

A person wearing blue jeans and brown shoes stands on a large white arrow painted on a paved surface. The arrow points downwards. The person is standing on the upper part of the arrow, with their feet positioned near the top of the frame. The background is a textured, light-colored pavement with some darker patches and a white line on the right side.

# **Welcome to Middle School!**

**Transitioning from  
Elementary School to  
Middle School with an IEP**

# Introduction

- **Kimberly Jones**  
Special Education Supervisor  
John Champe Cluster
- **Chad O'Brien**  
Assistant Principal  
Mercer Middle School
- **Karyn O'Neill**  
Assistant Principal  
Harper Park Middle School

Questions  
during the  
presentation?





# Agenda

- **The Structure of Middle School**
- **Middle School Supports**
- **Special Education Processes & Continuum of Services**
- **Smooth Transition to Middle School**
- **Contacts**



# The Structure of Middle School

- Block Scheduling & Course Offerings
- Teams
- Class Transitioning & Lockers





# 6th Grade Course Offerings

- English Language Arts
- Math
- Science
- Social Studies/History
- \*Functional Academic Skills
- \*Adapted PE
- \*Community Independence Instruction (CII)
- Health & PE
- Introduction to Computer Applications (semester)
- Art (semester)
- Music Elective (half block)
- Resource (half block)



# Block Scheduling-Sample

## Schedule

### A-Day

Block 1: Science

Block 2: English LA

Block 3: Health & PE

Block 4: Resource/Music

Elective\*\*

### B-Day

Block 5: Art (S1)/ICA(S2)

Block 6: Math

Block 7: English LA\*

Block 8: History

Notes: \*each middle school may schedule this block differently

\*\*Typical choices: Band, Chorus, Orchestra/Strings, Music Lab

Schools may have other supplemental blocks (i.e. Advisory, Homeroom, etc.)

Each block is 80-90 minutes with half blocks being 40-45 minutes

# Teaming in Middle School

- **Interdisciplinary Teams typically consist of the math, English, History, Science & Special Education teachers**
- **Teams work collaboratively to support students and discuss progress; provides remediation**
- **Typically, teachers are available to support students during resource time**
- **Participates in student/parent conferences**



# Class Transitions, Lockers & Possible Concerns

- **Transition times between classes are typically 4-6 min.**
- **Lockers**
- **PE (uniforms, locker rooms)**
- **Absences**
- **Parent Involvement**
- **Clubs**
- **Student adjustment**



# Who do I Turn to?

Staff	For What?
Teacher	Classwork, homework, projects, grades, behaviors
Case Manager	IEP, overall progress, general inquiries
Counselor	Schedules, conferences, social, emotional, peers
Secretary	Early dismissals, lost items, messages
Dean	Academic, social, discipline
Assistant Principal	Program fidelity, consistency, support
UMHT	United Mental Health Team - to meet the emotional needs of students



# Special Education Processes & Continuum

## Special Education Continuum





# Smooth Transition: What can parents do to help?

- ★ **Communicate often and early with the school and your child's case manager**
- ★ **Review ParentVue, school website, etc. to stay informed**
- ★ **Talk with your child daily about school**
- ★ **Stay involved...give space...stay involved**





# Additional Contacts

- **Currently elementary special education case manager**
- **Elementary designee**
- **Special Education Supervisor**
  - **Assignments by school can be accessed on the LCPS Special Education site:**

