Elementary Open Disclosure Statement

Mrs. Melanie Francis

Resource- Kindergarten through 6th Grade

2014-2015 School Year

M. Lynn Bennion Elementary

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Dear Parent/Guardian:

I am excited to be part of Bennion Elementary! I have 8 years of teaching experience, all of it with students with disabilities. Please feel free to contact me at any time with any questions or concerns you may have. The following information will give you an idea of how I will help your student better achieve success during their time at Bennion.

**Class Description:**

Children that have been identified as having a disability (under the Individuals with Disabilities Education Act) will get support from room B-10 in Reading, Writing or Math. We will focus on supporting instruction given in their classrooms that correlate with the Utah Common Core as well as their goals outlined in their IEP’s (Individual Education Plan). We will meet at least once a year to discuss goals for your students along with other members of the IEP team (which include: you, myself, the principal and the classroom teacher). You will get updated on your student’s progress as often as you receive a report card.

**Goals and Objectives:**

Every student will be focusing on a different goal depending on their need (it could be math, reading or both) and it is outlined in their IEP. Our goal is to make sure your student gets curriculum presented to them on their level with time to practice those skills. We will also be building on knowledge your student has learned in their grade level classroom. The general education teacher has given you a copy of the grade level curriculum, but if they haven’t, feel free to let me know and I can provide one for you.

**Instructional Materials**:

I will be using a few different programs to help your student succeed.

Reading:

* Harcourt, *StoryTown*, published in 2007
* Sopris West*, Six Minute Solutions*, published in 2007 (optional)
* Academic Success for All Learners, *Reading for All Learners,* published in 2003 (optional)

Math:

* Houghton Mifflin, *Expressions*, published between 2006-2013

Assessments:

* *DIBELS Next* (Dynamic Indicator of Basic Literacy Skills) 2012
* PRO-ED, *Monitoring Basic Skills Practice*, published in 1998

**Instructional Practices:**

Students will have the opportunity to receive services in their classrooms and in the Resource classroom. This means that at times, your student will leave their classrooms to come to B-10. Your student will NOT be pulled during recess, art, music, lunch, PE or during their Core lesson. I will work out the schedule with your students’ teacher to make sure the time will work.

For the students that receive reading support, we will use the same Storytown concepts, vocabulary and spelling the student receives in their classroom. This is ensures the students understanding of the skills taught.

For student that receive math support, my lessons will correlate with what the students are learning in their classroom. The lessons are designed to strengthen the skills taught in the general education classroom.

**Course Requirements/Class Expectations:**

It is essential that your student be at school every day, prepared with materials and on time. Of course there are things that come up, (sickness, etc.) beyond that however, try to have your student at school every day. For a student that has a disability, every day of lost instruction can have a huge impact on their learning.

Reading at home is essential to school success. While I don’t require reading calendars, I support the general education teachers’ requests that at least 20 minutes of reading should be done daily at home. If you need some help or direction with this, please let me know and I would be happy to help.

As far as behavioral expectations, I will follow the rules of Bennion Elementary. Additionally in my room, your student will be expected to show respect to others and myself, follow directions, make good choices, give their best effort and be safe, kind and honest. When a student doesn’t follow these rules, they will receive warnings and possible consequences. I will take care of most of the discipline in our room, but if necessary, I will contact you and the principal if there is something we need to work on.

**Grading Procedures:**

Since every student is working on their own level and goals, it is important to note that grading will be on the student’s goal outlined in their IEP. You will get a copy of the progress your student is making on those goals during every grading period.

**Tentative Class and Activity Schedule:**

My schedule is very varied and tight. I have worked out the best time to work with your student with their general education teacher. If however, there is an activity or field trip during their scheduled time, they will of course join their class. I will see your student for a few minutes on Friday to monitor their progress on their goals.

**Additional Information:**

We will need to meet at least once a year to make sure our goals are appropriate for your student and make new ones as needed. I will get in touch with you about those dates, but please feel free to contact me when you have any questions or concerns.

I am here for you and your student. Please let me know how I can help!

Melanie Francis