



IT'S TIME TO TALK ABOUT MIDDLE SCHOOL

Presented by Kinsight and School District No. 43, Coquitlam
February 9, 2022





Land Acknowledgment

School District No. 43 (Coquitlam) is on the core territory of the $k^w i k^w \lambda \text{əm}$ (Kwkwetlem) First Nation and lies within the shared traditional territories of the Tseil-Waututh, Katzie, $x^w m \theta k^w \acute{e} y \acute{e} m$ (Musqueam), $S_k w x \acute{u} 7 m e s h \acute{U} x w u m i x w$ (Squamish), Quay Quayt First Nation and Sto:lo Nation.

<https://native-land.ca/territory-acknowledgement/>



Jennifer Fritzsche

Transition Educator,
Learning Services SD43

Introductions

Transition Workshop Goals

Review Agenda



Thank You to our Panel Presenters

**Jill Della Vedova, Zone Coordinator,
Learning Services SD43**

Emily Jamieson- Consultant, Kinsight

Darren Stewart, Middle Administrator

Cassie Bermel, Middle Counsellor

Liam Arthur, Middle Resource Teacher

Our Goals

Transition Educator,
Jen Fritzsche



Thinking Ahead and Planning Back



Creating a Vision of the Future and Remaining Open to Possibilities



Seizing the Opportunity for Growth, Increased Independence, Self-Awareness, and Self-Determination (Safe, Supported Environment)



Increased Understanding of the Intellectual, Social, and Personal Opportunities available for students in Middle School



Recognize Importance of Parent Participation: Increased Confidence and Decreased Anxiety, Feeling Excited and Empowered

Workshop Agenda

Transition Educator,
Jen Fritzsche



**Building a Bridge: From Elementary
to Middle**



The Middle School Model



**Learning Opportunities and
Supporting Success**

Emily Jamieson- Consultant, Kinsight

Kinsight

Everyone's welcome.
Everyone belongs. Everywhere.

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Building a Bridge: From Elementary to Middle

Zone Coordinator-
Jill Della Vedova

Articulation Process

Personalized Transition Planning

Thinking About People, Place, and Learning

Cross-Catchment Requests

Transportation

Transition Timeline

What is “Articulation”?

Jill Della Vedova

Current Student Services Individual/Team (Teacher/Counsellor/Admin) meet with the Receiving School Team to share student information:

- ❖ Medical/safety/personal care needs
 - ❖ Materials, equipment, technology
 - ❖ Staff training
-
- This may be ongoing, beginning in early January to late Spring
 - Course Selection Sheets/ Timetabling
 - More Information to come...



Meaningful Consultation and Parent Voice: You know your child best

Co-Created Student Profiles

Family Support Institute Resource:
MyBooklet <https://mybookletbc.com/>

Planning Tools in your Handbook, pages 15-18.

- For Your Records
- Interim Plan
- Our School Team
- Student/Teacher Information Sharing



Personalized Transition Planning: Connecting to People, Place, Learning

Connecting to People, Place, Learning

Connecting to People

- Case Manager, Classroom Teachers, EAs, Youth Worker, Counsellors, Admin

Connecting to Place

- Thinking about building accessibility:
- Entrances, Classrooms, Common Areas

Connecting to Learning

- Find out about electives and other choices

CROSS BOUNDARY TRANSFERS

- Cross Catchment Application Process information available at www.sd43.bc.ca
- Must be registered at catchment school first
- Approval based on space availability
- Applications accepted starting February 4th at 9:00 am

Opens Feb 4
at 9:00 am/
Closes Feb 9
at 4:00pm

- All applications done online
- Applications processed based on availability of space in schools and on a Random Draw Process

Questions about Transportation

- ▶ Students with specific Ministry Designations may be eligible for transportation
- ▶ Students must be living and attending school within the school catchment
- ▶ Most cases this is Bus Transportation
- ▶ Request submitted to Learning Services by Middle School
- ▶ Please Note: Bus pick-up and drop-off times cannot be changed to accommodate late starts or early dismissals.

TRANSITION TIMELINE—ELEMENTARY ROLE

- | | |
|------|--|
| Fall | <ul style="list-style-type: none">• Elementary School identifies students requiring individualized transition plans as part of the IEP• The Elementary Case Manager coordinates the development of the transition plan• The Elementary Case Manager reviews the transition plan with team members which may include parents, teachers, Student Services staff and outside agencies where appropriate• Transition goals are written into the student's IEP |
|------|--|

- | | |
|--------|--|
| Winter | <ul style="list-style-type: none">• Elementary School provides receiving schools with a list of students with transition plans |
|--------|--|

