



Homework Assistance for Parents



Purpose of homework:

According to Ron Kurtus (2012), the purpose of homework is to reinforce the skills that were taught in class. These assignments may consist of reading, problem solving, or writing.

Benefits of homework:

1. Students learn about time management
2. Homework provides a measurement of students' learning for teachers
3. Trains students to solve problems
4. Gives students another opportunity to review class material
5. Parents get to see the content being taught in school
6. Students learn to take responsibility for their part in the educational process
7. Students learn to do things even if they don't want to
8. Trains students to work independently
9. Students learn to stay organized, act and plan
10. Deepens students' understanding of a subject matter

How you can assist with homework:

1. Show an interest in your child's homework assignments.
2. Be a role model
3. Teach your child how to be organized.
4. Eliminate as many distractions as possible during study time.
5. Develop a strategy for dealing with homework.
6. Try to relate the homework to your child's everyday life.
7. Encourage your child to establish a regular time to do homework.

Parent Resources for homework:

Use the google search engine to search for the skill your child is required to do

View You Tube tutorial videos

Check with your child's school to find additional resources that are specific to your child's needs

MDE website(click on the green family tab): www.mdek12.org



Dear Parent or Guardian,

Confidence in math class will help your student succeed in high school and beyond. This year, at the conclusion of your student's Algebra 1 course, he/she will take the Mississippi Academic Assessment Program (MAAP) test in Algebra 1. To support and solidify your student's math and reasoning skills and to set her/him up for success on the MAAP test, **ALGEBRA NATION** provides FREE intensive, interactive algebra resources that are available 24/7.

ALGEBRA NATION is a FREE, interactive Algebra 1 resource that provides highly-effective, intensive preparation for the MAAP exam. With **ALGEBRA NATION**, your student will be able to receive algebra help and watch instructional videos 24/7!

What is the MAAP exam in Algebra 1?

The Mississippi Academic Assessment Program measures students' knowledge, skills, and academic growth from elementary school through high school. The MAAP exam in Algebra 1 is designed to let parents and teachers know how students are progressing in Algebra 1—a key course for success in higher-level math courses, college, and careers!

What is Algebra Nation?

ALGEBRA NATION is a dynamic, free algebra resource that provides instructional videos, workbooks, and interactive tutoring to help students succeed in Algebra 1. All of **ALGEBRA NATION'S** resources have been custom-built to align with the Mississippi College- and Career-Readiness Standards.

Districts, schools, students and parents can access **ALGEBRA NATION'S** versatile resources, including videos and **free online tutoring** via our moderated Algebra Wall. **ALGEBRA NATION** is available 24/7 online, on iPads, and on iPhones and Android phones. You can download the iPhone and Android apps by searching for '**ALGEBRA NATION**' in your phone's app store.

- Highly interactive **videos** help your student review material from class, even after school or on the weekends.
- **Free workbooks** include **study guides** for each topic so your learner can follow along with every video by writing notes and answering questions.
- The online "**Test Yourself!**" Practice Tool following each section of material allows your student to check if he/she understood the concepts.
 - "Test Yourself!" questions reflect the rigor and style of the MAAP test, while offering *instant* feedback to help your student improve.

Exceptional Education

Jackson Public School District
Office of Exceptional Education
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What is Exceptional Education?

Exceptional Education is specially designed instruction that addresses the unique needs of a student eligible to receive special education services. Exceptional education is provided at no cost to parents and includes the related services a student needs to access her/his educational program.

Who Can Receive Exceptional Education Services?

Students with disabilities, ages 3-21, who are determined eligible for special education and related services are entitled to a Free Appropriate Public Education (FAPE). Services are provided to eligible students according to an Individualized Education Program (IEP) in preschool, elementary, and secondary schools, or other appropriate settings.

Where are Exceptional Education Services provided?

Students receiving exceptional education services are educated in their "least restrictive environment" to the maximum extent possible. Students that are able to receive assistance and/or instruction in the general education classroom will be educated in that setting. If not, the student may go to a "resource room" for portions of the school day individually or with other students receiving exceptional education support. Exceptional Education can also be provided in the home, hospital or other settings determined by the IEP committee.



