Ivymount School
Building Meeting Agenda

- Staff Services Updates/Reminders
- School to Work Breakfast
- Emergency Preparedness Training & Introduction to CrisisGo
- Instruction at Ivymount & Classroom Practices (Dale & Kristen) – *for teachers with lesson/curriculum planning responsibilities (you received a calendar invite from your Program Director)*
School to Work Breakfast

CHELSEA COOK
Dataprise

New Business Partner Award
Pan American Health Organization (PAHO)

Business Partner of the Year Award
Emergency Preparedness &
Introduction of CrisisGo

LEE OPPENHEIM
Emergency Preparedness

- Emergencies can happen at any time without warning
- Training and practice are essential in making sure our students, staff, and visitors remain safe in emergency situations
- Training Timeline
  - 10/30: iSpring training available for all staff
  - 11/6: All staff complete iSpring training on Emergency Preparedness
  - Ongoing throughout the year: conduct practice drills
What is CrisisGo?

- Communication is key in emergencies. CrisisGo provides:
  - Safety platform for managing and communicating during emergency situations
  - Ability for instant notification through “push notification” and continued communication
  - Additional features for increased security and accountability
  - Texting and email notifications

- Replaces SchoolMessenger as our means of texting and emailing staff and parents
Additional Features

- App for smartphones
- App for iDevices
- App for computers
- Contact information
- Panic feature
- Alert feature
- Student accountability/attendance
- Safety resources
CrisisGo Timeline

10/23: Introduce at Building Meeting

10/30: iSpring training available for all staff

11/6: All staff complete iSpring training on CrisisGo

11/7: Practice using the Roster Event to report student attendance (after students leave in the afternoon)

11/8: Fully transition to using CrisisGo during all drills and real emergency situations
Accessing Trainings in iSpring

- Staff will receive an email with assigned courses on Wednesday 10/30
- Quick link located on the Staff Resources Portal
Instruction at Ivymount Classroom Practices

- PLEASE SIT BY PROGRAM

- IF YOU DIDN’T BRING YOUR LAPTOP, PLEASE GET IT AND COME BACK 😊
Part Two of Training

- Follow up to training that occurred for all staff at August building meeting
- Addresses how the Individuals with Disabilities Act (IDEA), Free and Appropriate Public Education (FAPE), State and Local Education Agency (LEA) requirements are implemented at Ivymount
- Review of basic classroom practices and reminder of where to access information on Ivymount’s courses of study
Foundations of Instruction

- All courses (names and content) are based on LEA requirements and instructional guides.
- All instructional guides are based on state standards:
  - VA Standards of Learning
  - DC content standards
  - Maryland College and Career Readiness Standards (MCCRS)
- These are based on Common Core State Standards (CCSS) but NOT the same as CCSS.
Diploma vs. Certificate

• Both diploma and certificate students must receive standards-based instruction in the 4 main content areas of English Language Arts, Math, Science and Social Studies

• Certificate students’ instruction and state assessments are based on Alternate Instructional Standards

• Diploma students are assessed according to state mandates throughout the grades
Certificate Track

Alternate Learning Outcomes

For students with significant cognitive disabilities, the academic content is aligned to the chronologically age-appropriate grade-level content standards at a less complex performance expectation.
Instructional Routine

- While format is not dictated some form of lesson plan should be available to an observer to review.
- Content area lessons need to be standards-based and reflect actual grade of students being instructed – instruction can be modified to appropriate instructional level for students.
- Lesson goal/objective(s) should be in student friendly terms and posted in a readily observable spot.
- Lesson materials should be high quality, age respectful, and appropriate to implement the lesson.
- Instructional materials should be varied and include as appropriate print materials, manipulatives, technology, etc.
Instruction and the IEP

- Teachers should have access to and knowledge of student’s IEP goals relevant to your instructional content area

- Teachers should be able to identify IEP goals being addressed within the context of the lesson being taught

- Provide necessary/IEP dictated accommodations during instruction
Know Your Students

- What grade are they in?
- What jurisdiction are they from?
- Do they participate in regular or alternate assessments?
Reminders - Accountability for Non-Public Schools

- Held accountable to following regulations outlined in previous training (e.g., periodic monitoring visits)
- Non-public special education facilities in Maryland adhere to Code of Maryland Regulations (COMAR) standards set by Maryland State Department of Education (MSDE)
- Example of a monitoring form
Instruction at Ivymount - Curriculum

- All instruction is supervised by someone certified in Special Education.
- If you deliver instruction but are NOT certified, you should know who is the teacher of record.
- In Maryland, instruction must be based on the curriculum guides of *any* MD local education agency.
  - We look at many different Maryland curriculum guides when creating our curricula at Ivymount.
  - Some counties restrict access to their guides (e.g., only two users from a school may access).
  - PG guides can be downloaded, therefore theirs are more readily available.
Accessing Curriculum Guides

- Curriculum guides for each course we are required to teach are accessible on the staff portal of the Ivymount website through the curriculum link
  - www.ivymount.org ➔ Staff portal (briefcase at bottom) ➔ Curriculum link (top right) ➔ Ivymount courses of study
  - Direct link

- Links to state standards are at the top of page
- Save the links to all courses you are teaching in a convenient place and ensure they are working links
- Practice accessing guide
Curriculum Guide Activity

- You will identify and review 2 curriculum guides for subjects and/or grades that you currently teach.
- For each guide review content and organization
- Turn and Talk
  - What if any differences existed between the 2 guides you reviewed?
  - How can the guides support your instruction and planning?
Wrap Up

- Share out if time allows
- Questions?
For more information about The Ivymount School:

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