

Welcome to  
Parent  
Information Night

North Dearborn Elementary School

**Objective:** The purpose of this presentation is to communicate to parents about the curriculum, services, and expectations of North Dearborn Elementary School.

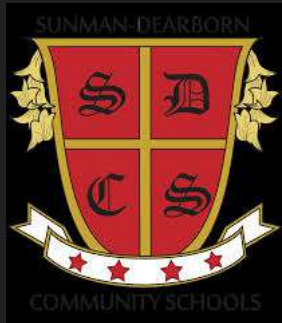


Indiana Department of Education Releases 2017-2018  
School Accountability Grades

**North Dearborn Elementary**

**A**

# Sunman-Dearborn Community School Corporation



Our **MISSION** is to provide a safe, innovative, and challenging environment designed to prepare students for their future through **Stewardship, Data-Driven Decision Making, Collaboration, Shared Leadership, and Commitment.**

Reflecting on our core values, the **VISION** of Sunman-Dearborn Community Schools is: *Surpassing expectations and inspiring excellence in every student, every day.*

# STRATEGIC PLAN

2017-2022

## MISSION

Our mission is to provide a safe, innovative, and challenging learning experience for every student in every classroom. We are committed to preparing students for their future through personalized, data-driven decision-making, collaboration, shared leadership, and community.

## VISION

Reflecting on our core values and beliefs, our vision is to create a safe, innovative, and challenging learning experience for every student in every classroom. We are committed to preparing students for their future through personalized, data-driven decision-making, collaboration, shared leadership, and community.



### Surpassing Expectations and Inspiring Excellence in Every Student, Every Day

## CORE VALUES

#### STEWARDSHIP

We are committed to being good stewards of the public resources and making all decisions in an honest, ethical, and transparent manner.

#### DATA DRIVEN

We serve students by using data and research to set high goals, measure high expectations, make informed decisions, and create transparent experiences.

#### COLLABORATION

We serve students by collaborating to develop learning experiences that maximize activities and across all programs.

#### SHARED LEADERSHIP

We serve students by measuring high expectations for every staff member and student to accept responsibility for their own growth, learning, success, and behavior.

#### COMMITMENT

We serve students by our commitment to provide the best value, resources, safe, and challenging climate that prepares students for their future.

Illinois Student Assessment Board Strategic Plan 2017-2022

# OBJECTIVES

## GOALS

### TECHNOLOGY

Promote, integrate, and support innovative technology within the school community while utilizing current devices and robust infrastructure with reliable technology systems.

### FINANCIAL

Balance financial responsibility with promoting diverse and effective programming for our students and competitive wages and benefits to attract and retain quality employees.

### ACADEMIC ACHIEVEMENT

Increase performance and surpass previous growth as measured by the Indiana State Accountability components in order to rank in the top 10% of all school corporations.

### CULTURE/CLIMATE/SAFETY

Develop a culture that recognizes and appreciates the value of every individual in a safe environment.

### TECHNOLOGY

By the beginning of the 2018-2019 school year, at least 60% of all assessments will be administered through a technology-based assessment system.

By the end of the 2018-2019 school year, through meaningful professional development and instructional practices, 90% of teachers, students, and parents will be confident with the use of assessment tools.

### ACADEMIC ACHIEVEMENT

By the release of the 2022 state assessment results, all schools will achieve the performance target of an A and earn Indiana Four Star status.

By the release of the 2022 state assessment results, all grade levels will achieve a passage rate of 80% or higher on the state assessment.

### FINANCIAL

By December 31, 2017, the General Fund cash balance will be between 10% and 12% of the fiscal year expenditures and will be maintained at that level each year thereafter.

By the 2018-2020 school year, and in order to retain and attract highly qualified personnel, we will have the highest compensated staff in the assessment Indiana region.

### CULTURE, CLIMATE, AND SAFETY

By the end of the 2018-2019 school year, 100% of employees will be ALICE and CPR trained.

By the end of the 2017-18 school year, the level of requests among students, and staff members, as measured by a staff and student survey and reported in the Incident database for the 2015-2016 school year, will decrease.

Illinois Student Assessment Board Strategic Plan 2017-2022

\*You can find these posters hanging in all classrooms and in the common areas of NDES.

