

HERITAGE MIDDLE SCHOOL

Parent Presentation for Special Education





The HMS Special Education Team

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- ❖ Dr. Maura Tuite, Director of Secondary Special Education
- ❖ Ms. Leigh Brown, Speech - Language Pathologist
- ❖ Dr. Mallory Seidman, School Psychologist (case manager)
- ❖ Mrs. Barrie Satin, School Social Worker (case manager)
- ❖ Ms. Samantha Halloran, LDT-C (case manager)
- ❖ Dr. Nancy Petryna, Clinical Psychologist
- ❖ Mrs. Jessica Kashanian, Occupational Therapist
- ❖ HMS Administration: Shawn Kelly, Principal; Charles Raphael, Assistant Principal for 8th Grade; Andrew Espinoza, Assistant Principal for 7th Grade

Setting Realistic, Attainable Goals for Middle School

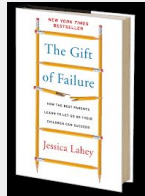


Aim for this...

- Positive, meaningful relationships
- Love of learning
- Autonomy, Competence
Diligence, Responsibility
- Goals – personal, attainable
- It's OK to not experience success

Not this...

- Achievement
- Over-parenting
- Grades
- Control and hovering





The Evolution of Success at HMS

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- ❖ Asking questions when unsure – 7th grade teachers, counselors and case managers focus on this at the start of the year
- ❖ Time Management – how long to spend on homework, studying and keeping a balance with school and personal interests
- ❖ Using their planners to write down homework
 - Using Schoology as a supplemental resource to track assignments
- ❖ Having established routines at home
 - When and where do I do my homework
- ❖ Monitoring Genesis for grades/assignment completion on a consistent, but reasonable basis
- ❖ Open lines of communication: Teachers, Case Managers and School Counselor
- ❖ Allowing the students to walk their own journey and become more autonomous





School Programming

- ❖ Wide range of academic supports for students
- ❖ **SAS** – Supplementary Aide Support – instructional assistants provide supports to students in a general education classroom setting.
- ❖ **ICR** – *In-class resource support setting* – two teachers in the same classroom delivering instruction and providing supports for students. This is a regular education setting.
- ❖ **Resource** – Specialized instruction modified based on student's IEPs and provided in small group.
- ❖ **Special Classes** – Learning & Language Disabilities (LLD) classroom and ABA-based multiple disabilities classroom with discrete trial learning.



What will your child's day look like?

- ❖ 9 periods in a day, with each class period being 42-minutes long
- ❖ 5 CORE Classes (ELA, Math, Science, Social Studies & World Language)
- ❖ 1 period for Physical Education & Health (one marking period)
- ❖ 1 cycle period w/ marking period classes which consist of the following:
 - Computer Applications
 - Technology Education
 - General Music
 - Art
 - Family and Consumer Science
 - Small Music Ensemble (Band only)
- ❖ Lunch - eat as an entire grade
- ❖ Enrichment Period - used as a resource for students to meet w/ teachers for extra help, study and receive extended time when needed





“Self-Advocacy is learning how to speak up for yourself, making your own decisions about your own life, learning how to get information so that you can understand things that are of interest to you, finding out who will support you in your journey, knowing your rights and responsibilities, problem solving, listening and learning, reaching out to others when you need help and friendship, and learning about self-determination.”



How to develop self advocacy skills

→ Ask questions

→ Outside of school

Ask questions at the doctors office, order and pay for food when eating out



→ IEP

Have students discuss their IEP with teachers, case managers, and parents

→ Communication

Have the students communicate with staff regularly (email, etc)

Questions and Discussion

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