Transitioning to the Middle School

WHAT TO EXPECT AND HOW TO PREPARE
Meet the Panel

Brooks
Stacey Robertson
Special Education Coordinator

- Leslie Budde, Speech Pathologist
- Pam Gaffney, Language & Literature
- Jen Olsen, Social Worker
- Riley Hoerner, Reading Specialist/Special Education Teacher
- Angelica Love, Assistant Principal
- Megan Wilson, Special Education Teacher
- Cameron Szymczak, Special Education Teacher

Julian
Stacey Robertson
Special Education Coordinator

- Dione Daniels, Special Education Teacher
- Jerome Green, Assistant Principal
- Steve Hoskins, Individuals & Societies Teacher
- Sarah Mellman, Speech Pathologist
- Melanie Touchette, Multi-Needs Special Education Teacher
- Jillian Williams, Reading Specialist/Special Education Teacher
District Level Student Services Team

- Donna Middleton, Sr. Director of Student Services
- Tracy Hamm, Director of Student Services
- Laura Reeves, Student Services Coordinator for Beye, Irving, Longfellow and Mann
- Lauren Trout, Student Services Coordinator for Hatch, Holmes, Lincoln and Whittier
- Stacey Robertson, Student Services Coordinator for Gwendolyn Brooks and Percy Julian Middle Schools
Who is on a team?

6.1
- Language & Literature Teacher
- Math Teacher

6.2
- Individual & Societies Teacher

6.3
- Science Teacher
- Special Education Teacher
## Class Options

### General Education Class
- One teacher
- Typical class size 20-26 students
- General Education Curriculum

### Co-Taught Class
- Co-Taught - Two teachers (General Education and Special Education (Math/Language & Literature))
- Typical class size 18-26 students
- General Education with accommodations by SPED Teacher

### Supported Class
- This is a general education class where adult support is offered for some sections.
- Only offered for Science and Individuals and Societies
- An additional adult to support students (not co-taught)

### Instructional Class
- One Special Education Teacher
- Class size maximum 13 students
- Modified Curriculum
- TA Supported
<table>
<thead>
<tr>
<th>General Education Classes</th>
<th>Co-Taught Classes</th>
<th>Special Education Classes</th>
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<tbody>
<tr>
<td>Language &amp; Literature</td>
<td>Co-Taught Language &amp; Literature</td>
<td>Language &amp; Literature</td>
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<tr>
<td>Math</td>
<td>Co-Taught Math</td>
<td>Math</td>
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<td>Language Acquisition</td>
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<td>• Spanish</td>
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<td>• French</td>
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<tr>
<td>Library Support</td>
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<tr>
<td>• Read 180(more for comprehension)</td>
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<tr>
<td>• Decoding Intervention</td>
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<tr>
<td>Individuals &amp; Societies</td>
<td>Supported with an additional adult Individual &amp; Societies (Supported is different than Co-Taught in that it may be with a SPED teacher or Teaching Assistant)</td>
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<tr>
<td>Science</td>
<td>Supported with an additional adult Science (Supported is different than Co-Taught in that it may be with a SPED teacher or Teaching Assistant)</td>
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<td>Lunch</td>
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<td>PE/Health</td>
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<td>Adapted P.E. is offered for identified students(usually those in the Multi-Needs Program)</td>
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<td>Electives</td>
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<td>• Chorus</td>
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<td>Multi-Needs Programing for Identified Students</td>
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<td>• Band/Orchestra</td>
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<td>• Art Foundations</td>
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<td>• Speech/Drama/Debate</td>
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<tr>
<td>SOAR (Strategies of Academics and Resilience) / Integrated Studies/Technology/Design and Modeling</td>
<td></td>
<td>SOAR (Strategies of Academics and Resilience) with Special Education Teacher</td>
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Reading Intervention Options: Read180 & Wilson

**Read180**: a blended learning program, which means students use a variety of tools to **build their vocabulary, spelling, reading comprehension, and writing abilities**. Students are involved in whole & small group lessons, independent reading, and student app technology.

