



# Welcome to MHS!

## Your MHS Team:

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# GOALS

**GOAL:** Developing independence and life skills while supporting academic and social emotional growth in our students.

Understanding this developmental phase of their life.

- Rapid Physical Growth
- Hormonal Changes
- Evolving Self Identity



# GOALS

Adapting to the High School Experience:

- Higher Stakes
- Managing Complex Social Situations
- Open Campus Privileges



# GOALS

High school focuses on preparing students for greater independence, less restrictive environments, and post-secondary success.

- Expectations shift, placing greater responsibility on students to manage their learning and advocate for their needs.
- Each classified student continues to have a **contact teacher**, with support provided through a collaborative partnership among the student, family, and the full general and special education team.



# MHS - THINGS TO KNOW:

- Google Classroom - Academics
- eSchoolData - Portal
- Office Hours 2:45pm - 3:10pm, Monday - Thursday
- Communication
- Student Affairs Advisor - Clubs/Student Activities
- School Counselor Role
- Coming back in District:
  - Contact Registration → Registered → Meeting with School Counselor
  - Set up a Tour - Run by MHS PTSA:  
<https://www.mamkschools.org/parent/registration/school-tour-request>
  - Caprice Advisors in August run Tours - ParentSquare will be sent out



# HS PROGRAMS:

## Special Class Academic Courses (15:1)

- Subject-specific (services differ year to year depending on the needs of individual students; for example, one year's 9th-grade cohort did not have needs commensurate with SC Global 9 or Biology 1 so those classes did not run, but this year's cohort needed both and therefore both were offered)
- Regents-level classes
- Flexibility in pace and depth of material
- The ultimate goal is leaving these special classes for successful achievement in mainstream settings



# HS PROGRAMS:

## Integrated Co-teaching (ICT) (12:1)

- The model consists of a special education and a general education teacher sharing equal responsibility for the instruction, management, and assessment of all students
- Through *pecially designed instruction*, students are provided an equal opportunity to achieve learning standards alongside their peers

## Skills (15:1)

- This is a support class for **some** students in ICT classes who need extra supplementary assistance with curriculum, as well as organizational, time management, and study skills



# HS PROGRAMS:

## Resource Room (5:1)

- Resource Room provides *specialized supplementary instruction* to individuals or small groups
- Allows teachers to address IEP goals in a supportive environment and to enable students to make progress towards their IEP goals while also furthering the academic work of core academic classes as related to those goals
- NOT a “study hall” where students can independently complete homework; teachers may use assignments as a vehicle for specialized supplementary instruction related to IEP goals BUT there are typically mini-lessons around writing, organization, time management, and study skills that benefit all students



# HS PROGRAMS:

## Learning Center (15:1)

- Learning Center is for students who are more independent and require minimal support
- Supports success in the mainstream environment
- Student-centered



# HS SPECIALIZED PROGRAMS:

## ESP (Emotional Support Program)

- Provides integrated academic and emotional support for students with anxiety, depression, and co-occurring mental health challenges, often accompanied by somatization and school avoidance, while they remain enrolled in their general education classes.
- Monitors attendance, engagement, and coursework in real time, allowing staff to intervene quickly, identify patterns of concern, and prevent escalation.
- Delivers evidence-based mental health interventions (CBT, ERP, and DBT) through individual and group counseling, in-the-moment coaching, crisis intervention, and skill building.
- Coordinates care and supports re-entry to school, collaborating closely with families, teachers, and outside providers to create individualized plans that promote consistent attendance and long-term success.



# HS SPECIALIZED PROGRAMS:

## The Transition Academy

A fully integrated program within the MHS community for students who are alternately assessed and benefit from a functional, real-world approach to learning. The program focuses on preparing students for the next stage of their adult lives by building independence through instruction in communication, daily living, functional literacy, social development, and vocational readiness. Students actively participate in school-based enterprises, engage in meaningful, supported work experiences in the community, and explore postsecondary pathways, while remaining involved in the academic, social, and extracurricular life of MHS.



