

Transition to Middle School Programming in the DW Poppy Community



TRANSITION COMMITTEE MEETING NO. 1

Thursday, October 12, 2017
DW Poppy Secondary School

Welcome and Introductions

Woody Bradford





Overview of the Meeting

- Traditional Welcome and Introductions
- Process – What are our hopes?
- Guiding Principles – Core Values and Action
- Middle School Pillars – Decision-making Process
- District Vision – Alignment between DW Poppy and the District
- Key Considerations
- Beginning with the End in Mind – Planning Together

Introductions

District Leadership Team

Woody Bradford
Assistant Superintendent

Mal Gill
Assistant Superintendent

Brian Iseli
Secretary-Treasurer

District Staff

Tristan Schaufler, Director
Facilities, Capital Projects and
Transportation

Shind Chand
Assistant Secretary-Treasurer

School Administrators

George Kozlovic, Principal
Dean Pacheco, Vice-Principal
Gord Yu, Vice-Principal
DW Poppy Secondary

Clint Jackson, Principal
Ft Langley Elementary

Dianne Chretien, Principal
North Otter Elementary

Nathan Erker, Principal
Peterson Rd Elementary

Scott Johnson, Principal
Wix-Brown Elementary

Cathy Gracie, Principal
Coghlan Fundamental Elementary

Who are we as a group?

- Quick round table introduction
- Share name and who you represent (i.e., PAC, Students, Staff, School)
- Please place name tag on

Process

Woody Bradford



To Date – Board of Education Motions

- That the Board of Education approves the **establishment of a Grade 6 to 12 middle/secondary** education delivery model at the DW Poppy Secondary facility and directs staff to establish a Transition Committee to **report back to the Board by December 2017** with an implementation plan for establishing the model which will include a timeline, facility change requirements and education programming implications.
- That the Board of Education directs staff to report back to the Board by **December 2017 on facility implications for the elementary schools** in the DW Poppy zone by transitioning to a Kindergarten to Grade 5 education delivery model.
- That the Board of Education directs staff to include representation from **Coghlan Elementary as part of the DW Poppy Transition Committee** and report back to the Board by December 2017 with an implementation plan to transition Coghlan to a Kindergarten to Grade 5 model.
- That the Board of Education directs staff to report back to the Board by December 2017 on facility **implications for Coghlan Fundamental Elementary School** by transitioning to a Kindergarten to Grade 5 education delivery model.

A Focus on Students

- Caring for the social – emotional well-being of children
- Being mindful of the physical well-being of children
- Providing vibrant and sustainable learning opportunities for all children



What is your hope for the process?

- On stickies write one or two hopes you have for the process
- Be prepared to share with others in the room



Reflections – Strength of the Community

**“If it is going to work in this model,
it will work here”**

~ DWP Consultation Team 2017

**“As fast as we can and
as slow as we must”**

Guiding Principles

Woody Bradford



Our Core Values



Integrity
Excellence
Courage
Community

Guiding Principles for Transitioning DW Poppy to a Middle/Secondary School

1. That the process be one of *integrity* where honesty and transparency are of utmost importance.
2. That *trust* between communities and the District be developed and maintained throughout the process.
3. That the District *listen* to communities and sincerely reflect on feedback and ideas.
4. That the District *value and honour* community members and treat them with respect.

Langley School District Middle School Pillars

**Introduction to the Middle School
Philosophy:**

**Zoltan Bako, Stephanie Labby &
Kevan Reeve**



LANGLEY SCHOOL DISTRICT

PURPOSE MISSION

TO INSPIRE ALL LEARNERS
TO REACH THEIR FULL POTENTIAL
AND CREATE A POSITIVE LEGACY
FOR THE FUTURE

CORE VALUES

Accepting
INTEGRITY
Respectful Kind
Trustworthy

Success Effort
EXCELLENCE
Engagement Hope
Adaptability
Achievement

Creativity Inspiration
COURAGE
Critical thinking
Problem-solving

COMMUNITY

Connection
Relationship Caring
Collaboration Inclusion
Teamwork Belonging
Partnership

Vision AN INNOVATIVE, INSPIRING and UNIFIED Learning community

Awakened sense of curiosity & wonder
RELEVANT, MEANINGFUL CHOICES FOR STUDENTS
IGNITE A LIFELONG PASSION for LEARNING
Personalized, self-directed learning
Engaged learners

