



Transitioning From Elementary School to Lincoln Middle School

Supports for Students Who
Receive Special Education
Services



Agenda

- ◉ Welcome and Introductions
- ◉ Overview of Lincoln Middle School
- ◉ Overview of Special Education Services and Related Services
- ◉ The Transition Process



Middle School Philosophy

- ◉ School within a school model (teams)
- ◉ 777 Students (~270 6th Graders)
 - 6th Grade – Cheetahs (180) and Ligers (90)
 - 7th Grade – Panthers and Wildcats
 - 8th Grade – Snow Leopards and Jaguars
 - Case Manager – SPED teacher
 - Team Leader – Leader of the team
 - Core Teachers – Math/SS/Sci/ELA
 - Encore Teachers – PE/BE/FL
 - Advisory – Only on Mondays



Daily Schedule

- 10 period day (38 minutes each)
 - Math (2 periods)
 - English Language Arts (2 periods)
 - Science/Social Studies Block
 - PE/Health
 - Foreign Language - Spanish or French
 - Broad Experience: Computers, PLTW Gateway, Art, Music
 - STRATS
 - Lunch
 - Advisory - Monday - 30 minutes



What's new in 6th grade?

- Buying lunch
- Passing periods (don't walk in lines as a class)
- PE every day (PE uniforms)
- On teams for core classes
- Students are able to attend different events after school (sporting events, Library, clubs, meetings with teachers)
- Lockers and locks
- Chromebooks
- Waking up earlier!

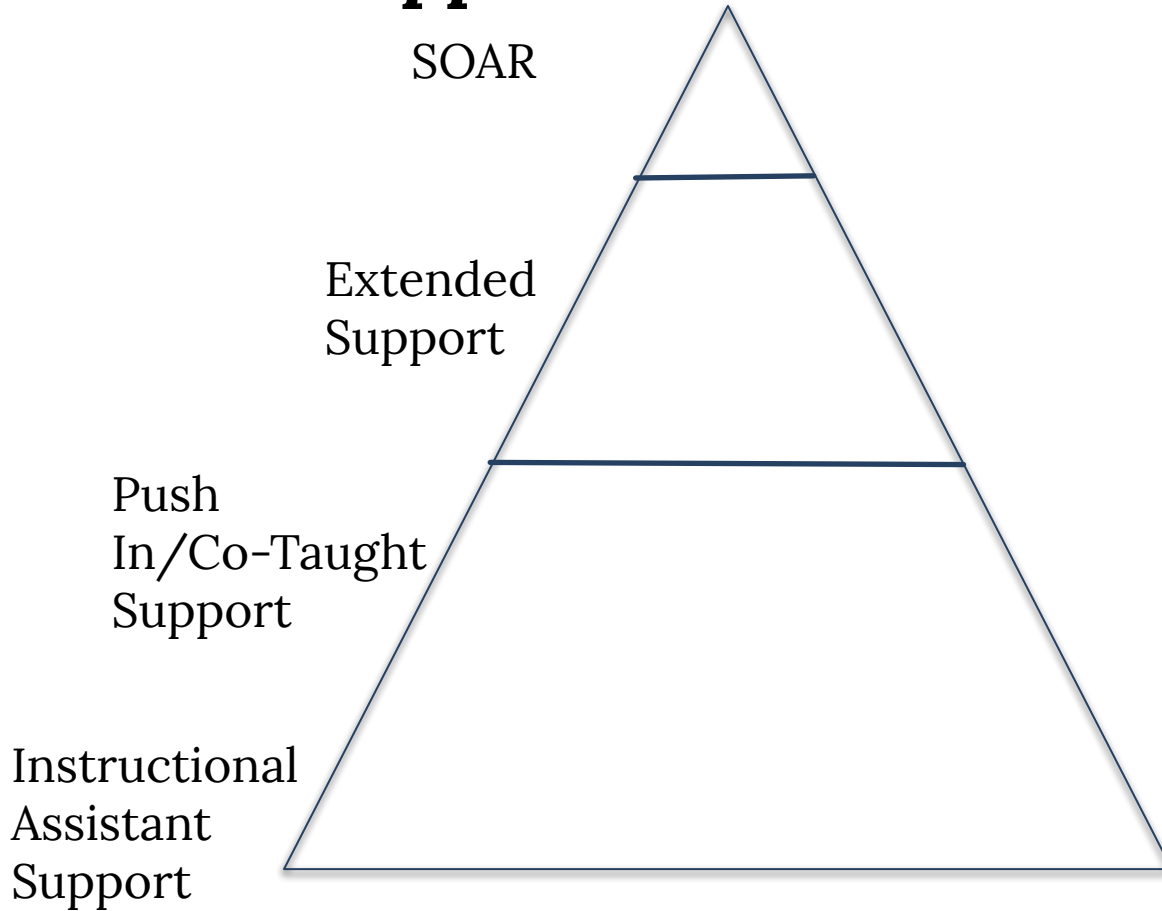


6th Grade Curriculum

- ◉ Social Studies - Ancient History Alive!
- ◉ Science - FOSS Earth Science
- ◉ Language Arts (Honors & Standard) - Pearson curriculum, Novel studies, Schoolwide writing program, grammar, spelling, and guided reading
- ◉ Math - Pre-Algebra skills (Accelerated and Honors) and 6th grade level skills (Standard) - Big Ideas curriculum
- ◉ Foreign Language - Spanish or French
- ◉ PE/Health
- ◉ Broad Experience - Music, Art, PLTW Gateway, Computers