# HS SPECIALIZED PROGRAMS:

## TASC (Therapeutic and Academic Support Class)

This small, therapeutic program for students in grades 9–12 integrates academic instruction with strong social-emotional support to help cognitively capable students thrive in general education classrooms. The program targets skills relating to specific academic areas, executive functioning, emotional regulation, self-esteem, and social functioning by emphasizing individualized support, self-advocacy, and skill development through close collaboration among teachers, a school psychologist, and families. In addition to the program support that is present in the general education classes, students attend a Special Class Skills that is taught by the TASC special education teacher and receive individual and group counseling from the TASC school psychologist. It also serves as a homebase that students can access throughout the day if there is a need. The TASC room additionally is a space where students can eat lunch and connect with other TASC students. The program additionally encourages and supports peer interactions and connections through clubs and other school-sponsored activities. The ultimate goal of the program is to help students increase their level of independence.



# Helpful Information

Every current 8th grade student will have a CSE Annual Review meeting between February and June 2026. At least one representative from MHS will be present to participate in the meeting. The CSE will develop an IEP for the 26/27 school year.

While the high school schedule allows for up to 8 periods, some students may have adjustments to their schedule to ensure they have the supports and programs they need for success. This may occasionally affect the ability to include certain electives or language courses, but our goal is always to balance academic goals, support, and student interests.

During your child's tenure at MHS, they will work closely with their school counselor to:

- Select courses that align with strengths, needs and graduation requirements.
- Explore options for college, vocational programs, or employment.



# Section 504 Accommodation Plans

Section 504 is a federal law that ensures students with disabilities receive equal access to learning. Students who qualify for a 504 Accommodation Plan may receive **accommodations** to support their success in the classroom, while remaining fully engaged in general education.

High school staff are responsible for implementing all accommodations outlined in your child's 504 Plan. Teachers and staff work together to monitor your child's progress and ensure they have what they need to succeed.

The primary contact person for your child's 504 Plan is their School Counselor. Our district's 504 Coordinator is Ms. Nancy Marshall



# Student Support Services Communication Flowchart



Common Questions / Concerns	First Contact	Second Contact	Third Contact	Fourth Contact	Fifth Contact
 <p><b>Academics (non-IEP)</b>  <i>"I'm concerned with my child's academic progress/ I think they need an IEP"</i></p>	Classroom Teacher / Subject Area Teacher	<u>Building Administrator (elementary).</u>  <u>Guidance Counselor (secondary).</u>	Instructional Support Team (elementary)  <u>Building administrator (secondary).</u>	<u>Director of Special Education</u>  Referral to Special Education	
 <p><b>Accommodations (non-IEP)</b>  <i>believe my child needs accommodations in the classroom. I think they need a 504."</i></p>	Classroom Teacher / Subject Area Teacher	<u>Building Administrator (elementary).</u>  <u>Guidance Counselor (secondary).</u>	<u>504 Coordinator</u>	<u>Assistant Superintendent for Student Support Services</u>	
 <p><b>IEP Program</b>  <i>"My child has an IEP and I am questioning whether they need something different, more, or less support"</i></p>	Special Education Teacher / Case Manager	<u>School Psychologist</u>	<u>Building Administrator</u>	<u>Director of Special Education</u>	<u>Assistant Superintendent for Student Support Services</u>
 <p><b>IEP Placement</b>  <i>"I believe my child needs a different placement than what is on their IEP."</i></p>	<u>Building Administrator</u>	<u>Director of Special Education</u>	<u>Assistant Superintendent for Student Support Services</u>		
 <p><b>Social Emotional</b>  <i>"My child keeps it together at school but has a difficult time at home."</i></p>	Classroom Teacher / Guidance Counselor	<u>School Psychologist / Social Worker</u>	Building Instructional Support Team	<u>Director of Special Education /</u> Committee on Special Education	may lead to: → Referral → Program Review



# FINAL THOUGHTS



**ESPAÑOL**

**Scan the QR code  
to view our  
Program  
Descriptions**



**ENGLISH**

**QUESTIONS?**