- Follows a ten-part lesson plan that addresses the following: decoding, morphology & the study of word elements, encoding and orthography (internalizing the rules that govern English), sight word instruction, oral reading fluency, vocabulary, & comprehension.
### Block Scheduling in Middle School
76 minute classes 4 days per week

<table>
<thead>
<tr>
<th>A Day - Sample Schedule</th>
<th>B Day - Sample Schedule</th>
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<tbody>
<tr>
<td>1st period: 9 - 10:16</td>
<td>6th period: 9 - 10:16</td>
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<tr>
<td>2nd period: 10:19-11:35 - 6th grade lunch/Advisory</td>
<td>7th period: 10:19 - 11:35 - 6th grade lunch/Advisory</td>
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<td>4th period: 12:56 - 2:11</td>
<td>9th period: 12:56 - 2:11</td>
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<td>5th period: 2:14 - 3:30</td>
<td>10th period: 2:14 - 3:30</td>
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And then there is C(Brooks)/J(Julian) Day

These days are every Friday of a Full Week. Students will have all classes on Fridays when there is a full week. Each class lasts approximately 36/37 minutes.

Don’t worry there are reminders about which day it is and students adjust rather quickly.
What is Special Education SOAR?

Strategies of Academics & Resilience

- A guided support period
- Development of executive functioning skills.
- An opportunity for students to get support for work from their Co-Taught and/or General Education classes from a Special Education teacher.
- Provides time for implementing accommodations-extended time, text read aloud, small group testing, etc.
- Typically the period that Related Service Providers schedule pull out support (Social Work, Speech, OT, PT)
- Provides time for AIMSWeb Progress Monitoring.
Who attends the Transition Meeting?

- Parent/Guardian
- Student
- Middle School Special Education Coordinator or Psychologist
- Elementary Case Manager
- Middle School General Education Teacher
- Middle School Special Education Teacher
Transition Meeting...What to Expect

● An opportunity for the Elementary School and incoming Middle School to collaborate on how to best support your child.
● A chance to meet some of the Middle School team members that may be supporting your child, though the SPED teacher present may or may not have your child on their caseload next year.
● A chance for your child to be an active participant in their transition meeting and ask/answer questions.
● A time to amend the current IEP to reflect the Middle School model and choose course selections.
● An overall positive and welcoming experience for both you and your child.

Transition Meetings April 19th - May 25th and will last normally about 45 minutes. They will be via Zoom.
Incoming 6th Grade Transition Meeting

Agenda

- Introductions
- Purpose of Meeting
- Ask Student & Parents/Guardians to share any questions or concerns they want to make sure we address during the meeting
- Student Strengths
- Present Levels
  
  Current case manager to report out on the following:
  - What does current service deliver look like?
  - Review current goal areas and MAP Scores or any other pertinent data
  - Review current needs or supports
  - Does the student receive any related services?
  - Review any other important information for the team to know such as executive functioning needs, does student have a Behavior Intervention Plan.

- Discuss 6th grade class offerings
- Selection of 6th grade classes
- Parent/Guardian questions/concerns

If time does not allow for team to fully answer questions/concerns, please reach out via email to middle school coordinator/Psychologist, current case manager or middle school staff member present at meeting.
Insider TIPS for Middle School

- Practice combination locks
- If at all possible, purchase 2 PE Uniforms (P.E. is daily).
- Begin to develop an organizational system
- Charge chromebook nightly.
- Parents should familiarize themselves with Canvas and PowerSchool.
- Identify social/extracurricular activities listed on school website.
- Tour building when you pick up schedule.
- Hours are 9:00 a.m. - 3:30 p.m.
ADVISORY

- Similar to a homeroom concept
- Small class size
- 2nd Step Curriculum
- Team Building Activities
- Service learning projects
- The Advisor is another point person for students/families
RELATED SERVICES

- Social Work
- Speech/Language
- Occupational Therapy
- Physical Therapy
- Adaptive Physical Education
- School Psychologist
WE WILL BEGIN WITH PRE-SUBMITTED QUESTIONS AND THEN OPEN THE FLOOR TO TAKE MORE QUESTIONS-TIME PERMITTING.