

WELCOME TO OLD SAYBROOK MIDDLE SCHOOL!

4th Grade Parent Night



We Hope You Enjoyed The Tour!

Introductions

Dr. Krista Bauchman

Principal

Kevin Andersen

Associate Principal

Patty Marshall

Grade 5/6 Integrationist - ELA

Heather Conti

Grade 5/6 Integrationist - Math/Science

Lisa Larson

School Social Worker

Sue Diaz

School Psychologist

Lisa Castro

Counselor 5th & 6th

Jen Taylor

Counselor 7th & 8th

Goals for the Evening



The MS Model

Help you understand the unique Middle School Model and structure.



Academics & SEL

Learn about instruction, supports, and Social-Emotional Learning.



Opportunities

Explore the various extracurricular and academic opportunities at OSMS.



Communication

Sharing the best pathways for staying connected and informed.



Partnership

Building a strong foundation together for your child's success.



Transition Support

Answering your questions to ensure a smooth transition to OSMS.

Our Goals for your Child at OSMS



Independence & Ownership

Help develop students' independence and ownership of their learning.



Content Skills

Develop skills and knowledge for success in high school and beyond.



Social-Emotional Growth

Develop SEL, healthy relationships, and build individual confidence.



Passions & Interests

Help students explore their unique passions and interests.



Future Readiness

Prepare for independence over 4 years for a smooth high school transition.



Administrative and Counseling Structures

Administrative Structure

Looping format – each administrator and counselor stays with students for four years.

Grade 5 & 8

Dr. Bauchman

Grade 6 & 7

Mr. Andersen

Counseling Services

- 2 School Counselors
- 1 Social Worker
- 1 School Psychologist

Staff provide classroom guidance, facilitate groups, and individual counseling as needed.

We work closely with community organizations such as **OSYFS**.

Grade 5 Structure

Daily Core & Specials

- 3 Core Team Teachers: Math, ELA, Science/Social Studies
- 1-2 Specials a day (1 may be used for services)
- WL: Alternating units of French and Spanish
- Enrichment: Small group instruction and extension
- Recess: 23 mins per day & Lunch

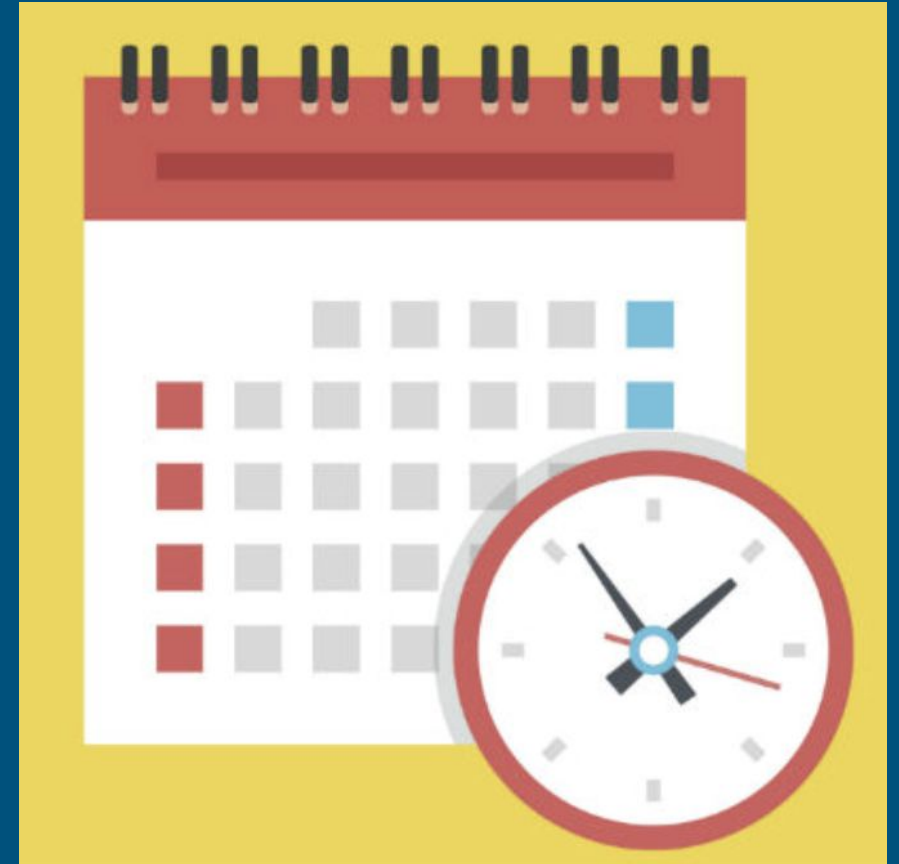
Building Independence

- Prepared for class
- Using lockers
- Getting homework done
- Having chromebook charged
- Scaffold and support - Positively reinforce

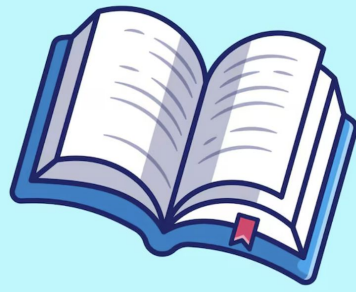
"Developing independence and ownership of their learning over time."

