

An evening with the Assistant  
Directors to chat about moving from  
elementary to middle school

# MOVING UP

# Our goals for this evening

- ▶ To provide families an opportunity to consider what is the same and different about moving from one school to another.
- ▶ To discuss programs and services available at each level.
- ▶ To allow families to be educated when they come to their child's CSE meeting.

# Your CSE meeting

- ▶ We try to have middle school representatives at the 5<sup>th</sup> grade annual review meetings.
- ▶ They are not mandated members.
- ▶ The CSE is able to develop a program to meet your child's needs even if a representative is not available.

# Program options available

- ▶ Consultant-Teacher Services (Indirect)
- ▶ Related Services
- ▶ Resource Room Services
- ▶ Integrated Co -Teaching Model
- ▶ Special Classes

# Declassification can be exciting and scary

- ▶ Declassification with or without accommodations
- ▶ Declassification Support Services
- ▶ Building level services/Guidance counselors/STARS/STEPS

# Major Differences Between Services in Elementary and Middle School

- ▶ Related services in elementary school are not offered during specials.
- ▶ In middle school, related services are not provided during academics but are provided during CEUs, lunch and/or other options.
- ▶ More is not always better! Careful consideration should be given when determining related services.

# Important things to consider and discuss with your child

- ▶ Related services must be provided during specials and not academics.
- ▶ Knowing their own schedule.
- ▶ Walking on their own.  
*(initially will have support for movement from class to class)*
- ▶ Socially, students do not want teachers to come and escort them to their related services.

# Resource Room

- ▶ Students participate in the mainstream classes with a daily support period (or in some cases 3 out of 6) in order to achieve their Individual Educational Program goals.
- ▶ This is a scheduled period.
- ▶ Strategies to support learning of content material in mainstream classes are embedded in instruction to help students make progress towards IEP goals.



# Integrated Co-Teaching Model

- ▶ The integrated co-teaching model consists of mainstream general education classes that are taught by both a general education teacher and a special education teacher.
- ▶ In grade 7&8 students will receive one period of (academic support) in addition to math, social studies, English and science. These services are provided during CEU's or specials.
- ▶ Preteach/reteach and strategic interventions are offered during these sessions to help students achieve IEP goals.

# Special Class

- ▶ The curriculum is taught by special education teachers who incorporate strategies to foster learning with adapted materials and grade level curriculum.
- ▶ Smaller teacher to student ratio.
- ▶ Specialized instruction is afforded to the students so that they are better able to meet their educational goals.
- ▶ Instruction and assessment can be modified to allow students success.
- ▶ The students meet with the psychologist or social worker in groups as part of the full special class program.

# Academic Intervention Services are not Special Education Services

AIS services  
(Math and English)

# A Quick Thought About Test Accommodations and Program Modifications

- ▶ Careful thought needs to be given when considering accommodations.
- ▶ Level the playing field not give an advantage.
- ▶ Accommodations need to be what students absolutely require all the time in order to access the curriculum.
- ▶ Cannot be considered for State exams only.
- ▶ More is not always better.
- ▶ Special Education staff will work with you to recommend accommodations as realistic and clear as possible as part of the CSE process.
- ▶ Implemented differently at middle school (Testing Center)

# Use of the Test Center

- ▶ Middle School Test Center is separate location
- ▶ Supervised by Testing Center aides

# Thoughts to consider

- ▶ 5<sup>th</sup> grade is still an elementary grade even though it is in a middle school building.
- ▶ Students are in one wing aside from specials and lunch where they are integrated with other grades.
- ▶ General expectations in 5<sup>th</sup> grade curriculum (more assessments, increased writing demands, transitions during the day).
- ▶ First couple of days teachers escort students to classes and lockers.
- ▶ Reviewing the schedule with your children often would be helpful. (6 days schedule ....Day 1, etc.)
- ▶ MAP multi grade so 5<sup>th</sup> graders have interaction with older grades.

# Questions

Contact:

Jennifer Lott, *Elementary Schools*

Kristin Durante, *Middle Schools*

Sandra Parmentier, *High School*

at 434-3020.

An evening with the Assistant  
Directors to chat about moving  
from  
Grade 8 - Grade 9

# **MOVING TO THE HIGH SCHOOL**



# Our goals for this evening

- ▶ To provide families an opportunity to consider what is the same and different about moving from one school to another.
- ▶ To discuss programs and services available at each level.
- ▶ To allow families to be educated when they come to their child's CSE meeting.

# Your CSE meeting

- ▶ We try to have high school representatives at the 8<sup>th</sup> grade annual review meetings.
- ▶ They are not mandated members.
- ▶ The CSE is able to develop a program to meet your child's needs even if a representative is not available.

# Program options available

- ▶ Consultant-Teacher Services (Indirect)
- ▶ Related Services
- ▶ Resource Room Services
- ▶ Integrated Co -Teaching Model
- ▶ Special Class 15:1
- ▶ Special Class 12:1:1

# Declassification can be exciting and scary

- ▶ Declassification with or without accommodations
- ▶ Declassification Support Services

# Resource Room Program

- ▶ The Resource Room Program at the secondary level enables students who are recommended by the Committee on Special Education to fully participate in the mainstream classes with support either daily (6/6) support period or every other day (3/6) to help students achieve their Individual Educational Program goals.
- ▶ Strategies to support learning of content material in mainstream classes are embedded in instruction to help students make progress towards IEP goals.
- ▶ Resource room is a scheduled period.

# Lab Classes

- ▶ Lab classes are not special education classes.
- ▶ Lab classes are general education classes and are taught by a general education teacher in that content area. There is an additional period every other day with a smaller teacher to student ratio. Recommendations for lab classes are made by teacher recommendations and performance on State assessments . Lab classes are general education classes that may be considered for your child.

# Integrated Co-Teaching Model

- ▶ The Integrated Co-Teaching model consists of general education classes that are taught by both a general education teacher and a special education teacher. Math and Science classes meet 9/6. Math lab is taught by a general education teacher alone.
- ▶ Special education students are placed in these classes by the recommendation of the Committee on Special Education.
- ▶ Each student will receive one period of a academic support lab taught by the ICT teachers.
- ▶ Pre-teaching/reteaching and strategic interventions are provided these sessions to help students achieve IEP goals.
- ▶ If your child has a Resource room, the teacher may or may not be one of your child's special education teachers.

# Special Class

- ▶ The Special Class program focuses on the academic requirements needed to pass State exams.
- ▶ In 9<sup>th</sup> grade, the students take the following classes: Math 9/6, Science 9/6, Social Studies 6/6, English (6/6), Writing Through the Content (3/6).
- ▶ Math, social studies and English are taught by a special education teacher. Science is taught by a special and general education teacher.
- ▶ The curriculum is taught utilizing specifically designed instruction and incorporating strategies to foster learning.
- ▶ In 9<sup>th</sup> grade, all students must pass the Algebra and Living Environment Regents examination to work toward a Regents or local diploma.



# Life Skills

- ▶ The Life Skills program provides an integrated approach to the components of functional academics, career exploration and job coaching.
- ▶ Work experience is combined with formal education, enabling students to acquire knowledge, skills and appropriate attitudes.
- ▶ The students meet in groups with the school psychologist to address school related issues.

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- ▶ Cannot be considered for State exams only.
- ▶ More is not always better.
- ▶ Special Education staff will work with you to recommend accommodations that are realistic and appropriate at your child's CSE meeting.

# Questions

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