-386-6121  
FORESTVILLE - 301-817-0320  
FRIENDLY - 301-449-4798  
GODDARD - 301-918-8553  
GREENBELT - 301-513-5059  
JOHN HANSON - 301-749-4201  
LAUREL - 301-497-3665  
MULLIKIN - 301-390-0210  
SURREATTSVILLE- 301-599-2550

**Two Rivers Public Charter School**

www.tworiverspcs.org

Laura Lorenzen, Director of Student Support

[llorenzen@tworiverspcs.org](mailto:llorenzen@tworiverspcs.org)

1227 4<sup>th</sup> St. NE

Washington, DC 20002

202-546-4477

Fax: 202-546-0869