Nonpublic School Profile:

The Ivymount School

Overall School Type(s): Day School

School Contact Information[1]	
Mailing Address: 11614 Seven Locks Road, Rockville, MD 20854	**Total Number Service Sites:** 1
Phone Number: (301) 469-0223	**Certificate of Approval (COA) Status:** Full
Website: www.ivymount.org	**COA Expiration Date:** 12/16/2020
CEO: Janet Wintrol	**Date of Last OSSE Monitoring Visit:** 2/10 & 11/2016

Overall Disability Categories Served[2]			
Autism	X	**Multiple Disabilities**	X
Deaf-Blindness		**Orthopedic Impairment**	
Deafness		**Other Health Impairment**	X
Developmental Delay	X	**Specific Learning Disability**	X
Emotional Disturbance		**Speech or Language Impairment**	X
Hearing Impairment		**Traumatic Brain Injury**	
Intellectual Disability	X	**Visual Impairment**	

CAMPUS/PROGRAM CONTACT INFORMATION
The Ivymount School

Campus Contact Information	
Mailing Address: 11614 Seven Locks Road, Rockville, MD 20854	**School Type:** Day School
Phone Number: (301) 469-0223	**Is the facility public transportation accessible:** Yes
Campus Leader: Amy Alvord, Education Director	**Distance (in miles) of facility from Washington, DC:** 12 miles
Campus Website: www.ivymount.org	

Campus Disability Categories Served			
Autism	X	**Multiple Disabilities**	X
Deaf-Blindness		**Orthopedic Impairment**	
Deafness		**Other Health Impairment**	X
Developmental Delay	X	**Specific Learning Disability**	X
Emotional Disturbance		**Speech or Language Impairment**	X

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[1] Data sources include 2016 Annual Certificate of Compliance Program Information Forms and nonpublic schools' most recent COA. The data reported reflects information available as of Sept. 30, 2016 unless otherwise indicated.
[2] Table reflects aggregate information from all campuses.

Hearing Impairment		Traumatic Brain Injury	
Intellectual Disability	X	Visual Impairment	

Campus Program Offerings[3]
See attached written description of program.

School Year (# of school days): 200	Extended School Year(# of school days): N/A
Instructional hours per day: 6.5	Maximum Student Capacity: 230
Current Enrollment: • **Number of DC Students:** 36 • **Number of Non-DC Students:** 173	Genders Served: • Males • Females

Campus Education Program

Grades Served: 2-12	Ages Currently Served: 4-21 (22 for DC/VA)
Graduation Tracks Offered: • Diploma • Certificate of Completion	

Campus Behavior Management

Positive Behavior Support Program/Strategy Used: Individual classroom management system, including token economies, point systems, individual behavior plans	Behavior Tracking System Used: Daily data (e.g. frequency, occurrence/nonoccurrence) and incident reports
Does this campus implement seclusion interventions?[4] Yes	Does this campus implement physical restraint interventions?[5] Yes
Campus Therapeutic Techniques/Interventions: (e.g., dialectical behavior therapy, equine therapy, sensory diet, milieu therapy, etc.) • See attached list of interventions	

Campus Staff Demographics- Teacher Certification		
	Staff	**Contracted[6]**
General Education Teachers	0	0
Special Education-Certified Teachers	32	0
Dually-Certified Teachers (e.g., special education & science)	15	0
Content Certified Teachers	0	0
Total Number of Teachers	50	0

Related Service Provider Certifications/Licenses		
	Staff	**Contracted**

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[3] Information was self-reported by the nonpublic school. Information does not constitute an endorsement by the OSSE of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.

[4] A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

[5] Physical Restraints - The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's Individualized education program (IEP) to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm, and other less intrusive, nonphysical interventions have failed or been determined inappropriate. (5 DCMR §A-2816.1)

[6] Nonpublic school staff include both full-time employed staff as well as contracted staff not considered employees of the facility.

