



The Ivymount School, Inc.

Rockville, MD

Day School

Program Information¹

| | |
|--|---|
| Address: 11614 Seven Locks Road Rockville, MD 20854 | Phone Number: 301-469-0223 |
| CEO: Janet Wintrol | Website: www.ivymount.org |
| Certificate of Approval (COA) Status: Full | COA Expiration Date: 12/16/2014 |
| School Year (Days): 200 | Instructional Hours Per Day: 6 |
| Curriculum Aligned to DC Standards: Yes | Capacity: 230 |
| Grades Served: 2-12 (NG=Nongraded) | Ages Served: 4-21 |

Disability Categories Served

| | | | |
|-------------------------|---|-------------------------------|---|
| Autism | ✓ | Multiple Disabilities | ✓ |
| Deaf-Blindness | | Orthopedic Impairment | |
| Deafness | | Other Health Impairment | ✓ |
| Developmental Delay | | Specific Learning Disability | |
| Emotional Disturbance | | Speech or Language Impairment | ✓ |
| Hearing Impairment | | Traumatic Brain Injury | |
| Intellectual Disability | ✓ | Visual Impairment | |

Program Offerings²

The Ivymount School is a nonpublic, special education school serving students with autism, intellectual disabilities, multiple disabilities, other health impairments, specific learning disorders, and speech-language impairments in grades 2 through 12, ages 4 to 21. All programs integrate academic, social, and pragmatic skills in classrooms with low student-to-teacher ratios. The Multiple Learning Needs program provides therapeutic, academic, social and pragmatic skills, and incorporates general education curricula and social skills so that students master their individual academic, life skills and social-emotional goals. The Post High School program is a community-focused, life skills program that prepares students ages 18 to 22 for successful transition from school to employment and adult life. Students work at community job sites to acquire pragmatic employability skills. The Autism program employs a highly structured teaching environment including the use of evidenced-based practices and applied behavior analysis. The Proactive Generalization program ensures that students' progress transfers to all settings. The Model Asperger program provides a dynamic, rigorous and experiential program that integrates social learning into all aspects of the academic program. Social skills, executive functioning, flexible thinking and self-regulation are also incorporated.

¹ Data sources include OSSE nonpublic school certificate of approval applications, 2014 Annual Certificate of Compliance, and 2013 nonpublic student aggregate data. The data reported here reflects information available as of September 26, 2014 unless otherwise indicated.

² This publication features program offering information and links to additional information created by nonpublic school staff. Inclusion of this information does not constitute an endorsement by the District of Columbia Office of the State Superintendent of Education (OSSE) of any products or services offered or views expressed, nor does the OSSE control its accuracy, relevance, timeliness or completeness.

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| GRADUATION RATES ³ | SY 11-12 | SY 12-13 | SY 13-14 |
|--------------------------------------|----------|----------|----------|
| Enrollment | 77 | 79 | 53 |
| Graduates with a diploma | DNP | 0 | 0 |
| Average age to graduate with diploma | DNP | 0 | 0 |

| LEAST RESTRICTIVE ENVIRONMENT TRANSITION ⁴ | SY 12-13 | SY 13-14 |
|---|----------|----------|
| Total number of students transitioned to a less restrictive environment | 1 | 0 |

| REPORTED INCIDENTS ⁵ | SY 09-10 | SY 10-11 | SY 11-12 |
|--|----------|----------|----------|
| Total number of out-of-school suspensions | 1 | 1 | 1 |
| Total number of in-school suspensions | 0 | 0 | 0 |
| Total number of physical restraints | 43 | 911 | 308 |
| Total number of seclusions | 10 | 2 | 0 |
| Total number of students escorted from school by ambulance | 1 | 0 | 4 |
| Total number of students escorted from school by police | 0 | 0 | 0 |

³ Graduation rates is based on students identified as enrolled in a nonpublic school or program during the period used for the adjusted cohort graduation rate (ACGR) cohort calculation. This number represents an estimated cohort graduation rate as students were not verified as being enrolled with the individual nonpublic institution. * means data not available (from OSSE).

⁴ LRE Transition Data is based on Non Public Report data from August 2012 to June 2014.

⁵ Reported incidents are based on the program's response to a 2013 Nonpublic Student Aggregate Data Request provided to OSSE by COA-approved nonpublic schools in April/May 2013.

DNP=Did not provide; DNC=Did not calculate; N/A=Not applicable

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NONPUBLIC SCHOOL PROFILES 2014: FAQs AND DEFINITIONS

What's included in the Program Information section?

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:

41. The nonpublic school your child attends may not be on our Certificate of Approval (COA) list, meaning the school has not gone through the COA application process to be certified by OSSE. Schools on OSSE's approved COA list are eligible to receive educationally placed students through the 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.
42. The OSSE Nonpublic School 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 OSSE Nonpublic School Profiles. 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 OSSE Nonpublic School Profile reflects the school's reported maximum capacity. At any given time the census at the school may be lower than their maximum capacity.

What's included in the Program Offerings section?

Nonpublic schools were provided 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.

Suspensions:

Schools reported the number of instances that students were suspended either in or outside the school setting.

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 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.(DCMR §A-2816.1)

Seclusion:

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 DCMR §A-2816.1. Use of seclusion as a policy or practice shall be grounds for denying or revoking a certificate of approval. (DCMR §A-2819.1)

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Ambulance Escorts:

Schools reported the number of instances that students were escorted from school via ambulance to a hospital. OSSE currently does not have the data as to the reasons students were escorted by ambulance.

Police Escorts:

Schools reported the number of instances that students were escorted from the school by police.

DEFINITIONS

DC Students vs. All Students At A Nonpublic School - 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. OSSE is responsible for paying for students from the District of Columbia.

Instructional Hours Per Day - As 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 1080 instructional hours.

Physical Restraint - the use of bodily force to limit a student's freedom of movement.

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.

Student:Teacher Ratio - In the nonpublic school Certificate of Approval application, OSSE asks nonpublic schools to indicate their student:teacher ratio. This means the 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 regarding nonpublic schools or the OSSE Nonpublic School Profile please contact Dr. Edgar Stewart, Supervisory Monitoring Specialist, by phone (202-741-0259) or email, Edgar.Stewart@dc.gov.