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# Transitioning to Middle School

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What to Expect When You're Going to  
Middle School February 3, 2021

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# A Smooth Transition

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- Changes may provoke anxiety
  - Steps we take as a District to ease that anxiety:
    - Tonight's Event
    - Individual Transition Meetings
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# Transition Timeline

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- January-February
    - Planning meetings between elementary and middle schools
  - March-April-May
    - Transition IEP meetings and student tours/visit take place
  - June
    - Student files transferred to receiving school
  - August
    - School tours, as needed
    - Case managers contact parents
    - School begins
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# Typical Middle School Day

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- Schedule
    - 10 class periods in a day, 40 minute periods.
    - All students start the day in homebase or homeroom/advisory
      - Taught by both general education and special education teachers
      - Students may be assigned to homebase/homeroom taught by their case manager, if needed
  - Students may participate in:
    - Academics at their ability level
    - Physical Education
    - Lunch
    - Creative Arts
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# District Continuum of Services

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- Middle School Continuum of Programs
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# Middle School Programs

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- Resource Program
    - Resource Classes
    - Small group classes
    - Co-Taught Classes
  - Extended Resource Program (ERP)
  - Individualized Learning Program (ILP)
  - Speech-Language
  - Additional supports
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# Resource Program: Resource Period

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- Resource Period
    - Pre-teaching and re-teaching of core academic concepts in reading, writing, math, science and/or social studies
    - Instruction based on individualized goals
    - Small group instruction
    - Organizational support
    - Preparing for tests
    - Students with speech-only IEPs do not typically qualify for a resource period, unless they have academic goals
  - Taught by special education teacher
    - Also usually serves as case manager
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# Resource Program

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- Integration Opportunities:
    - General education academics as appropriate
    - Homebase/Homeroom
    - Creative Arts
    - Physical Education (PE) and Health
    - Lunch
  - Single-grade classrooms
    - Resource teachers change each year due to specialization at single grade level
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# Resource Program: Co-taught Classes

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- These classes are designed for students who need the following:
    - Access to general education curriculum
    - Concepts routinely reinforced and re-taught in a general education setting
    - Blend of general education and special education students
  - Integration Opportunities:
    - Offerings differ by building and year, based on student need
    - As appropriate, students may attend general education core and content classes (Math, Science, English, etc)
  - Take the place of the general education academic period in that subject area
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# Resource Program: Small Group Classes

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- These classes are designed for students who need the following:
    - Slower-paced instruction
    - Pre-teaching and re-teaching of curriculum
  - Offered for both math and reading/language arts
  - Taught by a special education teacher
  - May use the general education curriculum or alternative curriculum, depending on students' needs
  - Students attend general education science, social studies, and health classes
    - Some students may be placed in a class with teaching assistant support for classroom/testing accommodations
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# World Language vs Resource Period

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- A resource class takes the place of World Language
  - If a student no longer requires a resource period, a World Language course will be considered
  - There is no World Language requirement prior to high school
    - Colleges typically require two years of world language at the high school level, regardless of middle school participation
    - There is no world language requirement for high school graduation
  - Placement in resource will be determined at the transition meeting
    - Speech-only students should select a language
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# Extended Resource Program

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- This program is designed for students who:
    - Typically 2-3 years below grade level in all academic areas
    - Able to attend whole group academic classes within in a small group setting
    - Require special education more than 50% of the day
  - Academic focus
    - Research-based, alternate curriculum
  - Students have the opportunity to attend general education classes with teaching assistant support, as appropriate
  - Students do not participate in World Language
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# Extended Resource Program

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- Multi-grade
  - No more than 12 students per class, with TAs
  - May include push in and/or pull out speech and language, social work, OT and PT
  - Students utilize technology to help support any of the following: reading, writing, organization and/or note taking
  - Some students may require assistive technology
  - Students participate in IAR testing
  - Positive Behavioral Supports with a strong focus on student skills, problem solving and self advocacy
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# Extended Resource Program (ERP)

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## Integration Opportunities:

- Creative Arts
  - Physical Education
  - Homebase/Homeroom - Advisory
  - Lunch
  - Students may attend co-taught or small group classes as appropriate
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# Individualized Learning Program (ILP)

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- This program is designed for students who:
    - Are more than 3 years below grade level
    - Require special education support more than 50% of their day
    - Require modified, small group instruction in all academic areas
    - Benefit from instruction/materials delivered in using a multi-sensory approach (visual, auditory, kinesthetic and experiential)
  - Functional academic focus in a highly structured and routine setting
  - Transdisciplinary model
  - Positive behavioral supports built into the day with a focus on student skills and independence
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# Individualized Learning Program (ILP)