Speech Language Pathologist (SLP)	9	0
Physical Therapist (PT)	2	0
Occupational Therapist (OT)	4	0
Orientation & Mobility Specialist (OMS)	0	1
Social Worker (SW)	5	0
Counselor/Psychologist	2	0
Psychiatrist/Medical Doctor	0	0
Nurse	3	0
Medication Technician	13	0

Additional Nonpublic School Staff		
	Staff	Contracted
Staff responsible for addressing behavioral difficulties	15	0
1:1 Aides	40	0
Teaching Assistants	65	0
Transition Specialists/Coordinators (e.g., school staff who support with transition to post-secondary education, vocational training, employment, and transitioning students to less restrictive educational setting)	6	0
Interns		

Campus Reported Incidents[7]			
	SY 13-14	SY 14-15	SY 15-16
Total number of out-of-school suspensions	0	0	0
Total number of in-school suspensions	0	0	0
Total number of physical restraints	269	126	178
Total number of seclusions	2	77	293

[7] The incident data included in this profile pursuant to DC Code § 38–2561.16(a)(5)) reflects DC student incidents only.

FREQUENTLY ASKED QUESTIONS (FAQS)

I don't see the school name or address of the nonpublic school my child attends. Why not?
There are two possible answers to this question:
1. The nonpublic school may not be on our certificate of approval (COA) list, meaning the school is not currently certified by OSSE. Schools on OSSE's approved COA list are eligible to receive educationally placed students through the individualized education program (IEP) process. If your child's school is not listed here, then more than likely your child was placed through a different District agency or through a Hearing Officer Determination.
2. The profiles are aggregates for the schools as a whole. Many of the nonpublic schools have multiple locations (sometimes referred to as campuses) with varying programs. We have only included the main address in the profile. The reason for this is that when OSSE collected student data from each of the COA-approved nonpublic schools, we asked for aggregate data for all of their locations/campuses. However, if you would like to see a list of the schools and campuses currently approved by OSSE with addresses, disabilities and grades served, please refer to OSSE's approved nonpublic school list found here on our website. You can also visit the website for the nonpublic school for more extensive information.

The capacity of the nonpublic school seems higher than what I have seen at the school. Why is that?
The capacity number included in the profile reflects the school's reported maximum capacity. At any given time, the actual enrollment at the school may be lower than the school's maximum capacity.

What is included in the Program Offerings section?
Nonpublic schools were given the opportunity to provide a brief narrative description on their program offerings. For more extensive information on nonpublic schools' program offerings please visit their respective websites. Please note that OSSE included program descriptions to provide parents and IEP teams with information to aid in planning for students' educational program. OSSE does not endorse the specific claims made by nonpublic school programs in their program descriptions.

What's included in the Reported Incidents section?
This is a self-reported section of the Nonpublic Profile. The nonpublic schools submitted information to OSSE on student aggregate data regarding behavior incidents.

What is the different between "DC Students" vs. "All Students"?
Almost all of the schools listed on OSSE's Approved Nonpublic School List accept students from other jurisdictions. When looking at the program capacity, it is important to remember this.

DEFINITIONS

Instructional Hours Per Day - Per District of Columbia Municipal Regulations a nonpublic school is required to provide a minimum of 6 hours of instruction per day for a minimum of 180 days, totaling 1,080 instructional hours.

Physical Restraint - The use of bodily force to limit a student's freedom of movement. The use of physical restraints is prohibited in all nonpublic special education schools and programs except in emergency circumstances, which are defined as circumstances that meet the following criteria: (a) The use of the restraint is included in the student's IEP to address specific behaviors under defined circumstances, and the use by appropriate staff is therefore consistent with the student's IEP; or (b) The intervention is necessary to protect the student or other person from imminent, serious physical harm; and other less intrusive, nonphysical interventions have failed or been determined inappropriate.(5 DCMR §A-2816.1)

Seclusion - The involuntary confinement of a student alone in a room or area from which he or she is physically prevented from leaving, or from which a student believes he or she may not leave, whether or not in a locked area. A nonpublic special education school or program shall not use any form of seclusion on a District of Columbia student unless it is an emergency, as defined in section 5 DCMR §A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (5 DCMR §A-2819.1)

Student:Teacher Ratio - Number of students per teacher. Some schools may have provided their student:staff ratio that included a teacher and non-instructional staff (e.g., instructional aide, teaching assistant, behavior staff, 1:1 support staff, etc.).