TRANSITION TIMELINE—MIDDLE ROLE

Winter	<ul style="list-style-type: none">• Middle School contacts feeder schools to set up time for team to team planning meetings• Middle Schools plan transition process, plan additional visits, determine an interim case manager & who needs to be involved, determine schedule of meetings
Winter/ Spring	<ul style="list-style-type: none">• Grade-wide and individualized transition activities as planned (e.g. visits to Middle School, meetings, etc.)• Plan for visitation sessions for individual students and families as appropriate• Parents begin thinking about questions/input—refer to planning forms in handbook (For Your Records, Interim Plan, Our School Team & Student/Teacher Information Sharing)

TRANSITION TIMELINE— FIRST WEEKS OF SCHOOL

- Activities for team building (this will look different at each site)
- Flexible and Personalized
- Case Managers are assigned and meet with identified students.

The Middle School Model

Resource Teacher-
Natalie Harder

Adolescent Needs

What is Teaming?

Blocks/ Flexible Scheduling

What is Advisory and Explorations?

The Learning Resource Classroom

Culture, Daily Life, and Social Opportunities

Independence and Self-Determination

THE MIDDLE SCHOOL MODEL: Student Needs

Based on needs of young adolescents:

- Rapid physical growth
- Changes in reasoning
- Onset of abstract thinking
- Exposure to range of social pressures
- Forming individual identity
- Acquiring social skills
- Gaining independence
- Developing character and values

Meets needs by:

- Linking instruction to experiences
 - Advising
 - Teaming
 - Explorations
 - Interdisciplinary/Project based instruction

What is TEAMING?

Students Grouped in Teams

- Source of identity and belonging
- Assigned a teacher adviser
- Teachers/support staff pool expertise, resources, interests, knowledge of students
- Jointly meet educational needs of common group of students
- Teachers have common planning time to collaborate, discuss students, curriculum, assessment

BLOCK/FLEXIBLE SCHEDULING

- Team time organized to provide flexibility for teaching and learning
- Schedule created by teacher teams to meet students' educational needs

ADVISORY PROGRAM



Groups of students meet with teacher daily, discuss common issues

Allows students form significant relationship with a staff member

Encourages interaction with a community of peers

Advisory can look different at different schools

The background of the slide is a blurred photograph of several students sitting around a table, engaged in a collaborative activity. They appear to be looking at something on the table, possibly a project or a document. The lighting is bright and natural, suggesting an indoor setting like a classroom or a workshop.

The EXPLORATIONS PROGRAM

- Designed to develop, expand every student's personal interests, skills
- Offered through scheduled classes, special events
- Allow students participate in variety experiences
 - Fine Arts (music, drama, dance)
 - Applied Skills (Tech Ed., Home Ec.)
 - Information Technology
- Band, choir may be offered as electives, extra-curricular

The Learning Resource Classroom

- ▶ Quiet Spaces
- ▶ Extra Support
- ▶ The Role of Resource Teacher - inside and outside adults (collaboration with classroom teachers, outside agencies)
- ▶ Targeted Interventions, Skill Development, and Adaptive Skills
- ▶ Community Navigation, Independence, Pre-employment skills
- ▶ Self-Advocacy, Help Seeking Strategies
- ▶ Organization, Executive Functioning, and Technology use
- ▶ Student Self-Awareness and Personal Responsibility

Middle School Culture and Daily Life

The background of the slide is a photograph of a school hallway. On the left, there are rows of grey lockers. In the center and right, three students are visible. A girl in a light blue shirt and dark pants is smiling and looking towards the camera. To her right, a girl with long blonde hair, wearing a pink shirt and a dark backpack, is walking away from the camera. The hallway is brightly lit, and the overall atmosphere is that of a typical middle school environment.

Bell and announcement schedule

Lockers and locks

Daily schedule

Number of different classrooms

Fire/emergency drills procedures

General level of supervision during non-class times

School-wide activities and events

Field trips or camps

Extra curricular clubs and activities

Plan when support staff absent

INDEPENDENCE and SELF-DETERMINATION

- Look for ways to fade extra support away - in the classroom, the hallways, and other areas of the school.
- Teach the student to navigate the building with **greater independence**
- Be aware of the number of interactions the student has with support staff compared to the number they have with their teachers and their peers.
- Support the student to find ways to be a leader, mentor, or helper.
- Build Adaptive Skills in the Community (cell phone, bus, safety, navigation)
- Have students attend and participate in their IEP meetings

Social Opportunities

- Extra-curricular clubs and activities
- Lunch block activities
- School-wide activities & events
- Placement in class with familiar peers



Supports (Formerly known as Adaptations) (Universal and Essential Supports)

- Student struggles, classroom teacher identifies and implements changes to aspects of learning activity to enable access
- Educators collaborate to better understand difficulty and solutions
- Possible types of supports
 - Skill sequence
 - Pacing
 - Methodology
 - Materials
 - Technology
 - Equipment
 - Services
 - Setting
- Any student can have the supports they need to be successful.