Level of Support






Special Education Services within the General Education Environment

- ◉ Instructional Assistant Push In
 - Some students may require support by an instructional assistant within the general education environment.
- ◉ Co-teaching
 - General education teacher and special education teacher team-teach for language arts or math.
 - Both teachers plan collaboratively to meet the needs of all students, including modifications to content and instructional approach.



Special Education Services outside of the General Education Environment

- Direct Instruction
 - Small group instruction for ELA or math
- Extended Support Program
 - Small group class taught by a special education teacher that allows for individual attention and instruction in ELA and math and is provided in lieu of a general education section of language arts or math.
 - Some students may require this level of support in one subject area, while some may require it across all three areas.
 - Students who require support in all three areas frequently require social/emotional, organizational, or executive functioning support as well so the extended support program has the ability to provide a comprehensive approach to support students in all areas.
 - Interventions are provided through a collaborative approach by general education teachers, special education teachers, and related service providers.



Structured Opportunities for Academics and Responsibility (SOAR)

- ◉ Designed for students who exhibit a range of educational needs related to significant deficits in cognitive development, communication/language, adaptive behavior, social skill development, and sensory regulation.
- ◉ The SOAR program provides a continuum of individualized curriculum emphasizing functional academics, communication, life skills, and social skills.
- ◉ Students are provided with inclusion opportunities during Physical Education, Broad Experience, and other classes based on individual student needs.



Strategies for Learning

- ◉ Typically in lieu of Foreign Language, sometimes Broad Experience
- ◉ Address IEP goals through specialized instruction, repeated practice, or programmatic support.
- ◉ Targeted skills include reading, math, organization, and social skills
- ◉ Review academic concepts, preview material, plan for long term projects, and support organizational needs
- ◉ In some cases, students may be scheduled into two strategies for learning periods if needs exist in multiple areas.



Related Services

- ⦿ Related services are provided to students when they are needed for the student to benefit from specialized instruction. Some related services may include:
 - Speech and Language
 - Social Work
 - Occupational/Physical Therapy
 - Adaptive PE



Communication

- Special education teacher is in close communication with general education team
- All teachers include homework updates on their websites
- Establish a communication system



Individual Transition Meeting

- ◉ Elementary IEP team meets with a representative from Lincoln in the winter to review current IEP
- ◉ When student needs are complex, Lincoln team members may schedule an observation to assist in transition planning
- ◉ In the spring, the current IEP team, Lincoln representatives, and parents will meet to determine how the student's needs will be met at Lincoln



Transition Meeting Agenda

- ◉ Parent and student come from grade school to Lincoln
- ◉ Introductions
- ◉ Student Chat
 - Student leaves for tour with Lincoln Leader
- ◉ Review the current IEP including areas such as goals, progress on goals, and current services
- ◉ Overview of Lincoln
- ◉ Make adjustments to the IEP as necessary to reflect how the student's needs will be met at Lincoln
- ◉ Parent questions/concerns
- ◉ Student returns from tour



Opportunities to get ready for 6th grade

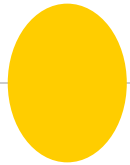
- ◉ Mr. Suminski visits LP and FV with Foreign Language in April/May
- ◉ Parent orientation April 22 @ 7pm (tentative)
- ◉ Friday night open gym – TBD at Lincoln through the PTA/PTO
- ◉ 5th graders tour Lincoln during school in May
- ◉ Practice locks over the summer
- ◉ Tour the building the week before school (by appointment only)
- ◉ Open House – Monday, August 17, 4:00-6:00pm



Transition

- What can I do to help ease the anxiety of the transition to Lincoln?
 - Be positive and supportive
 - Read the registration packet and newsletter online (newsletters will be shared starting in May)
 - Summer visits to Lincoln
 - Encourage advocacy and connection to faculty
 - Share information and observations
 - Attend open house Monday, Aug. 17, 4:00-6:00pm
 - Help with organization through a “system”

We look forward to
working with you
and your child in
the fall!



District resources are located at
d57.org > Parents > Special Education & Student Services

To find us on Facebook, search for "D57 PEPS" or find us
at www.facebook.com/D57-PEPS-1989959014582818/