# **North Dearborn Elementary School**

## **Mission Statement**

North Dearborn Elementary School strives to provide a positive, nurturing climate in which our students are empowered to become lifelong learners and productive, responsible community members.

# Indiana Academic Standards

*“Standards outline what students need to know, understand, and be able to do.”*

- 2014: English/Language Arts and Mathematics
- 2016: Science
- In 2017: Health, PE and Visual Arts
- 2018: Music



These new standards are the result of a process designed to identify, evaluate, synthesize, and create high-quality, rigorous standards for Indiana students. They have been validated as college and career ready so students who successfully master these objectives by the time they graduate from high school will be ready to go directly into the workplace or a postsecondary educational opportunity without the need of remediation. Academic standards are benchmark measures that define what students should know and be able to do at specified grade levels beginning in kindergarten and progressing through grade twelve. The standards are promulgated as state regulations.

To check out the standards for each subject area and grade level, refer to the Indiana Department of Education website. <http://www.doe.in.gov/standards>

# Vertically Aligned Standards

***This is the same number sense math standard K-5th grade.***

K.NS.1: Count to at least **100** by ones and tens and count on by one from any number

1.NS.1: Count to at least **120** by ones, fives, and tens from any given number. In this range, read and write numerals and represent a number of objects with a written numeral.

2.NS.1: Count by ones, twos, fives, tens, and hundreds up to at least **1,000** from any given number.

3.NS.1: Read and write whole numbers up to **10,000**. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 10,000.

4.NS.1: Read and write whole numbers up to **1,000,000**. Use words, models, standard form and expanded form to represent and show equivalent forms of whole numbers up to 1,000,000.

5.NS.3 and 4: Recognize the relationship that in a **multi-digit number, a digit in one place represents 10 times** as much as it represents in the place to its right, and inversely, a digit in one place represents  $1/10$  of what it represents in the place to its left. Explain patterns in the number of zeros of the product when multiplying a number by powers of 10, and explain patterns in the placement of the decimal point when a decimal is multiplied or divided by a power of 10. Use whole-number exponents to denote powers of 10.



# District-wide Initiatives

## **Pacing Guides and Common Assessments**

- Guide instruction
- Promote collaboration
- Continuous Work in Progress
- Pacing Guides prepare for Common Assessment
- Common Assessments measure instructional effectiveness and provides data to make improvements

# Technology Integration

- EC and S-DMS are 1:1 Chromebooks
- Elementaries are next to be considered
- NDES has five Chromebook carts for sign out
- Wireless projectors
- Digital Citizenship Curriculum K-5
- Teachers - Monthly Tech PD
- Summer training opportunities
- New Computer Science standards just released

# School-Wide Initiatives

## Viking Code:

- Expectations for behavior
- All common areas of school
- Classroom incentives
- Viking of the Month

View our [handbook](#) on our webpage.



## School Motto:

To be a Viking I must:

**be ready to learn,**

**be respectful,**

**be responsible and safe!**

# Professional Learning Communities

Our school has several staff committees to improve the culture, learning environment, and instruction at NDES.

- Leadership Team
- Viking Code (School-wide Behavior)
- Professional Development
- Environmental
- Safety
- Rtl
- Social

# Communication



[NDES school webpage](#)

[Teacher webpage/Google Site](#)

Monthly Newsletters

[Twitter](#) @NorthDearborn  
call

[Facebook](#)

School Messenger

Agendas



Google Sites

# CLASSROOM DISCIPLINE

The Viking Code is the school-wide discipline system for all common areas such as the cafeteria, restrooms, playground, computer labs, science labs, and hallways. Students earn Viking Vouchers as a class and individually for positive behavior.

To maintain teacher autonomy, individual teachers have a discipline system within their own classroom. All classrooms have a discipline system, including clear expectations, procedures, and consequences. Many classrooms use the clip chart system. Fifth grade uses a behavior chart.