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- Multi-grade class
  - No more than 10 students per class, with TAs
  - Students participate in IAR or DLM-AA
  - Sensory/movement breaks built into the day
  - Majority of academic time spent in self-contained classroom with consistent adults
  - Focus on building independence with activities of daily living
  - Life Skills Class
  - Social Studies and Science concepts are embedded in the curriculum.
    - Curriculum is thematic across subjects, divided into 4-week units
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# **Individualized Learning Program (ILP)**

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- Integration Opportunities:
    - Creative Arts
    - Physical Education all year - Alternative Health Curriculum
    - Homeroom/Homebase/Advisory
    - Lunch
    - Extra Curricular Activities
  - Some students may participate in academics within the Extended Resource classroom, as appropriate
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# Autism Supports

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- Students transitioning from Communications are included in their home school ILP. Support from an NSSEO Board Certified Behavior Analyst is available to the District which may include:
    - Assistance with structured teaching, errorless teaching, data collection, communication programs, social skills training, and sensory integration
    - General and Specific Problem solving
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# Speech and Language Delivery Models

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- **Speech-Only**
    - Pull-out model
    - Support articulation or language skills that impact educational functioning
    - Rotating schedule or lunch groups
  - **Resource Program**
    - Support language skills related to the academic core curriculum
    - Mostly pull-out services
    - Lunch groups or pull out of resource
  - **Extended Resource**
    - Support language skills within core academic classes or with modified curriculum
    - Social skills development
    - Mostly pull-out and some push-in services
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# Speech and Language Delivery Models

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- Individualized Learning Program
    - Address functional language and life skills
    - Social skills training
    - Support community outings
    - Highly collaborative with classroom teacher and/or social worker/occupational therapist
    - Push-in services with some pull-out
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# Additional Supports

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- Occupational Therapy/Physical Therapy
    - Push-in and pull-out models of support
  - Social Work
    - Push-in and pull-out models of support
    - Small group or individual
    - Lunch groups
    - Issue-specific support groups
  - Adaptive Physical Education
    - Direct or consult services in general education class
    - TA support available for daily PE, as needed
  - Vision/Hearing
    - Provided by NSSEO staff
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# Other Supports Available

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- Response to Intervention (RtI) Math & Reading classes
    - Available to general education and special education students
  - Various after school support depending on the teachers and team/homebase
  - Various lunch support
  - Academic and social clubs
  - Extra-curricular activities
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# Transition Process

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- Teams meet in winter to begin discussing students
  - Parents invited to attend transition meeting in spring
    - Held at sending elementary school
    - Anticipated for April 2020
    - Considered an IEP meeting
    - May also include annual review for students with spring IEPs
  - Attendees
    - All members of sending elementary team
    - Middle school representative
    - Parents
    - Middle school administrator
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# Transition Process

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- Purpose
    - Review current goals
    - Review and revise classroom accommodations
    - Review and revise minutes of service to match middle school model
    - Determine middle school program placement
  - Case Managers
    - Resource teachers are typically the case manager
    - Case manager will change each year, based on student's team assignment
    - Speech-only students managed by SLP
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# You and your child's team will work together to...

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- Determine the most appropriate level of support to meet your child's IEP goals at the middle school level.
  - Plan and structure the supports your child will need in order to be successful in 6th grade.
  - Design an individualized transition support plan if needed.
  - Communicate how these supports will be implemented throughout the school day.
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# Thank You!

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- We feel honored and excited to be working together with you
  - We are looking forward to a great transition and year helping your child grow and learn
  - Always feel free to contact any member of your child's IEP team or school administrators with any questions
  - We want to do all we can to assure a smooth transition for you and your child
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# Contact Information

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## Department of Student Services

- Peg Lasiewicki, Ed.D., Assistant Superintendent for Student Services
    - [plasiewicki@sd25.org](mailto:plasiewicki@sd25.org)
  - Dina Albrecht, Student Services Coordinator
    - Dryden, Ivy Hill and Olive
    - [dalbrecht@sd25.org](mailto:dalbrecht@sd25.org)
  - Melanie Soprano, Student Services Coordinator
    - Windsor
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  - Diane Kaffka, Student Services Coordinator
    - Greenbrier
    - [dkaffka@sd25.org](mailto:dkaffka@sd25.org)
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# Contact Information

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- Kellie Klasen, Student Services Coordinator
  - South and Thomas
  - [kklasen@sd25.org](mailto:kklasen@sd25.org)
- Lisa Kramp, Student Services Coordinator
  - Patton and Westgate
  - [lkramp@sd25.org](mailto:lkramp@sd25.org)

## Principals

- Jim Morrison, Ed.D., South Middle School Principal
    - [jmorrison@sd25.org](mailto:jmorrison@sd25.org)
  - Lori Naumowicz, Thomas Middle School Principal
    - [lnaumowicz@sd25.org](mailto:lnaumowicz@sd25.org)
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