Tentative Schedule:

- Homeroom - In seats by 8:00
- Academic (63 mins)
- Academic (63 mins)
- Recess (20 mins)
- Specials (46 mins)
- Lunch (23 mins)
- Academic (72 mins)
- Specials (46 mins)
- Enrichment/ World Language (46 mins)



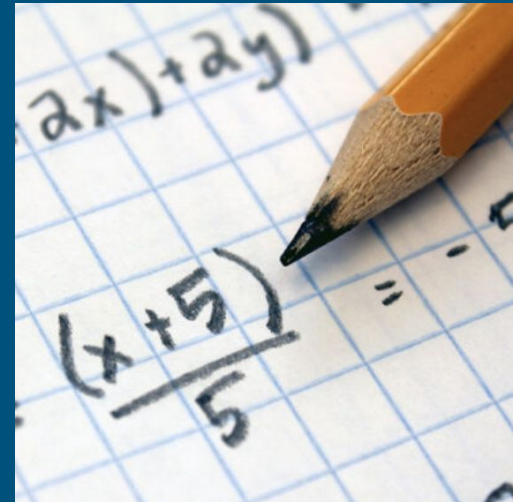
ELA Instruction and Tiered Support



- Internally created units of study aligned to state standards
- Includes alternating reading and writing units-all units include both
- Common novels, small group book clubs, independent reading
- Additional reading and writing in the content areas with support from integrationists (reading for information, informational and opinion writing)
- Use of IXL to support ELA skills based on students' needs (grammar, reading/writing standards, and connections to SBA)
- Enrichment and small group instruction as needed for acceleration of discrete skills and higher level enriching activities.
- Intervention in small groups as needed based on STAR and SBA data, and grade level assessments

Math Instruction and Tiered Support

- Curriculum is based on state standards
- Resources: Illustrative Math (IM), IXL, Desmos
- Pre-assess each unit for prerequisite skills
- Small group instruction to reteach those skills to be prepared and confident for upcoming unit
- If needed, intervention is available based on STAR, SBA, in class assessments



Science and Social Studies

- One teacher teaches both
- Flip-flop between subjects unit by unit
- Grade 5 tests in NGSS
- Social Studies integrates ELA skills (reading for information, opinion and informational writing)



SEL Instruction and Tiered Support



Core SEL Components

- **Advisory Lessons:** Addressing friendships, anxiety, etc.
- **Mindfulness:** Regular lessons in classrooms
- **Individual Outreach:** Meet-and-Greets • **Lunch Bunches:** For social/emotional supports
- **Counseling:** Dedicated support staff • **OS Youth & Family:** counseling & school support

Additional SEL & Academic Supports

- **504 Plans:** For students needing accommodations due to documented disability
- **Special Education:** For students requiring specialized instruction
- **Health Care Plans:** For students with medical requirements at school

504 and IEPs



Transition & Collaboration

- **Seamless Transfer:** All plans transferred from Goodwin to Middle School
- **Direct Communication:** Counselors and Admin collaborate across schools
- **Departmental Alignment:** Special Ed department meets to review needs

Implementation & Support

- **Dedicated Staff:** At least 1 special education teacher per grade-level
- **Flexible Scheduling:** Support time via WL, Specials, or enrichment as needed
- **Ongoing Partnership:** Annual 504/PPT meetings & continuous communication

We don't ever want a child to “fall through the cracks”

CONSULT Model



Model Process

- **Weekly Meetings:** Teams meet with admin, support staff, and others.
- **Holistic Discussion:** Review academic, social/emotional, and behavioral needs.
- **Intervention Design:** Identify, implement, and assess targeted supports.
- **Continuous Cycle:** Repeat as needed to ensure student success.

Parent Partnership

Parents are notified if a child is entered into the CONSULT model.

Meeting School Expectations

RESPECT Initiative and Restorative



Goal: Build positive relationships and a safe learning environment where **ALL students** belong and feel included.