# North Dearborn Elementary School Staff

## **Administrators:**

Dr. Andrew Jackson,  
Superintendent

Ms. Cindy Morton, Director of  
Student Services

Jeff Bond, Principal

Barb Katenkamp, Assistant  
Principal

**Office Staff:** Holly Drees, Beth  
Powell

**School Nurse:** Karen Sue Harrill  
and Megan  
Binnerger

## **Cafeteria Staff:**

Cheryl Erhart, Food Service Director

Head Cook: Darlene Werner

## **Custodians:**

Mike Ireland, Blaine Werner, Gina Dirkhising,  
Jack Hotopp

## **Instructional Aides:**

Meghan Andres, Jackie Batta, Christine Bosse, Heather Bowling,  
Diana Cheek, Jodi Christman, Robynn Collins, Mendy Cook,  
Hannah Cook, Katie Eckstein, Shannon Eley, Marcia Hornberger,  
Colleen Knigga, Leasha Kushman, Miranda Lobenstein

# Special Area: PE

*All students in grades K-5 attend PE class one time per week.*

## Teacher: Bill Theising

- **Goal:** To provide students with the knowledge and skills necessary for the development of a healthy and active lifestyle.
- **Process:**
  - Skill development for K-2 (throwing, catching, jump rope, sportsmanship, etc.)
  - Continued focus on locomotor (skip, gallop, walk, etc.), non-locomotor (bend, straighten, twist, etc. )skills throughout grade levels
  - Integrating new activities (roller skating, dodgbee, and gaga) and life long activities (bowling, basketball, volleyball, etc.) to promote interest in being active
  - Heavy focus on being active and the benefits of a healthy lifestyle



Students are expected to bring proper shoes to each class.







# Special Area: Music

*All students in grades K-5 attend music class one time per week.*

## Teacher: Julie Simpson

### Concepts

- Singing-songs from different genres, countries, and time periods
- Playing a variety of instruments (including recorders)
- Expressing creativity through improvisation and composing
- Learning to read music, both rhythmically and melodically
- Listening to and describing a variety of musical selections
- Relating music to other subjects, such as math, language, science, history, and art
- Performing as individuals, but more importantly learning how to work together and perform as an ensemble
- Studying composers from different time periods and learning about music from various parts of the world

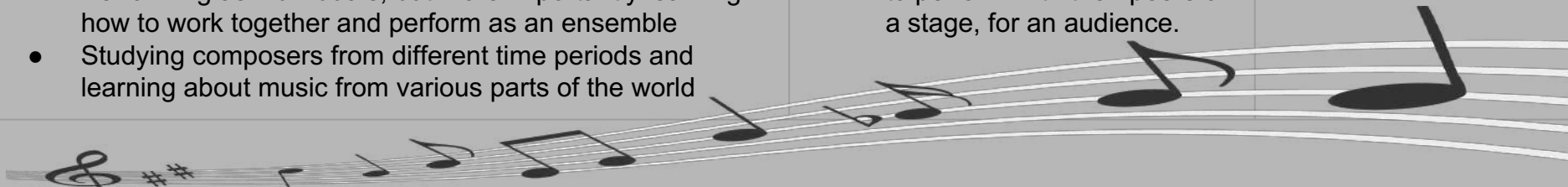
### Performances

- Students in grades 1-5 have the opportunity to participate in a concert each school year. This is a wonderful opportunity for students to experience the preparation and practice that goes into a performance. It also provides students with the opportunity to perform with their peers on a stage, for an audience.

### Ensembles

- Chorus
- Percussion

audition and perform at concerts and community venues



# Special Area: Art



*All students in grades K-5 attend art class one time per week.*

## Teacher: Julie McAdams

**Students are expected to bring an art box with them to class each week.**



- **Grading**-Grades are based on an average from 50% behavior, safety, and preparedness and 50% from projects they complete in art. All areas will be assessed using a rubric.
- **Newsletter(s)**-posted monthly on classroom website with reminders and information about what is going on in the art room.
- **Twitter**-If you have a Twitter account, Mrs.McAdams updates her classroom page daily. You can follow her @NDESARTROOM to see student work and much more.
- **Website**-You can link to our art room website through the school website. Be sure to bookmark it so see more information about our class.

Our 5th annual ART SHOW is an opportunity to show off our students' hard work and recognize them as artists. Dates: **April 25th** for K, 1, 2 and **May 2nd** for grades 3, 4, 5.

