

Board Learning Session – May 13th, 2025

Middle Schools in Chilliwack

- A walk down memory lane
 - Reconfiguration
 - The Why
 - Structures (Pillars)
 - 2024/25 Update (New!)
 - Advisory to Connections (New!)
 - Examples of teaching assignments





BOARD MEETING RECONFIGURATION MIDDLE SCHOOLS



WHERE ARE WE TODAY?
NOVEMBER 28, 2017

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THE WHY

- Improve student learning through developmentally appropriate educational experiences
- Redesigned curriculum includes Grade Six in Exploratories previously found starting in Grade Seven
- Change in structure of middle schools to address and improve students' academic, social, and emotional development – create strong connections within a safe and inclusive community, provide access to multiple support systems
- Grade 4 FSA Grade 7 FSA – decline in results
- Grade 9 - one additional year in Secondary School
- Space at elementary-viewed as “best efforts” in Restored Language - Class Size & Composition

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MIDDLE SCHOOLS

- In Chilliwack, we believe that all young adolescent learners will succeed through developmentally appropriate educational experiences.
- Our Middle Schools are committed to high quality instruction through a variety of meaningful learning experiences, creating strong connections within a safe and inclusive community and providing access to multiple support systems to meet the diverse needs of young adolescents.

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MIDDLE SCHOOLS - STRUCTURES

We commit to:

- Teaming – working with one or two other teachers to support a core group of students
- Exploratory – providing students the opportunity to sample high interest courses
- Advisory – dedicated instructional time with students to foster connectedness and positive relationships
- Collaboration – ongoing inquiry based team work

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2025 Update

Our Pillars

- *Teaming* - working with one or two other teachers to support a core group of students
- *Exploratory* - providing students the opportunity to sample high interest courses.
- [Connections](#) - dedicated instructional time for purposeful relationship building and social-emotional learning.
- *Collaboration* - ongoing inquiry-based team work



Connections

Rationale

Dedicated instructional time for purposeful relationship building and social emotional learning.

Connections (formally known as Advisory) is not a 'block' in the schedule but rather woven into the routines, lessons and practices in the classroom.

Connections aligns with the work of Core Competencies in Middle School-- notice, name and nurture

Not 'a time of day'...all of the time

Responsibilities

Classroom Teachers (Core & Elective)

- Daily intention to build connections and relationships with and between students to foster a sense of belonging
- Integrate social emotional learning into routines and lessons

Support Teachers/Support Staff

- Support with lessons and resources
- Tier 2 support
- Team teaching

Principals/Vice-Principals

- Assembly themes aligned with SEL
- Mámale (formally known as WEB)

MIDDLE SCHOOL PILLAR: CONNECTIONS

Examples of Resources & Supports

- [Mental Health Literacy Kits](#)
- Restorative Justice
 - [OWN-IT](#)
 - [School Restorative Circles](#)
 - [Individualized Peace Circles](#)
- [Core Competencies-reflections and goal-setting](#)
- [Calendar of Cultural & Significant Events](#)
- [Well-Being BC](#)
 - School Toolkit
 - Mental Health Literacy & Trauma-Informed Practices
- [CASEL-Social Emotional Learning in the Classroom](#)

Opportunities

- Monthly planning meeting during Student Support Time
- Share strategies, lessons and initiatives at staff meetings to build cohesion across the school
- [Core Competencies-reflections and goal-setting](#)
- Align themes with [Calendar of Cultural & Significant Events](#)
- Align themes of Connections, SEL school-wide initiatives and assemblies
- Take Action Projects or Class Challenges
- Mental Health in Schools Strategy
- Integrate with Physical Health Education
- Connections can be the first steps in building student voice



MIDDLE SCHOOLS - SUPPORTS

We commit to:

- Family and Community partnerships – remain critical to the success of every student
- School Based Team – specialist and core educators meeting to support individual students
- Response to Intervention – instructional interventions to support diverse student learning needs
- Quality and focused professional development to further delve into middle learning and support evidence based practices

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Specific Middle School Supports

- Common Preparation Time
 - Teamed teachers are scheduled so that they have their preparation time together (12.5% of their assignment)
- Student Success Time
 - Students at middle school attend school via elementary hours. Teachers (as per the collective agreement) work secondary hours. This creates just over 2 hours a week for teachers to collaborate or support students who need extra help.
- Commitment to Non-Enrolling Time
 - Non-enrolling positions (LA/RT/Counsellor/Inclusion Teacher) are full-time, non-enrolling positions.
- Band
 - All schools are staffed to ensure that band can be offered.

