### Middle School Pillars & Core Values

## INTEGRITY

## COMMUNITY

### COURAGE

#### Support for Transition

- Connections between Elementary and Middle schools are encouraged and supported
- Students are nurtured in their journey from childhood to adolescence
- Communication and connections are promoted between Middle and Secondary schools

# School is a safe place

to learn

- There is acceptance and support for student differences including cultures, languages, sexual orientation, and abilities
- Students and staff feel physically and emotionally safe
- Code of Conduct is clear and consistently applied
- It is a closed campus; students remain on school grounds throughout the day

#### Staff know each student

- Advisory Opportunities are created to form long term relationships with a staff member and students of various ages. A forum is created to discuss relevant and current topics and curriculum
- Staff understand the needs of adolescents
- All staff provide for students' intellectual, ethical, social, emotional and physical growth and well being
- Each child has an adult advocate on staff: someone who knows each child personally

#### Connectedness

- Students and staff feel connected to the school
- Students feel connected to others in different grade levels
- Families play an integral role in the life of the school
- The community is involved in the school
- The school is integral part of the community

### Staff are committed to middle level instruction

EXCELLENCE

- Staff are committed to work as a team to build and implement an integrated Middle Years program
- Teachers have opportunities to teach to their strengths
- Teacher collaboration is provided through common planning time

### Explorations

- Every child participates in explorations
- Explorations are organized to facilitate the discovery of personal skills and strengths
- Diverse opportunities will be created based on the interests of the students and the strengths and skills within the community

#### Relevant instruction

- Instruction utilizing interdisciplinary units and inquiry is common
- Learning is engaging and experiential
- Curriculum provides relevant and challenging learning opportunities
- Scheduling, curriculum, instruction and assessment are organized for maximum flexibility



In order to provide focus for the panel, District staff developed the following questions. If you have a question that is not addressed, please discuss it at your table during the break-out sessions, direct it to a member of the panel or send it to District staff via an email to <a href="feedback@sd35.bc.ca">feedback@sd35.bc.ca</a>. Thank you for your input.

I have a special needs child. Will they be lost in the transition?

Is this is one more transition than might be necessary?

What are the opportunities for kids at middle school?

What leadership opportunities do grade 5s get in a K-5 school?

How will you transition my grade 5 child to grade 6?

What are the implications for the Long Term Facilities Plan regarding middle schools?

Are there increased issues around bullying / social issues in Middle School?

How can I continue to be involved as a parent?

What is Looping? What is Advisory? What is Teaming? Transitions? Middle Professional Development (Pillars of Middle School Philosophy)?

Identity of Middle School (uniqueness of the student age group)? Not advanced elementary or Junior High.

What supports are directed to Middle School students? (focused supports, tailored for adolescences i.e., full time counsellor, aboriginal support worker, etc.)?

Extra-curricular opportunities (sports, clubs, fine arts)?

Inclusive culture?

How does it feel to be a middle school student?

Connections to staff (teacher looping)?