# Special Area: Library

*All students in grades K-5 attend library class one time per week.*

## Librarian: Nancy Lyle

- Students will check out a fiction and a nonfiction book during their library time.
- Mrs. Lyle will provide lessons on literary genres, nonfiction elements, parts of a book, book reviews, dictionary skills, and reader's theater.
- The library is open every morning from 7:45-8:05 for book exchange.



# Special Area: Computer

*All students in grades K-5 attend computer class one time per week.*

**Teacher: Grade Level Assistants**

Students will learn basic keyboarding skills, how to conduct research, create word processing and digital presentations, take computer-based assessments, and more. All students will participate in a Digital Citizenship program, grades K-5.



# Kindergarten



## Teachers:

Beth Sizemore

Karen Stange

Dyna Stickford

Bonnie Lobenstein

Angie Prifogle

## Goals:

- To master all kindergarten skills in math, reading, writing, science, and social studies.
- Develop positive social skills
- Becoming lifelong learners

# Kindergarten Resources:

Journeys Reading

My Math Textbook

Pearson science

Digital Citizenship

Scholastic News

Zaner Bloser Handwriting

Educational websites

[Reading Eggs](#)

# Instructional Strategies:

- Daily Work Stations
- Small Group Work
- Rtl
- LIPS techniques
- Orton-Gillingham techniques
- Songs and music
- Large/fine motor activities

# Kindergarten

## Assessments:

- Report card sent home each quarter
- Midterms sent home as needed
- Quarterly Reading & Math common assessments
- Star Early Literacy
- Observation
- DIBELS Progress monitoring

# Homework

## Expectations:

- Read DAILY (read to, read with, read independently)
- Weekly Take-Home readers
- Play games as a family
- Review Sight Words daily
- Weekly math and reading/writing homework to review previously learned skills.
- Homework should take no more than 10-15 minutes per night.

# Kindergarten

## Report card and grading:

All kindergarten teachers in the district use a Standards-Based Grading system.

Throughout each quarter we will collect data of each student's achievement through student work, performance tasks, observations, and end of quarter assessments. Achievement is identified through a 4, 3, 2, and 1 number system on quarterly report cards.

- **4 Exceeding** - Student is working above grade-level expectations.
- **3 Established** - Student is consistently mastering current grade-level expectations.
- **2 Emerging** - Student is making progress towards mastery of current grade-level expectations.
- **1 Deficit** - Student has yet to meet current grade-level expectations and is not making satisfactory progress towards meeting them.



# Kindergarten

## Guest Speakers/ Special projects:

- Fire Department
- Karen Blasdel for Dental month
- Disability awareness month
- LPLD Outreach Reading Program
- 100th day celebration
- Read Across America week
- Thanksgiving break "feast"

## Field Trips:

\*Field Trips could change

### Fall

- Bright Community Field Trip
- Wendel Farms

### Spring

- Cincinnati Children's Museum

# 1st Grade

## Teachers:

Melanie Messmore

Lauren Franks

Olivia McAdams

Melissa Dennis

Glenda Baker



## Goals:

- Students will be able to decode, read, and comprehend grade appropriate material across the curriculum.
- Students will become fluent with their basic addition and subtraction facts.
- Students will learn how to be a good citizen in their school and their community.
- Students will engage in science through reading, inquiry, and technology.

# 1st Grade Resources:

- Journeys Reading
- My Math Textbook
- My World Social Studies
- Scholastic News
- Interactive Science

# Instructional Strategies:

- Pre-test to determine prior knowledge
- Differentiate by providing activities that challenge all students
- Provide purpose for learning by making connections to student's experiences and the world
- Engage students in meaningful activities
- Provide students with the opportunity to share what they have learned
- Post-test to determine mastery of skills and plan for interventions and differentiation

# 1st Grade

## Homework:

- Nightly Reading Assignments  
(Take-Home books, Reading book)
- Sight Word and Spelling Practice
- Math Homework and +/- flashcards

## Assessments:

- Edmentum
- DIBELS



## Grades:

First grade uses a Standards-Based Grading system. Achievement data is collected through daily work, performance tasks, observations, weekly tests, and end of quarter assessments. Achievement is identified through a 4, 3, 2, and 1 number system.

- **4 Exceeding** - Student is working above grade-level expectations.
- **3 Established** - Student is consistently mastering current grade-level expectations.
- **2 Emerging** - Student is making progress towards mastery of current grade-level expectations.
- **1 Deficit** - Student has yet to meet current grade-level expectations and is not making satisfactory progress towards meeting them.