LEARNING TAKES PLACE THROUGH
FLEXIBLE & CONNECTED ENVIRONMENTS

Anywhere, any time

Connected to local & global community

Networked & collaborative learning

LEARNERS ARE KNOWLEDGEABLE, SKILLED and INNOVATIVE

STUDENT SUCCESS + confidence

Empowered to create

OUR SCHOOLS FOSTER an INCLUSIVE & ACCEPTING CULTURE

Every child belongs

Respect for learning differences

Socially responsible contributing citizens

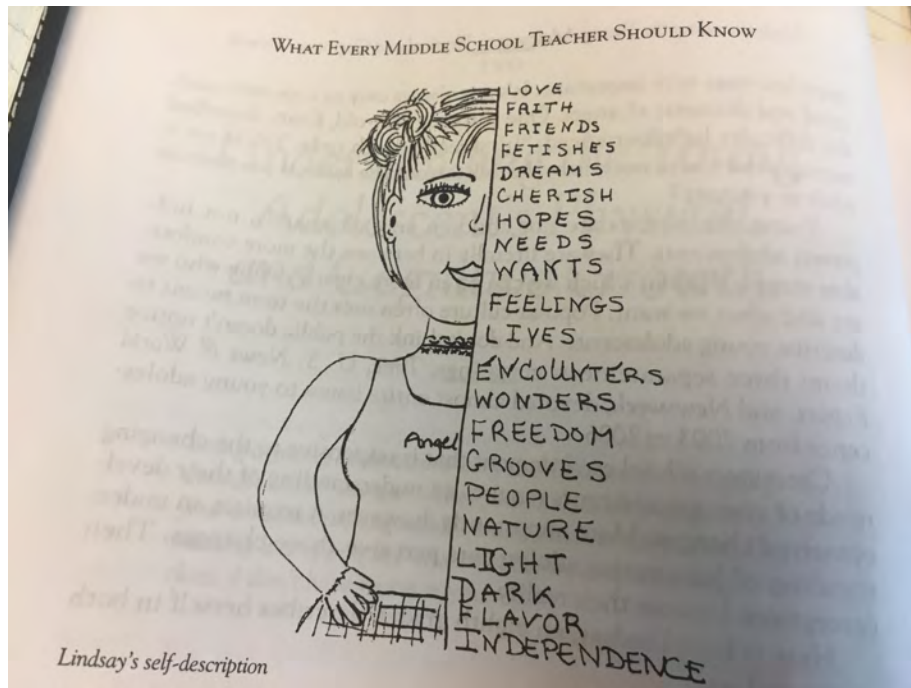
Middle School Pillars & Core Values



Why Middle School?

- Other than infancy, children aged 10 to 14 undergo the greatest physical, emotional, intellectual and social changes of their lives
- Middle schools are organized in every way to assist students with this transition from childhood to young adult

What is a Young Adolescent Like?



Physically

- Puberty begins for most children during this time
- Students grow taller and put on weight
- They are often uncoordinated and constantly hungry
- The need for physical activity – both frequency and intensity increases
- How do I deal with this new body?
Where did these feet come from?

What is a Young Adolescent Like?

Intellectual Changes

- Students begin to be able to think about abstract concepts
- Often challenge authority
- Are curious about how the world works, but might not want to show it
- Experiential learning becomes more important
- Want to know how the world works

What is a Young Adolescent Like?

Emotionally

- Children experience strong emotions and are learning how to express these emotions positively
- Adolescents often become very idealistic (“That’s not fair!”)
- Beginning of sexual feelings towards others
- Self-confidence is fleeting
- Easily embarrassed
- They are busy discovering things about themselves – their skills and abilities, likes and dislikes, how they fit into the world



What is a Young Adolescent Like?

Socially

- Friends become increasingly important
- Belonging to a group of peers is essential
- Peer pressure becomes increasingly powerful
- They love to communicate!

What is a Middle School Like?

- Everything about middle school reflects the unique characteristics of these children staff, curriculum, schedules and physical layout
- It's flexible!
- Are student-focused, rather than subject
- Staff are generalists and they are knowledgeable of the unique needs of a middle schooler

What is a Middle School Like?

Instruction

- Students provided with opportunities to work collaboratively
- Emphasis on experiential learning – students are working with materials
- Recognizes learning can take place outside the classroom
- Inquiry and project based learning opportunities

Middle School Pillars and Core Values

Teaming and Collaboration

- Students and staff feel connected to the school
- Teachers get to know their students well and can support their social/emotional development
- Teacher collaboration is provided through common planning time
- Teachers are committed to working as a team to build and implement an integrated curriculum

Middle School Pillars and Core Values

Flexibility

- Scheduling
- Physical learning environment



Middle School Pillars and Core Values

Advisory

- Small group opportunities where students are able to connect with another adult and peer group to form and build relationships
- Students feel connected to the school
- A forum is created to discuss and act upon current topics
- ALL staff provide for students' intellectual, ethical, social, emotional and physical growth and well being

Middle School Pillars and Core Values

WEB (Where Everyone Belongs)

- A mentorship program designed to help the students feel connected to the school
- Used to help transition the new Grade 6 students to middle school
- Gives opportunities for our Grade 8 students to mentor and build leadership qualities

Middle School Pillars and Core Values

Looping

- Students stay with the same teacher/team of teachers for their Grade 6 and 7 years
- Aids in building belonging
- Enhances collaboration amongst teachers
- Increases social and emotional growth
- Gives opportunity to build interventions and work with students for success
- Students make a connection with their teacher and build a rapport with a foundation based on trust
- Teachers get to know their students well and can help the students explore choices and passions
- Gives stability

Middle School Pillars and Core Values

Explorations

- All students have the opportunity to discover personal skills and strengths
- Diverse opportunities based on the students and the strengths and skills within the community
- A chance to explore areas of passion

Middle School Pillars and Core Values

Transitions

- Connections between Elementary and High School are encouraged, promoted and supported
- Students are with peers and are nurtured in their journey from childhood to adolescence

In Closing.....

- The middle school philosophy offers the developmentally appropriate environment to meet the unique needs of our students
- Students learn best when they feel best
- By fostering values of belonging and connectedness at a young age students will carry these values to adulthood
- Students are academically more successful when all of their developmental needs are understood and met

Questions



Guidelines for Decision Making

- Middle School Pillars
- District Vision
- Facility
- Budget \$4.5 Million

Group Work

- Within our decision-making guidelines, what are our hopes/dreams for DW Poppy as a middle/secondary?
- Resources – Pillars, Maps, Considerations, Vision
- List ideas/thoughts/considerations