

High School Adolescence

- ❖ Period of life defined by development in critical thinking, emotional control, behavioral regulation, self-awareness, and independence
- ❖ Increased experimentation with one's beliefs, values, and goals that impacts self-esteem and confidence
- ❖ Increased importance of relationships outside of the family unit, as well as changes in friendships
- ❖ Moments of the "kid" they once were blended with the adult they are starting to become



Transition to High School/ Building Self-advocacy

- ❖ Increased expectation of independence
- ❖ Need to manage more complex demands, increased reliance on executive functions
- ❖ Competing demands on time- academic, social, athletic, interest based- that require ability to prioritize and plan
- ❖ Increased stress associated with first attempt at major life decisions
- ❖ More freedom and the expectation of accountability for one's behavior

Tools for Success in High School and Beyond

- ★ Student motivation & responsibility
- ★ Strong executive functioning skills
- ★ Student self awareness & independence
- ★ Good communication & advocacy skills
- ★ An ability to take positive risks & learn from mistakes
- ★ Resilience & a strong sense of self
- ★ Ability to seek out and accept support
- ★ Learning technology based resources

Foster Independence

Throughout the years our goal is have our students become more independent.

We begin to plan fo help students achieve their goals beyond high school.

Our goal is to foster self-advocacy skills.

We encourage students to participate in their IEP meetings.

We will review accommodations and modifications annually.



Accommodation vs Modification



Accommodations change *how* a student learns the material.

- Indicates changes to **how** the content is:
 - 1) taught
 - 2) made accessible
 - 3) assessed
- Accommodations do not change what the student is expected to master. The objectives of the course remain intact.

A modification changes *what* a student is taught or expected to learn.

- The student is expected to learn something different than the general education standard.
- The instructional level, general education benchmarks or number of key concepts to be mastered are changed.

Resources

After School Help - Every teacher has extra help one day after school. Our students are encouraged to make arrangements to stay after.

Google Read and Write is an app in Chrome. Students should utilize this app as it is universal - can be used with any assignment or webpage

Learning Ally provides audio recordings of books

IEP Meetings

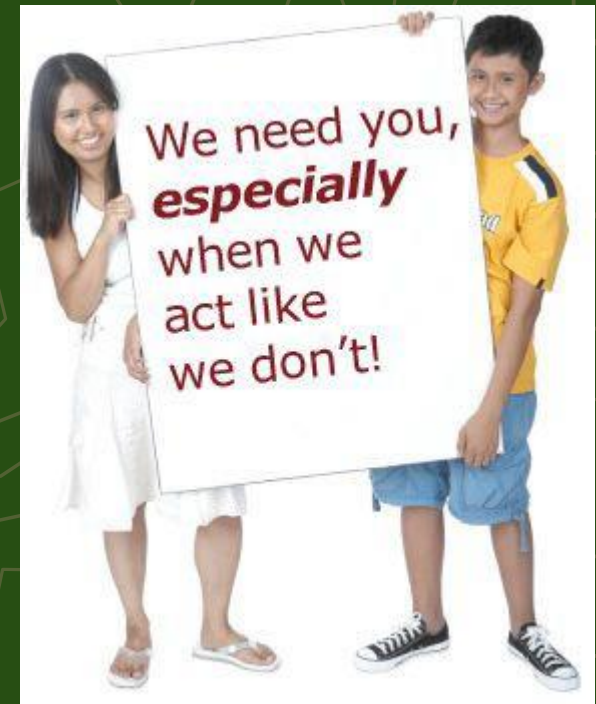
All meeting will continue to be virtual until further notice.

We are planning to have meetings at 12:15 or during the school day based on the student's schedule.

We encourage all students to attend their IEP meetings as they would if we were present in school.

Parental Involvement

- ❖ Maintain a balance between providing support and allowing independence
- ❖ Ability to allow your child to take risks, make mistakes, and grow
- ❖ Start handing the reins of communication with teachers, support staff, etc. to your child
- ❖ Model advocacy for your child- help them learn what they need, why they need it, and how to speak up for their needs



Communication

The teachers are the key to our success.

We encourage students to reach out directly to their teacher.

Teachers want to hear from you if you have a question or concern.

CST is here to support our students and we take a comprehensive approach when reaching out to teachers.

