

Navigating Middle School



Demystifying and Preparing
2022

You may hear: “It’s three years, just get through it!”



*Middle school can be a great experience...just need to understand the
middle school child.*

Instructional Facilitator - Elizabeth Augustin

Resource Teachers- Brandon Garry and Christine Hoelscher

Behavior Specialist- Stacy Barger

Behavior Specialist Para- Christina Wilkin

Instructional Access: Dr. Angela Mezzoma



Department of Special Education Middle

Outcomes

What parents of students with disabilities want to know about the coming IN and going OUT of middle school.

By the end of this presentation, participants will be able to:

- Understand middle school expectations
- Know middle school academics and social opportunities
- Access resources available

Middle School Academics

- What will the schedule look like at the middle school level?
- What are the grading standards at the middle school level?
- When will my child work on IEP goals?
- What interventions are available?
- What are the guidelines for communicating with my child's 7+ teachers?
- What is Canvas and how do parents access Canvas?

Middle School Schedule

- Grades- 6, 7, and 8
- 7 period day
- Classes meet daily for 50 minutes
- Related arts are quarter classes
- Lunch and recess are combined (30 minutes)
- Students transition independently from class to class

Grade 6 Course/Schedule Options

Course 1	ELA 6
Course 2	Math 6
Course 3	Social Studies 6 (Geography)
Course 4	Science 6 (Earth and Space Science)
Course 5	Physical Education (2 quarters)/Health (1 quarter)/Tech (1 quarter)
Course 6	Full Year Options: Band, Chorus, Orchestra OR Quarter Options: Art, General Music, Theater Arts, Family and Consumer Science FACs
Course 7	Digital Citizenship (1 Quarter), 21st Century Learning (1 quarter), FACS (1 quarter), Boost Your Brain (1 quarter, if needed), GT Research (2 quarters), ESOL , Special Education/Mathematics/Reading Interventions

Core Content Classes

- English, Math, Social Studies and Science (in General Education setting)
 - Co-taught classes with general education teacher and special education staff (special educator or para)
 - Co-taught classes can address specially designed instruction for students
- These courses are addressing 6th grade curriculum standards

Courses/Interventions to Address Specially Designed Instruction

Reading Interventions

- Seminar C Reading (comprehension)
- Seminar D Reading (decoding)
 - Could be taught by special educator or reading specialist

Math Seminar

- **Math 6 Seminar-** Students requiring additional instructional time and support to master grade level content will be concurrently enrolled in Mathematics 6 Seminar” (HCPSS Catalog of MS Courses, p. 18)
- Taught by a math teacher

Special Education Course

- Instructional Support- New Course
 - Address reading comprehension, writing, math and/or executive functioning needs
- What if my child requires more than 1 intervention?
 - Need would be discussed at IEP meeting and discuss impact on student schedule for 6th grade.

Grade 6 Academic Life Skills (ALS) Schedule Options

- ELA and Math out of the general education setting
- Social Studies and Science in general education setting
- Fine Arts- student will participate in fine art courses with modified materials
- Course 7- consider needs of student and could have student take Communication/Self Advocacy and Learning Behavior (CSL) course
 - IEP Team should discuss which years student should take this course (could be all grades or selected grades)

Preparation for College & Career

MD College and Career Readiness Standards

- All students access grade level curriculum
 - MD High School Diploma = grade level curriculum
 - MCAP/MISA
- Certificate of Completion = alignment to grade level curriculum at instructional level
 - Alternate Assessments (MSAA/Alt MISA)

Accommodations vs Modifications

Accommodations are the actual teaching supports and services that the student require to successfully demonstrate learning (i.e. scribe is provided to take notes)

Modifications are changes in what the student is expected to learn and demonstrate in the content area (i.e. modified novel, student is learning 2 objectives when content requires 4 objectives)

Grading Standards/Progress

Grades

- Attainment of grade level curriculum
- not based on IEP
- not based on instructional level

IEP Progress reports - Quarterly

Homework

- Is variable depending on content area, teacher preference, certificate or diploma pathway
- Will be counted as part of the grade for the class
- May be more rigorous than in elementary school

Curriculum Standards

Elementary

- Instructional level/Grade level curriculum

Middle

- Grade level curriculum, provide specialized instruction

High

- Earning credits for graduation

Communication with Teachers

Guidelines in communicating with 7+ teachers

- Multiple content area teachers and Related Arts
- Agenda book/binder system
- Canvas-Ability to access grades and teacher/class assignments online and communicate with teachers
- Case manager
- Special Education Instructional Team Leader (ITL)

Middle School Environment

- How will my child navigate lockers?
- What are the organizational demands?
- How can my child be involved in after school activities/clubs?

Social Opportunities

After School Activities

- Intramural/Clubs
- Academic Programs
- Plays
- Outdoor Education

PBIS (Positive Behavior Interventions & Supports)/Rewards (during school day)

- Honor Roll Recognition
- Social Opportunities
- Dances
- Clubs

Elementary to Middle IEP Transition Meeting

- New annual or interim review will be held to target middle school focus
- The IEP meeting will include documentation of the student's progress toward each IEP goal
- Accommodations discussion from middle school ... discuss how might this look for middle school
- Schedule of classes conversation with IEP supports considered
- Continuum of services offered
- “Big Picture” and vision for your student ... What are your hopes and dreams?
- Any action items required ahead of the school year such as school visit, tech needs, Close Adult Supervision (CAS-as appropriate), teacher training for Behavior Intervention Plan (BIP), etc.

Elementary to Middle IEP Transition Meeting

- Scheduled in the spring of 5th grade
- Representative(s) from receiving (home) middle school attends
- Future case manager or ITL contact will be shared
- Student may attend to be introduced to middle school ITL or representative

Possible questions to ask at your child's IEP transition meeting

- What are some supports we can put in place in 5th grade to support middle school transition?
- When will we know my student's schedule for fall 2022?
- Can my child have a different orientation from 6th grade orientation?
- If I have questions over the summer about transition who should I contact?

School Contacts

- Content Area Teacher
- Case Manager
- Special Education ITL
- Administration
- Student Services (Counselors)
- School Psychologist

Resources/Contacts

- HCPSS Department of Special Education Instructional Facilitator 410-313-5365
 - Elizabeth Augustin (Elizabeth_Augustin@hcpss.org)
- HCPSS Department of Special Education Resource Teachers 410-313-6837
 - Christine Hoelscher (Christine_Hoelscher@hcpss.org)
 - Brandon Garry (Brandon_Garry@hcpss.org)
- Behavior Specialist 410-313-6837
 - Stacy Barger (Stacy_Barger@hcpss.org)
- HCPSS Family Support and Resource Center 410-313-7161
 - Ann Scholz (Ann_Scholz@hcpss.org)

Elementary to Middle School Transition

Should be...

Planned,

Purposeful,

Collaborative, and

Based on ongoing communication

... Because here they come!