
Transitioning to Middle School

What to Expect When You're Going to
Middle School January 18, 2022

A Smooth Transition

- 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

- 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

- 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

- [Middle School Continuum of Programs](#)

Middle School Programs

- 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

- 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

- 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

- 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
 - This allows special education teaching support in the general education subject area
 - 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)
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Resource Program: Small Group Classes

- 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

- 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
 - Certain 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

- 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

- 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)

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)

- 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)

- 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, reduced number of transitions during the day
 - Focus on building independence with activities of daily living
 - Life Skills Class
 - Social Studies and Science concepts may be embedded in the curriculum.
 - Curriculum is thematic across subjects, divided into 4-week units
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Individualized Learning Program (ILP)

- **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

- 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

- **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

- 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

- 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

- Response to Intervention (RtI) Math & Reading classes
 - Available to general education and special education students
 - Various lunch support depending on needs of the child
 - Academic & social clubs, extracurricular sports and activities are available for ALL students
 - After school support depending on needs of the child
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Transition Process

- 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

- 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...

- 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!

- 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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