MIDDLE SCHOOLS - EXAMPLES OF POSSIBLE TEACHING ASSIGNMENTS

Grade 8

100
Students

25

25

25

25

English/Social Studies - Teacher 1
Math/Science - Teacher 2
PE/Careers/S.E. - Teacher 3
French/FA/ADST - Teacher 4

All: Advisory

Exploratory/
Electives

Fine Arts

e.g. Band

ADST

Grade
6/7

50
Students

25

25

English/Social Studies - Teacher 1
Math/Science - Teacher 2

Both:

- Advisory
- PE
- French
- Careers

Optional:

- Fine Arts
- ADST

Exploratory

Quarter Courses

FA

ADS
T

plus Band
(optional)

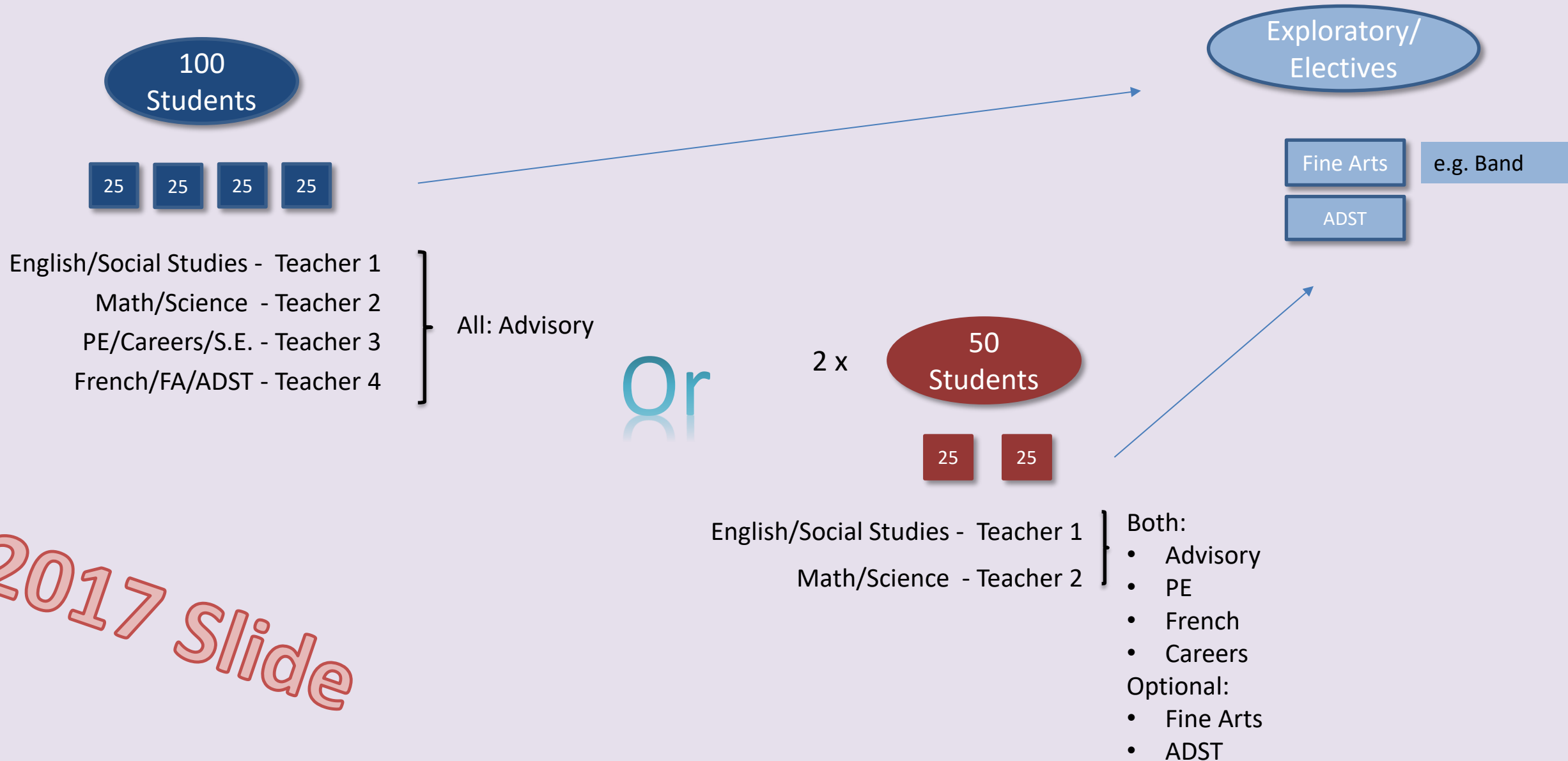
FA

ADST

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MIDDLE SCHOOLS - EXAMPLES OF POSSIBLE TEACHING ASSIGNMENTS

Grade 8 Possibilities



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Chilliwack
School District

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