Welcome

District 181
Dr. Christina Sepiol  Assistant Superintendent of Learning (Pupil Services)

Clarendon Hills Middle School
Griffin Sonntag  Principal
Levi Brown  Assistant Principal
Melissa Capizzi  Pupil Services Administrator

Hinsdale Middle School
Ruben Peña  Principal
Rocky May  Assistant Principal
Sue Waughon  Pupil Services Administrator
Learning Targets

• Adjusting to Middle School
• Course Options
• Placement & Schedule
• Transition Meetings
• Continuum of Services
• Support
Adjusting to Clarendon Hills Middle School

Principal
Griffin Sonntag

Assistant Principal
Levi Brown
CHMS 5th Grade Visits

**March 8th**
- Musical
  - 5th Graders attend CHMS musical as a group

**April 20th**
- Parent Night
  - General information about 6th grade school day
  - Encore choices
  - Placement procedures
  - Student handbook

**May 5th**
- Orientation
  - Lunch at middle school
  - Talk to 6th grade panel
  - Tour of the building

**August**
- Back to School Day
  - Organize locker
  - Practice combination
  - Walk schedule
  - Meet social worker and administrators
HMS 5th Grade Visits

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Daily Schedule

• New bell schedule 8:25-3:15
• 8 periods a day approx. 40 minutes
  – LA 1 & LA 2
  – Science
  – Social Studies
  – Math
  – PE/Health
  – 2 Encores (A/B days)
  – Foreign Language
• 30 minute lunch
• Short or Long Advisory
• 3 minute passing periods
Course Options

- Advanced / Accelerated Options
- Grade Level Classes
- Math Lab / Reading Lab
- Academic Strategies
- Supplanted Classes
Class Placement Recommendations

Assessments
- MAP
- IAAT

Teacher Input

IEP / 504 Team
Schedule: Encore Classes
(Alternate Days)

Year Long Classes
• Music Exploratory/Band/Orchestra

Trimester Long Classes
• Art Exploratory
• Applied Technology Exploratory
• Family and Consumer Science Exploratory
Middle school is a time to explore clubs, sports, and to discover your strengths, interests, what you like and don’t like. This is the number one way to connect with peers and make friends.

- Activities Fair in fall
- Clubs
- Musical
- Intramurals
- Sports – Cross-Country begins in August
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Team Members

Potential team members determined by identified individual student needs may include:

- Case Manager
  - Special Education Teacher
  - Social Worker
  - Speech & Language Pathologist
- General Education Teachers
- Social Worker
- Speech & Language Pathologist
- Occupational Therapist
- Physical Therapist
- Psychologist
- Hearing Itinerant
- Principal
- Assistant Principal
- Pupil Services Administrator
- Assistive Technologist
- Augmentative Communication Specialist
- School Nurse
- ELL Teacher
Learning Targets

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Continuum of Services

- Advanced and Accelerated Courses
- General Education Classroom
- Co-taught General Education Classes
- Supplanted Language Arts or Math Class (Special Education Classes)
- Lab Class (RTI support) (in addition to general education curriculum)
- Academic Strategies Class
- Related Services (i.e. Speech, OT) provided inside or outside of the general education classroom
- Specialized and Supported Self-Contained District Classrooms at HMS
Learning Targets

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What classes are supported?
All classes have potential to be supported by co-teaching or IA support

Who provides the support?
Special Education Teachers, Instructional Assistants, Specialists or Related Service Providers

How can the support be provided?
- Pre-teaching strategies
- Small group work instruction
- Academic, behavioral, emotional supports
- Accommodations and modifications
- Other
What does the Academic Strategies cover?

- Executive Functioning Skills based on Rush Neurobehavioral Curriculum
  - Organization
    - Locker, assignment notebooks, homework
  - Study for tests and quizzes
    - Study guides provided in advance
  - Time management
    - Daily homework
    - Long term projects
    - Studying for multiple tests and quizzes in same week
    - Check out daily at first then back off to encourage independence
  - Academic and Goal Based Work

- Academic and Goal Based Work
  - Pre-teaching strategies
  - Re-teaching strategies
  - Skill Work
Supplanted Instructional Classes

What are Supplanted Instructional Classes?

- General education curriculum or alternate curriculum

What classes might be supplanted?

- Language Arts
- Math

Who is the instructor for a supplanted class?

- Special Education Teacher

What is the class like?

- Small student to teacher ratio (up to 15)
- Self-contained classroom
- Individualized instruction
Specialized and Supported Classrooms at HMS

- **Specialized**
  - Functional Life Skills & Alternative Curriculum
  - Co-disciplinary model
  - Adaptive Physical Education

- **Supported**
  - Emotional Regulation Support
  - Special Education and Social Worker provide collaborative support
Medical 504 Plans

- **Health Updates**
  - Please make sure to send the nurse any health updates or physician orders your child has for his/her health condition at the beginning of the school year, and as needed.

- **Medication Administration**
  - If your child requires medication during the school day (other than an Epi-Pen or inhaler) please be sure to have your physician complete the Authorization Form for Medication Administration (see the nurse for a copy of this form).

- **Epi-Pen**
  - If your child has an Epi-Pen, he/she will be required to submit a new “Food Allergy Action Plan” for the new school year. (see the nurse for a copy of this form). This form will also serve as the Medication Authorization Form for your child’s Epi-Pen.

- **Inhalers**
  - Inhalers may be brought to school in the original prescription box with child’s name, dose, frequency needed and date of birth. They are allowed to be kept with your student, or in the nurses office.

- **Changes or modifications after the 504 Review**
  - The school nurse or the district nurse will be in contact with you for your annual 504 review. If you need anything changed or modified before that, please feel free to contact your child’s building nurse.

- **Any questions or concerns**
  - District Nurse Kristin Katsenes
    - kkatsenes@d181.org
    - (630) 861-4412
Academic 504 Plans

- **Social workers** case manage 504 Plans
- **Accommodations** may need to be adjusted given different expectations across classes in middle school, i.e. academic class versus encore class
- **Transition meeting with sixth grade team** will happen before the end of fifth grade so appropriate accommodations are included in 504 Plan before the start of sixth grade
  - Structure of day in middle school may alleviate need for some accommodations, i.e. natural breaks between classes
  - Structure of day in middle school may cause need for additional accommodations, i.e. check-in with one adult
- **The goal is to build independence** and not over-reliance on accommodations by teaching the students effective strategies that support their learning
- **Focus on self-advocacy skills**
- **Data is collected** on the use and effectiveness of accommodations
How Parents Can Support Their Child in Middle School

Before school begins
• Walk around to find the locker, gym, classes
• Attend theater and sports events, concerts, etc.

Start by being active, then gradually pull away
• Encourage independence and self-advocacy
• Provide a successful start

Homework and Routines
• Set up a planner and filing system
• Homework spot, tools, and study times

Monitoring Student Database:
• Homework/Grades

Understand Middle Schoolers/Adolescence
• Stay connected to learning opportunities at the school and district level

Encourage your child to reach out for support
• Students reach out first (consider help with the conversation or email)
• Students can ask a teacher, case manager, and/or social worker for help
Parent Go To List
- Teacher ➔ Class Assignments, Grades
- Case Manager ➔ IEP, Accommodations, Goals
- Social Worker ➔ Social Emotional

Upcoming Opportunities
- 5th Grade Orientation Day -all students
- Parent Night -all students
- Summer Learning Program’s 6th Grade Boot Camp! -all students
- Special Tour
  - Small group
  - Additional experience
  - 6th grade teacher
  - Lunch
- Back to School Day -all students