Our Approach

- Teach expectations for every setting
- Classroom agreements and community norms
- Recognition for following expectations
- Restorative practices to support learning and social issues

Handbook Review

- **Technology:** Phones and smart watches off and in lockers
- **Behavior:** "No hands on" policy
- **Mindset:** Be kind and respectful to all

Restorative Practices

Building Relationships and Repairing Harm



Focus

- Restoring relationships and repairing harm
- Teach how actions affect others
- Taking ownership for mistakes
- Mutual respect is essential

Principles in Action

- Promote open communication
- Promote problem solving
- Mistakes are viewed as opportunities

Partnership with Open Lines of Communication

Two Directional Communication

School to Home

- PowerSchool provides ongoing student updates
- Time during the day to meet – call to schedule, as needed
- Weekly emails from Principal sharing important info
- Regular newsletters from school Principal
- Emails about upcoming events (concerts, plays)
- Parent info nights

Home to School

- Email is the best way to contact teachers
- Call administration, nurse, or front office
- PTO involvement
- Parent info nights

Student Led Conferences

A Standards-Based System – WHY?

Student Empowerment

Student ownership for learning.

- Students know where they are, their target, and how to get there.

Reflect & Set Goals

- Personalized growth for all levels, increasing rigor for everyone.

Student-Centered Assessment

- Assessment is primarily for the student's benefit.

Growth & Mastery

Master Key Skills & Content

- Encourages every student to reach proficiency through multiple opportunities.

Information for Learning

- Provides detailed data that actually supports the learning process.

What will it look like?

Achievement Rubric: 4 Levels of Performance

4

Advanced

Demonstrates
standard & welcomes
challenges.

3

Masters

The goal!
Demonstrating the
learning standard.

2

Developing

Progressing toward
the learning standard.

1

Beginning

Limited
understanding of the
standard.

1

Incomplete

Lacking evidence due
to missing work.

- Focus on **Priority Standards & Skills** (meaningful and essential)
- Teachers continue to use **comments** on report cards
- A structured approach: **Instruction, Assessment, Feedback, & Reflection**

Extra Curriculars

Available to Grade 5

Sports/Club List

- Track
- Cross Country
- Field Hockey
- Intramural Sports
- Art Club
- Environmental Club
- Kindness Club
- Student Council
- Mountain Biking
- Unified Sports
- *Homework Club

Growth & Expansion

More clubs become available as students progress into older grade levels.

Communication

Stay informed via morning news announcements and staff emails sent directly home.

Transportation

Late buses typically begin in October, running on Tuesdays and Thursdays at 4:00 PM.

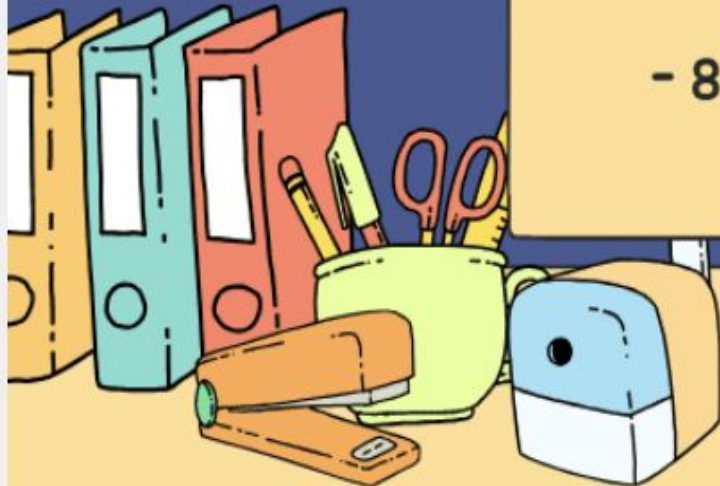
Join the OSMS PTO!

*Meetings are 3rd Monday of the Month at
6:30 in LMC

*Help build community

*Fund schoolwide projects like:

- Grades 5 & 6 Social
- Grade 8 Dance
- Talent Show
- 8th Grade Graduation Breakfast
- Staff Appreciation Days
- and more!



Frequently Asked Questions

Lockers

All students are assigned lockers with combinations.

Changes

Please contact the school with changes in phone number, address, etc.

Food Policy

No food allowed for in-school celebrations (district-wide).

Electronics

Cell phones and smart watches must be off and away during the day.

Buses & Seating

5th graders in front, older middle schoolers behind them, and high schoolers in the back.

Questions Cont.

Start and End Times

Doors open at 7:45, HR starts at 8:00. Dismissal is at 2:30.

Drop Off and Pick up

At circle (no notes required).

Specials

2 per day. Sign up for Chorus and Band only. Students will rotate through offerings to experience each by the end of grade 8.

Park and Rec

After school, students walk over on their own. Parents must pre-register them.

Questions?