For general questions, please contact Dr. Edgar Stewart, supervisory monitoring specialist, at (202) 741-0259 or Edgar.Stewart@dc.gov.

IVYMOUNT CORPORATION

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

DESCRIPTION OF EDUCATIONAL SERVICES

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.

English Language Arts/Math Intervention Programs

Decoding Interventions:

1.) **Additional Instructional Time in Assessed Area of Need**
   - This can occur either in the classroom or as a pull-out in an individual or small group session. If assessments or ideas for materials are needed consult with reading specialist.
   - No set number of minutes or sessions recommended.

2.) **Phonics for Reading**
   - Supports students who struggle with reading comprehension from weak phonemic awareness and decoding skills by building phonemic awareness, decoding, and fluency skills to strengthen reading comprehension. This program uses systematic, explicit instruction specifically designed to appeal to older students builds confidence and motivation.
   - Each lesson takes about 60 minutes. No set number of minutes or sessions recommended by the program.

3.) **Early Interventions in Reading**
   - It helps provide students in grades 1-3 with lessons that build mastery of essential skills through explicit, systematic instruction in five critical strands - phonemic awareness, letter-sound correspondences, word recognition and spelling, fluency, and comprehension.
   - 20 minutes per day 5 days per week.

4.) **Words Their Way**
   - Words Their Way is a developmental approach to phonics, vocabulary, and spelling instruction. Using a systematic approach, guided by the interpretation of spelling errors, this program offers an individualized approach to word study for students in kindergarten through high school.
   - No set number of minutes or sessions recommended by the program.

5.) **Fountas and Pinnell Word Work Kits**
   - Each book is a complete Phonics and Word Study Curriculum for the primary grades. The Word Study Continuum encompasses nine scientific categories of learning which include: Early Literacy Concepts, High-Frequency Words, Phonological and Phonemic Awareness, Spelling Patterns, Letter Knowledge, Word Structure, Letter/Sound Relationships, Word-Solving Actions, Word Meaning.
   - 30-45 minutes per day 5 days per week

6.) **Making Words**
   - For each lesson, the teacher selects a group of letters that the students will use to build words that ultimately lead up to a "mystery word" at the end. Making words lessons may take on different degrees of structure, depending on the needs of the students and instructional purposes of the teacher.
   - No set number of minutes or sessions recommended.

7.) **Phono-Graphix**
   - Content is based on the nature of the English code as described by linguists. Instruction progresses from the sound to the symbol. Lessons teach skills in segmenting, blending, and phoneme manipulation.

- 2 hours per week for students aged 6 and older, 1.5 hours per week for kindergarteners.
8.) **Explode the Code**

Sight Word Interventions:

1.) **Additional Instructional Time in Assessed Area of Need**
2.) **PCI**
3.) **Essential Sight Words**
4.) **Early Interventions in Reading**
5.) **Early Literacy Skills Builder**
6.) **Edmark**

Comprehension Interventions:

1.) **Additional Instructional Time in Assessed Area of Need**
1.) **Making Meaning**
2.) **Soar to Success**
3.) **Words in Action**
4.) **Elements of Reading: Vocabulary**

5.) **Benchmark Anchor Comprehension Series**
6.) **Reading Advantage**
7.) **Early Interventions in Reading**
8.) **Visualizing and Verbalizing**

Math Interventions:

1. **I Succeed**
2. **IXL (web based)**
3. **Touch Math**
4. **Saxon Math**
5. **Everyday Math Counts**
6. **Small group instruction**
7. **Individualized instruction**