# 1st Grade

## Guest Speakers/

## Special projects:

- Vermicomposting Program through Dearborn County Recycling Center
- Karen Cody, a naturalist, will present information to the students about animal life cycles.

## Field Trips:

\*Field Trips could change

- Blooms and Berries to view farm animals and discuss pumpkin life cycle.
- Children's Theater to give students an experience in the arts.
- Cincinnati Zoo--We will visit the zoo in May as a culminating activity to our unit on animal life cycles.



# 2nd Grade

## Teachers:

Lee Anne Dole  
Jolynn Eckstein  
Kendra May  
Hilary Stonefield  
Rita Weaver

## Goals:

- Student will Increase number sense, become more fluent with their math facts and understand how numbers relate to each other. (EXAMPLE: fact families  $3+7=10$ ,  $7+3=10$ ,  $10-3=7$ ,  $10-7=3$ )
- Students will have a basic understanding of our community and the services provided.
- Students will be able to read and comprehend a grade level text fluently and apply this to other subject areas.

# 2nd Grade

## Resources:

- Edmentum: Exact Path and Study Island to target individual needs
- Junior Great Books
- Drops in a Bucket spiral review

## Instructional Strategies:

- Spiral review strategies in math and language arts such as *Drops in a Bucket*
- Calendar Math
- Math problem solving strategies such as CML and Problem Solver

# 2nd Grade

## Assessments:

- Common grade level assessments
- DIBELS
- Edmentum

## Homework Expectations:

- Homework is practice - parental help encouraged
- Nightly reading, vocabulary, math facts, and/or spelling practice expected
- 20-30 minutes each night is a reasonable amount of time for second grade.



# 2nd Grade

Guest Speakers/

Special projects:

- Community Service Project
- Cool Critters Presentation
- Gingerbread Houses

## Field Trips:

\*Field Trips could change

- **Newport Aquarium** - focuses on hands-on experiences, viewing animals in water ecosystems and aquatic life cycles
- **Reds Stadium and Hall of Fame** - focuses on community history

# 3rd Grade

## Teachers:

Cindy Hornbach  
Shanon Klei  
Jamie Oelker  
Melissa Scudder  
Brenda Stewart

## Goals:

- Increase students' basic math fact automaticity
- Improve the quality of students' constructed response answers
- Increase students' self-sustained reading stamina
- Apply problem solving strategies in math

# 3rd Grade

## Resources:

- Digital Citizenship Curriculum
- Novels
- Journeys Reading Series / Leveled Readers
- McGraw Hill Math Series
- Pearson My World Social Studies
- Smart Word Readers for Social Studies and Science

## Instructional Strategies:

- Hands On Activities
- RACE method for constructed response questions
- Digital Learning with ConnectEd Math Resources
- Small grouping for reading and math

# 3rd Grade Assessments:

- [IREAD3](#)
- [ILEARN](#)
- Quarterly assessments in Reading, Writing, Grammar, Math, Social Studies
- Edmentum Test (Fall, Winter, Spring)
- Easy CBM Comprehension, Word Fluency, Story Fluency

# Homework Expectations:

- The purpose of homework is to reinforce a previously presented skill. Please make sure to assist your child and ensure that he/she is doing the homework correctly.
- Students should be reading for 15 - 20 minutes each night.
- Practice basic math facts.

# 3rd Grade

## Guest Speakers/

## Special projects:

- Dearborn County Research Project and Report
- Liz Beiersdorfer / Simple Machines
- Native American Activity Day
- Dr. Seuss Celebration Day

## Field Trips:

### \*Field Trips could change

- **Dearborn County**-Dearborn County Courthouse and a visit with Judge Humphrey, Dearborn County Historical Society, Hillforest Mansion: This field trip connects our students with the community in which they live. They get to experience how our area has grown and changed over time.
- **AG Day**-Presented by Dearborn County- Purdue Extension: This field trip exposes students to different agricultural and livestock resources from our area.