Parent TIPS to prepare for your child's IEP meeting

Before the Meeting

- Write down all the things your child can do (strengths) and the things he or she needs help with
- Ask a family member or friend to go to the meeting with you
- Bring any current medical records or evaluations of your child

During the Meeting

- Listen and ask questions to be sure you understand
- Talk about your dreams for your child
- Talk about educational goals you want to see your child working toward

After the Meeting

- Keep a copy of your child's IEP
- Monitor your child's IEP for skills mastered or not mastered
- Request an IEP meeting if student is not progressing

Social Emotional Learning



SOCIAL AND EMOTIONAL LEARNING (SEL) COMPETENCIES

SELF-AWARENESS

The ability to accurately recognize one's own emotions, thoughts, and values and how they influence behavior. The ability to accurately assess one's strengths and limitations, with a well-grounded sense of confidence, optimism, and a "growth mindset."

- IDENTIFYING EMOTIONS
- ACCURATE SELF-PERCEPTION
- RECOGNIZING STRENGTHS
- SELF-CONFIDENCE
- SELF-EFFICACY

SELF-MANAGEMENT

The ability to successfully regulate one's emotions, thoughts, and behaviors in different situations — effectively managing stress, controlling impulses, and motivating oneself. The ability to set and work toward personal and academic goals.

- IMPULSE CONTROL
- STRESS MANAGEMENT
- SELF-DISCIPLINE
- SELF-MOTIVATION
- GOAL SETTING
- ORGANIZATIONAL SKILLS

SOCIAL AWARENESS

The ability to take the perspective of and empathize with others, including those from diverse backgrounds and cultures. The ability to understand social and ethical norms for behavior and to recognize family, school, and community resources and supports.

- PERSPECTIVE-TAKING
- EMPATHY
- APPRECIATING DIVERSITY
- RESPECT FOR OTHERS

RELATIONSHIP SKILLS

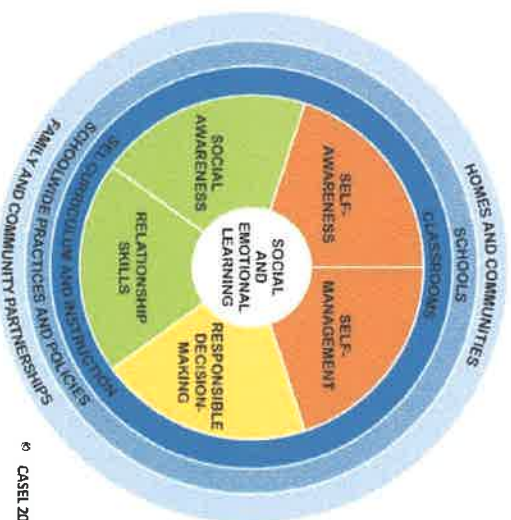
The ability to establish and maintain healthy and rewarding relationships with diverse individuals and groups. The ability to communicate clearly, listen well, cooperate with others, resist inappropriate social pressure, negotiate conflict constructively, and seek and offer help when needed.

- COMMUNICATION
- SOCIAL ENGAGEMENT
- RELATIONSHIP BUILDING
- TEAMWORK

RESPONSIBLE DECISION-MAKING

The ability to make constructive choices about personal behavior and social interactions based on ethical standards, safety concerns, and social norms. The realistic evaluation of consequences of various actions, and a consideration of the well-being of oneself and others.

- IDENTIFYING PROBLEMS
- ANALYZING SITUATIONS
- SOLVING PROBLEMS
- EVALUATING
- REFLECTING
- ETHICAL RESPONSIBILITY



Office of Exceptional Education & Climate and Wellness

“What’s the 411 with 504s and IEPs?”

Key Similarities Between 504s and IEPs
Child Find
Procedural Due Process
Discipline-Manifestation
Culture, Economic, and Environment
Consent for Evaluation
Re-evaluations

Key Differences	
IEP	504
Must have a disability	Must have a physical, mental, or cognitive impairment
The disability must have an adverse effect on the educational performance of the student	The impairment must substantially limit the student in one or more major life activities or major bodily functions
The student’s unique needs cannot be addressed through education in general education classes alone	
Funding statute	Non-funding statute
Discrete categories of disabilities	Broadly defines children with disabilities
IEPs reasonably calculated to convey educational benefit	Meet the needs of disabled students as adequately as the needs of non-disabled are met
All IDEA children are covered by Section 504	Section 504 eligible students are not covered by IDEA