

Mount Vernon High School Home of the Majors

"Majors achieve and thrive together with purpose and pride."



#ProudMajors

Admin and Counselors

(Shift to the Alpha Model)

Admin <i>Administrador</i>	Alpha <i>Asignación por Apellido</i>
Karen Boyd	A-Der
John Shaffer	Des-Lay
Lashonda Reed	Laz-Ram
Gina Brooks	Ran-Z
Adrian Williams	CSS & STEP

New Alpha <i>Nueva Alfa</i>	School Counselor <i>Consejero/a Escolar</i>
A-B	Bryce Green
C - Ev	Niasharee Frater
Ew-Hop	Ericka Jeter
Hoq-Mc	Mary McAlevy
Md-Pie	Camille Moore
Pif-Sli	Melissa Mentzel
Slj-Z	Paul Guillion
CSS & STEP	Karen Mazzocoli
ESOL Level 1 and 2	Catherine Samper

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P.R.I.D.E.	IB Learner Profile	WITHIN OUR SCHOOL
Preparation	<ul style="list-style-type: none"> • Communicators • Inquirers • Knowledgeable • Reflective • Thinkers 	<ul style="list-style-type: none"> • Majors walk with a purpose and; with the goal of arriving to class on-time. • Majors aim to • Majors are available to engage in all aspects of the learning process. • Majors advocate appropriately when they need assistance (academic, behavior, social/emotional). • Majors communicate with teachers and plan in advance for when they are not in class and to follow up on lessons missed.
Respect	<ul style="list-style-type: none"> • Balanced • Caring • Communicators • Principled • Reflective 	<ul style="list-style-type: none"> • Majors use appropriate tone of voice, word choice/language and body language. • Majors are mindful of their environments and conversations. • Majors respect the boundaries and personal space of others. • Majors greet each other and return greetings to others. • Majors follow the expectations set forth by teachers in their classrooms & the SR&R.
Integrity	<ul style="list-style-type: none"> • Balanced • Communicators • Open mindedness • Principled 	<ul style="list-style-type: none"> • Majors are truthful and courageous enough to communicate with staff/peers. • Majors are responsible and accountable for their actions and success. • Majors are mindful of others and respect diverse perspectives. • Majors are aware of their behaviors and how their behaviors can impact others.
Determination	<ul style="list-style-type: none"> • Communicators • Inquirers • Knowledgeable • Risk-Takers 	<ul style="list-style-type: none"> • Majors are committed and present in the moment. • Majors follow through with assigned tasks. • Majors complete tasks to the best of their abilities. • Majors persevere through difficult situations, tasks, conflicts and roadblocks and promptly communicate with teachers/staff for assistance.
Excellence	<ul style="list-style-type: none"> • Balanced • Inquirers • Communicators • Knowledgeable • Reflective • Risk-Takers 	<ul style="list-style-type: none"> • Majors show maximum effort in all that they do. • Majors strive to create balance between school and home and minimize distractions. • Majors self-reflect as they grow and develop into life-long learners. • Majors are able to self-regulate their actions in order to accomplish goals. • Majors are team players and are always willing to lend a hand.



Mrs. Kidwell



**I teach Geometry Honors, IB AA Year 2, and IB AI years 1 and 2.
I have two children, John and Mary Anne.**

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Curriculum Overview



For the Geometry Honors, the objectives of the class follow the state of Virginia Standards of Learning and the FCPS Program of Studies.

For the IB classes, the objectives follow the IB guidelines.

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Recommended Supplies for Class

School Supplies

- Graphing calculator TI-83/84 or equivalent. Any calculator with an “algebra system” (i.e. it can perform algebra) is allowed to be used in class and during the exam provided it is configured in “Exam Mode” or “Press to Test”. Certain apps are blocked on the IB Exam.
 - Text book – A hard copy of the textbook may be checked out upon request.
- (Bring every class):
- Writing instrument
 - 3-ring 1.5"- 2" notebook
 - Loose Leaf paper for notes and assignments
 - Graphing Calculator, if you have one
 - Fully charged laptop
 - 8 AAA batteries (bring to class at the start of the school year) if you intend to borrow a school calculator for classroom use



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Procedures and Routines for the Classroom

Our school-wide expectations that we follow are represented in our PRIDE (Preparation, Respect, Integrity, Determination, and Excellence) grid. All teachers and students will engage in the MVHS Squad (Positive Behavior) System in which students receive points for positive behaviors aligned with our PRIDE grid. In addition, Social and Emotional Learning will be embedded in the curriculum, with an emphasis on the following five core values: Self -Awareness, Self -Management, Social Awareness, Relationship Skills, & Responsible Decision Making.

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Grading and Assessments

Learning	Definition	Grade	4.0 scale	Percentage
Mastery	Designates the status of a student who consistently demonstrates accurate and complete knowledge of content and skills specified in the FCPS Program of Studies (POS) and applies that knowledge to solve problems in a variety of settings.	A	3.8-4.0	93-100%
		A-	3.4-3.7	90-92%
Approaching Mastery	Designates the status of a student who demonstrates knowledge of content and skills specified in the FCPS POS, with some improvement needed in accuracy and/or consistency in performance, applying that knowledge to solve problems in a variety of settings.	B+	3.1-3.3	87-89%
		B	2.8-3.0	83-86%
		B-	2.4-2.7	80-82%
Proficient	Designates the status of a student who demonstrates knowledge of basic content and skills specified in the FCPS POS, but requires additional practice and instructional experiences to acquire skills necessary to solve problems.	C+	2.1-2.3	77-79%
		C	1.8-2.0	73-76%
		C-	1.4-1.7	70-72%
Approaching Proficiency	Designates the status of a student who needs significant practice and instructional experiences to acquire the knowledge of basic content and skills specified in the FCPS POS necessary to solve problems. As a final mark, it is not necessarily sufficient to meet the prerequisite requirements	D+	1.1-1.3	67-69%
		D	0.8-1.0	64-66%
Not Proficient	Designates the status of a student who has not demonstrated the basic knowledge of content and/or skills specified in the	F	0-0.7	63% or lower

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Attendance

In Virginia, all students aged five (5) through eighteen (18) are required to attend school regularly. FCPS must record student attendance every day school is in session.

- Parents should report their student's absences to the school any day students are unable to attend. They may report the absences by calling the school attendance line or emailing the school-designated attendance address. .
- When parents do not report student absences, school personnel will call to identify the reason for the student absences. For unexplained or unverified absences, parents will be reached the same day as the class, or full-day absence occurred. If unverified or unexcused absences accumulate, parents will be notified via the FCPS eNotify message system, requesting that parents contact the school to explain the absences. After five full days of unexcused absences, an attendance plan, documenting the reasons for absences, and potential supports, will be completed.

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