# 4th Grade

## Teachers:

Melanie Beetz

Malorie Dickhaus

Pat Harper

Sharon Moder

Brooke Packer

## Goals:

- Students will cite evidence to support answers.
- Students shift from learning to read, to reading to learn, especially in areas of Science and Social Studies.
- Students will become more independent and responsible learners.
- Students will be able to explain math computation and reasoning.

# 4th Grade

## Resources:

- Edmentum: Exact Path and Study Island
- Journey's Reading Textbook
- My Math Textbook
- Junior Great Books
- Science and Social Studies Textbooks
- Novels
- Scholastic News

## Instructional Strategies:

- RACE Response Format
- Differentiated Instruction for Reading and Math using Flexible Grouping
- Kinesthetic Learning strategies
- Self Monitoring and Performance feedback through Data Folders
- Rtl (Response to Intervention)
- UPSC charts for Math word problems

# 4th Grade

## Guest Speakers/

## Special Projects:

- Kevin Stonerock (Civil War soldier)
- Danny Russell (James Whitcomb Riley)
- Rationing Activity (WWII)
- Economics Fair project in 3rd quarter
- Hoosier Biography report and project in 4th quarter

## Field Trips:

\*Field Trips could change

### Governor Bebb Metro Park -

- 4.3.4 Map physical regions of IN and identify major natural resources and crop regions.
- 4.3.9 Explain the importance of major transportation routes in the exploration, settlement and growth of Indiana.

### Krohn Conservatory & Cincinnati

### Observatory -

- 4.ESS.1 Investigate how the atmosphere appears to move through the sky, how it impacts the Earth, rising and setting times, and solar and lunar eclipses.
- 4.LS.1 Observe and analyze how offspring are like their parents. Describe how different physical characteristics help them to survive.



# 4th Grade

## Assessments:

- Quarterly Assessments over curriculum taught
- ILEARN - Language Arts, Math, and Science
- Edmentum Testing: Fall, Winter, and Spring

## Homework Expectations:

- While we are working on building independence, students may still require support from parents.
- Reading AR 20 min.per night
- Students should only have a maximum 40 minutes of homework in 4th grade.

# 5th Grade

## Teachers:

Nancy Lillie

Jenny Shattuck

Cathy Sopcisak

Kelly Ravenna

Lori Robinson

## Goals:

- Foster organizational skills and agenda usage to be independent learners
- Practice and act by the Viking Code to be role models for younger students.
- To empower them with learning tools to become lifelong learners.
- Mastery of 5th grade College and Career Readiness standards.

# 5th Grade

## Resources:

- Edmentum for individualized reteaching and practice
- Smekens Comprehension Strategies
- Accelerated Reader
- Online sites with Math, Reading, Blue Vocab, Social Studies, and Science textbook.

## Instructional Strategies:

- Frameworks to create a constructed response:
  - RACE-(restate, answer, cite, explain)
  - Yes Ma'am (Me, Author, Author, Me)
- Phonetics to improve spelling
- Use of dictionary and thesaurus to enhance vocabulary:
  - definitions, parts of speech, synonyms, antonyms, affixes.
- Differentiation to help meet needs of individual students.
- Mnemonic devices to aid memorization

# 5th Grade

## Assessments:

- Reading comprehension tests
- Pre-tests in math to determine pacing of chapter
- Required ILEARN testing
- Edmentum reading and math to determine present levels, growth and grouping
- Quarterly assessments for progress monitoring.

## Homework Expectations

- By using the agenda, students become responsible: bringing home what is needed and completing it. This helps them become good communicators between home and school.
- Stay organized: putting work in the correct place to bring home and to return to school.
- Complete any work not finished at school that is due.
- study for tests
- Read 20 minutes each night for AR

# 5th Grade

## Guest Speakers/Special projects:

- Molly Resendes: Edible Landfill with Dearborn County Recycling.
- Operation Christmas Child
- Kat Lillie: Virtual Field trip to Sea Turtle Inc. at S. Padre Island, TX
- Get Real About Tobacco program
- Citizenship Projects
- JPL NASA Video Conference

## Field Trips:

**\*Field Trips could change**

**Dinsmore Homestead**-Focuses on primary sources to research the past

**Skating Rink**-includes content area connections to physical activity through PE class

**Redwolf Sanctuary**-Focuses on science environments and animals and our connection to them

# Report Cards

Special areas (Art, Music, PE)  
use O, S, and N grade scale.