Things to Know about MHS

- ❖ Most CST members are located in the Guidance/CST Suite
- ❖ Students can make appointments directly through email to meet during lunch, study hall, or with teacher permission
- ❖ Counseling, Speech and other Appointments
- ❖ Transition Planning
- ❖ School Counselors (Guidance)



CST Partnership with School Counselors

- High School Graduation Requirements
- Electives
- The College Process

Standardized Assessment Accommodations

ACT

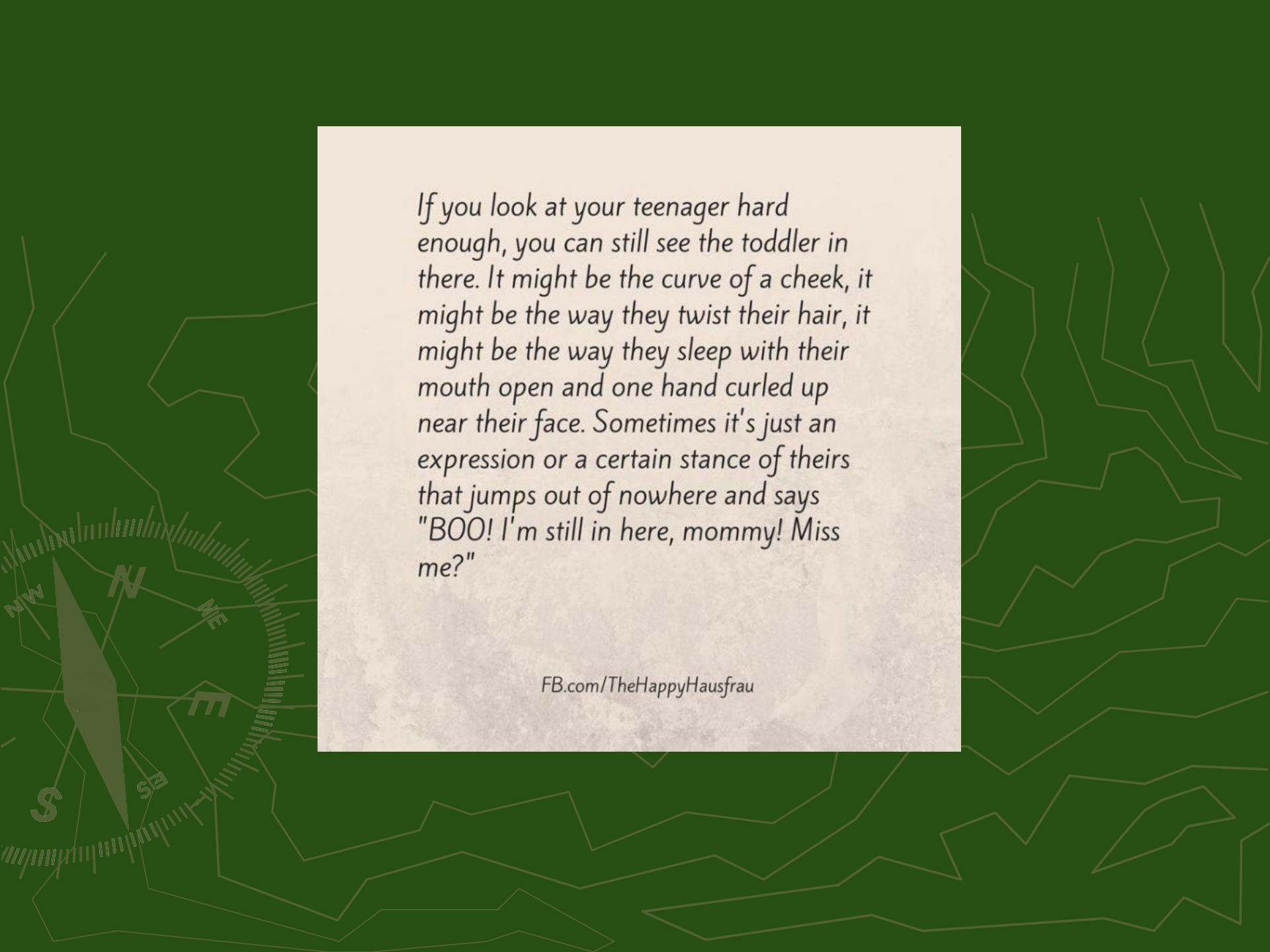
SAT

Please make sure we have enough time in advance to complete the process.

MSEPTA and SEPAG

MSEPTA

- ▶ MSEPTA's Mission: Our Mission: The Montgomery Special Education PTA (MSEPTA) is a district-wide organization designed to build strong partnerships amongst teachers, parents, administration, existing PTA's, and the community so that children receiving special education services of any kind will be better understood, integrated and embraced by our school and community.
- ▶ **SEPAG**: MSEPTA is recruiting parent volunteers for SEPAG committee. The committee will be introduced at the next general meeting on October 20th, send an email by Monday, October 12th. Please email Montysepta@gmail.com for more information and to be added in our mailing list.



If you look at your teenager hard enough, you can still see the toddler in there. It might be the curve of a cheek, it might be the way they twist their hair, it might be the way they sleep with their mouth open and one hand curled up near their face. Sometimes it's just an expression or a certain stance of theirs that jumps out of nowhere and says "BOO! I'm still in here, mommy! Miss me?"

FB.com/TheHappyHausfrau

If you have any questions, feel free to contact us.

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Thank You for Joining Us



Have a Wonderful School Year!