

FAQ for transitioning to Anderson High School

Who is the case coordinator and what is her role?

- Lauren Teuschler is the case coordinator at Anderson. She is the person at Anderson who oversees special education and 504 plans. She will also facilitate and lead your child's ETR, IEP and 504 meetings at Anderson. Your child's Intervention Specialist will schedule and communicate with you about IEP and ETR meetings, and Lauren will communicate and schedule 504 meetings.

Who do I contact when I have questions/concerns regarding my child?

- For questions regarding your child's grade, assignments, or classroom performance, you would contact the teacher who is providing the grade for that subject.
- Depending upon your question or concern, your child's Intervention Specialist or Case Coordinator may also be the first point of contact. Your child's Intervention Specialist will be able to discuss with you any specific concerns or questions related to your child's IEP progress, services, support, etc. Your child's Intervention Specialist will be your main contact if you want to schedule an IEP meeting.
- For scheduling questions/concerns or for social/emotional situations, your child's counselor would be the person to contact.

What are some extracurricular opportunities and activities in which my child may become more involved at AHS?

- Anderson has a variety of opportunities for students. Along with a variety of sports there are also many clubs. To see a list of the clubs and organizations, go to Anderson's website and hover over the Additional Information link on the left. Then click on Activities and Clubs. The athletic department tab will also provide a list of the sports in which students can participate.

What is Designed Learning Support and how is it used?

- Most students with IEPs will have a bell in their schedule called "Designed Learning Support" to focus on individualized needs. During this period the student will work with their Intervention Specialist and sometimes their related service providers (OT, PT, and Speech Pathologist) on their goals and objectives on their IEP. The focus of this bell is a designated time for your child to receive specialized instruction as outlined in their IEP. It is not a study hall or a time designated to do homework. The intervention specialist may use homework or classroom assignments to teach a particular skill, but students should not expect to complete homework during this bell. Students may earn a half credit with a pass/fail grade based on their participation. Some students may have an additional bell to receive support with the curriculum or assistance with organization. Inclusion in these classes is based on individual student need based on their IEP.

How will I know what my child's assignments are?

- Assignments will be posted to a website called Schoology. Schoology is an online system used to help students become more organized with their classes and is used as a communication tool for teachers to students, students to teachers, and students to students. Here are the highlights of Schoology.

- Assignments are posted here.

- Some assignments are turned in electronically on Schoology. This is called the drop box.

- Questions to teachers or other students can be posted on Schoology.

- Schoology is a great way for students and parents to stay on top of due dates for assignments.

- Students will be given a password and access to Schoology at the beginning of the year.

Students will learn about Schoology at the beginning of the year and there will also be opportunities for parents to attend workshops to learn more about Schoology and how to navigate this system.

- Students also keep a plan book to keep track of assignments and due dates. The plan book can also be a great communication tool between parents and the teachers, and serves as a way for parents and students to be reminded of upcoming events or special days. Many students prefer to use their own system to track assignments. Whether that system is electronic (Google calendar on device, electronic sticky notes, etc) or a different calendar/planbook, it's important for students to have a system and use it consistently.

Homework

All high school students should expect an average of two hours per night of homework. Homework may include an assignment to be completed for the next day, working on a long term project, reviewing for an upcoming test, or just reviewing classwork from that day. A designated time and place to complete homework each evening helps students to keep on track of what they've learned and to be prepared to learn new information the next day.

How will I receive information on my child's grades and progress?

- Progress book will update your child's grades, missing assignments, and schedule.
- You will receive IEP progress reports at the same times that you receive report cards and interims.

Will I still be able to attend conferences?

- Conferences are scheduled online with each of your child's teachers for a ten minute block each. If more time is needed, arrangements can be made for a team meeting or an IEP meeting. In addition, conferences may be scheduled with your child's intervention specialist.

What is Power up and how will it affect my child?

- Lap Tops/technology are used to support learning, instruction and as a tool to help students become more organized. Students have the choice to bring their own device to school. All students will have access to a computer even if they choose not to bring their own device.

How can I support my child with this transition?

- Transitions to high school can be tough so don't be afraid to contact your child's school counselor, Intervention Specialist or building case coordinator if your child is having a hard time.
- To help alleviate anxiety and for a smoother transition it may be helpful to bring your child up to Anderson before school starts to walk through their schedule/open their locker/acclimate to the building. If you have concerns about locker location or schedule you can contact your child's counselor.
- It takes time for teachers to get to know your student so don't hesitate to share information that may help that process along and try to be patient in the process.
- Contact one of our BRIDGES parent representatives or the Parent Resource Coordinator, Alycia Champion, for support, just to talk, or to ask questions. They have been through these same transitions and may have suggestions from the parent perspective that you may not have thought of yet.

What are some transition activities that will help my child transition smoothly to Anderson?

- In the spring of your child's 8th grade year, the team will begin planning for your child's transition to Anderson. There will be a transition meeting where an AHS representative will meet with the Nagel staff to learn more about your child. The AHS representative will take that information back to the Anderson team to help with placement and preparation for 9th grade.
- LINK crew is a transition program that happens before school and during the year. Junior and senior students are paired up with incoming 9th grade students to help them with this transition and with acclimating to Anderson.

Transition is a new section that we are talking about at IEP meetings. What is the transition page on the IEP all about?

- You will have a new transition section of the IEP (Section 4) that focuses on helping to prepare your child for what they will do after high school.

-- When students turn 14, schools will write a transition statement about the child's

current courses of study (vocational education, prerequisite classes, advanced placement), where the student is going globally (i.e college prep, vocational) and will begin age appropriate transition assessments. The courses should support the “vision for the future. “

--The school will also begin writing goals for education and training, employment, and independent living. These are postsecondary goals (after high school) and will help to prepare students for life after high school.

Why is my child being invited to IEP meetings now?

- At age 14, students are invited and encouraged to attend and participate during the IEP meeting. Their voice is important and it is critical to help each student learn to advocate for themselves. This is a great beginning step in the process.

What is a future planning meeting?

- Sometimes students will have a future planning meeting separate from the IEP meeting to begin discussing what the students future plan/vision is and what needs to happen at school and at home to reach their goals. Often, outside agencies will also attend to help with the planning steps for students and families, so when the student leaves high school, they will have everything that is needed in place.

How will Anderson teachers help foster independence in my child?

- High school teachers are trying to foster independence in your child to prepare them for post-secondary experiences, therefore; they will have higher expectations for independence and self-advocacy than in previous years. They may expect the student to speak up more often and communicate directly with the teacher when they need support, have questions, missing assignments, etc. Even though parents are still a very important part of the equation, teachers will likely want more input from students than parents. For a parent this is sometimes a difficult adjustment, but teachers will work with you and your child to build success. Don't be afraid to contact the school if you have concerns.

How can I help foster independence in my high school child? Tips for parents to teach independence in their child!

- Encourage your child to try new things and do things by themselves if at all possible; even though it may take longer.
- Avoid doing for children what they can do for themselves. Develop a plan with fading assistance.
- Help your child develop passions and activities they can master. Feeling a sense of competency in one area means your child will be better able to handle difficulties in other areas as they arise and will also build self-confidence.
- Allow your child to make choices and decisions.

- Allow your child to make mistakes and experience the consequences. When we rescue our children we rob them of an important learning opportunity and they will not learn to cope on their own.
- If possible encourage children to solve their own problems. Avoid the temptation to offer a quick solution or give unsolicited advice. When intervening is necessary, help your child brainstorm possible solutions to a problem, evaluate options, and then let them decide which ones they want to try.