**O** - outstanding

**S** - satisfactory

**N** - needs improvement

**A** = 90-100

**B** = 80-89

**C** = 70-79

**D** = 60-69

**F** = 59-0

Kindergarten & First Grade	Standard-based (1, 2, 3, 4)
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	O, S, N	A-F
2nd	Citizenship, Science, Writing Social Studies	Reading, English, Math
3rd	Citizenship, Social Studies	Reading, English, Math, Science, Writing
4th & 5th	Citizenship	Reading, English, Math,

# Response to Intervention (RTI)

Each grade level has 30 minutes built into their daily schedule to meet the individual needs of students. This may be done in small groups or individually.

Tier 1: Mastering grade level standards or beyond.

Tier 2: Needing additional support to meet grade level standards.

Tier 3: Needing intense intervention to succeed at current grade level.

Students not progressing with Tier 3 support may be referred for special education testing.

Students who are excelling at current grade level may receive enrichment and acceleration of standards.

# General Education Intervention (GEI)

- Team of teachers, counselors, and parents who meet to discuss ways to help a struggling child succeed using research-based strategies
- Progress monitoring data is kept and reviewed
- Students not improving with additional resources and strategies may be referred for special education testing.



# Special Education

Our school district is part of a special education cooperative, ROD, shared by several school districts in Ripley, Ohio, and Dearborn Counties. ROD does special education evaluations, and supports our school with services such as occupational/physical therapy, counseling, and vision and hearing assistance for students who qualify.

## **NDES Special Education Teachers:**

**Elyse Gorman, Amy Jones, Ali Gandenberger, Danielle Metz,  
Tamela Monhollen, Amanda Gulley, Bobbi Bauman**

# Available Services

\* For students who qualify based on state eligibility

**Speech Therapy-Tamela Monhollen**

(articulation, voice, fluency and language remediation)

**District Pre-School-Bobbi Bauman** (developmentally delayed 3-4 year old students)

**District Moderate Classroom-Amanda Gulley**

(moderately and severely handicapped students)

# High Ability Services

- School Ability Tests administered to all students in grades K, 3, and 5.
- Referrals for testing taken in grades 1, 2, and 4.
- Students will be considered “on watch” until 3rd grade testing.
- All parents will receive OLSAT testing results after 3rd (spring) and 5th grade (fall) testing. Identification letters will be sent home to students meeting required criteria after Spring HA identification meeting.
- School Cluster Group Model (SCGM) is used to service high ability students in the general education classroom and provide differentiated services for all.
- For more information, see [High Ability Services Handbook](#) on our website or contact Barb Katenkamp, HA Services Coordinator.

# School Counseling

**Counselors: Mandy Stenger and Nikki Christen**

- Special Education intervention and referral process
- State Testing Coordination
- Family and student resource assistance
- Small group counseling
  - Social/emotional, grief, friendship skills, etc.
- Drug Free Awareness
- School success strategies

# School Nurses



## Karen Sue Harrill and Megan Ripperger

- Provide first aid for accidents occurring at school
- Can administer Tylenol, with consent, for headaches
- Daily prescribed medication administration. Medicine must be sent in the original container with a doctor's note
- Vision screenings: grades K, 1st, 3rd, 5th, and upon teacher referral
- Hearing screenings: grades K, 1st, 4th, and upon teacher referral

# Ways to get involved...

- PTO (meets second Monday in the cafeteria 3:30 or 6:30. Check FB)
- Classroom Volunteer
- Field Trip Chaperone
- Party Volunteer
- Lunch Guest
- School Board Meetings

# Special School-Wide Functions

\*This is a list of things we have done in the past. Functions will vary from year to year.

- Choral Concerts
- Veteran's Day
- Art Shows
- Parent/Grandparent Information Sessions
- CMHC presentations - Think Smart..., Kids on the Block
- Career Week
- Red Ribbon Week
- Movie Nights ([PTO](#))
- Spring Carnival (PTO)
- Father/daughter, Mother/son events (PTO)

# Questions????

Please feel free to contact any staff member with questions about North Dearborn Elementary School. Contact information can be found on the school's website.

<http://ndes.sunmandearborn.k12.in.us/>