Learning Opportunities and Supporting Student Success

Universal
Design for
Learning

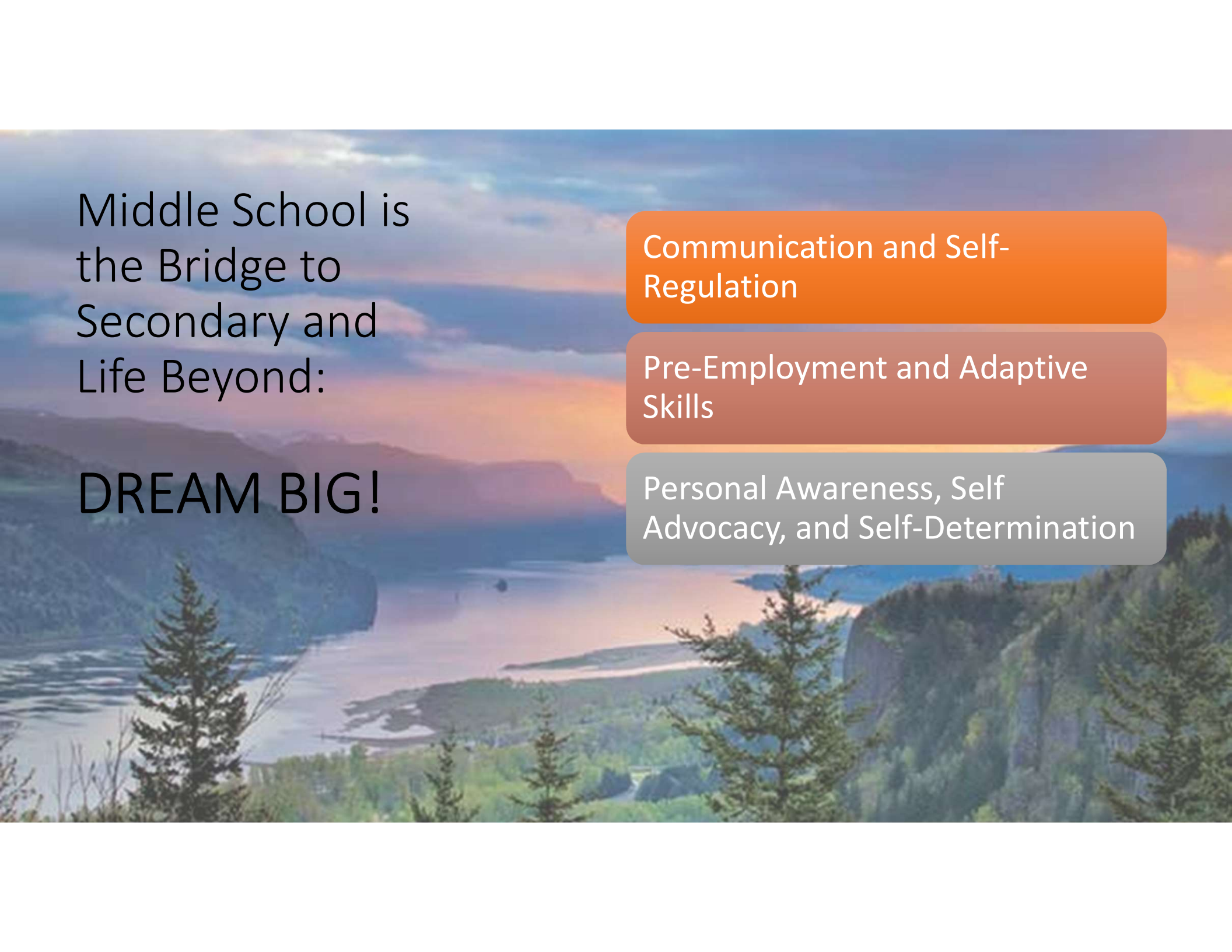
Program
Planning

Services

Universal
and Essential
Supports

Competency-
based IEP

Replacement
Curriculum

A scenic landscape featuring a wide river or fjord flowing through a valley. The sky is filled with soft, colorful clouds in shades of blue, orange, and pink, suggesting a sunset or sunrise. The foreground is dominated by dark green evergreen trees, and the background shows rolling hills and mountains under a hazy sky.

Middle School is
the Bridge to
Secondary and
Life Beyond:

DREAM BIG!

Communication and Self-
Regulation

Pre-Employment and Adaptive
Skills

Personal Awareness, Self
Advocacy, and Self-Determination

Thank you for joining us for this evening!

We wish you and your son's and daughters all the best in this exciting next chapter.

We will now stop the recording and open for any questions that you may have.

