

ENTRANCE TASK

THINK ABOUT A CHILD YOU ARE SUPPORTING THROUGH A TRANSITION. TAKE A MOMENT TO WRITE DOWN...

- A STRENGTH THAT WILL HELP THAT PERSON SUCCEED IN THEIR NEW ENVIRONMENT
- A STRATEGY THAT THE TEAM IS IMPLEMENTING TO PLAN FOR A SUCCESSFUL TRANSITION

TALK WITH YOUR NEIGHBOR ABOUT WHAT YOU WROTE.

ALL BORN IN

HOW TO PREPARE FOR AND CREATE SUCCESSFUL AND INCLUSIVE TRANSITIONS FROM PRIMARY TO MIDDLE SCHOOL

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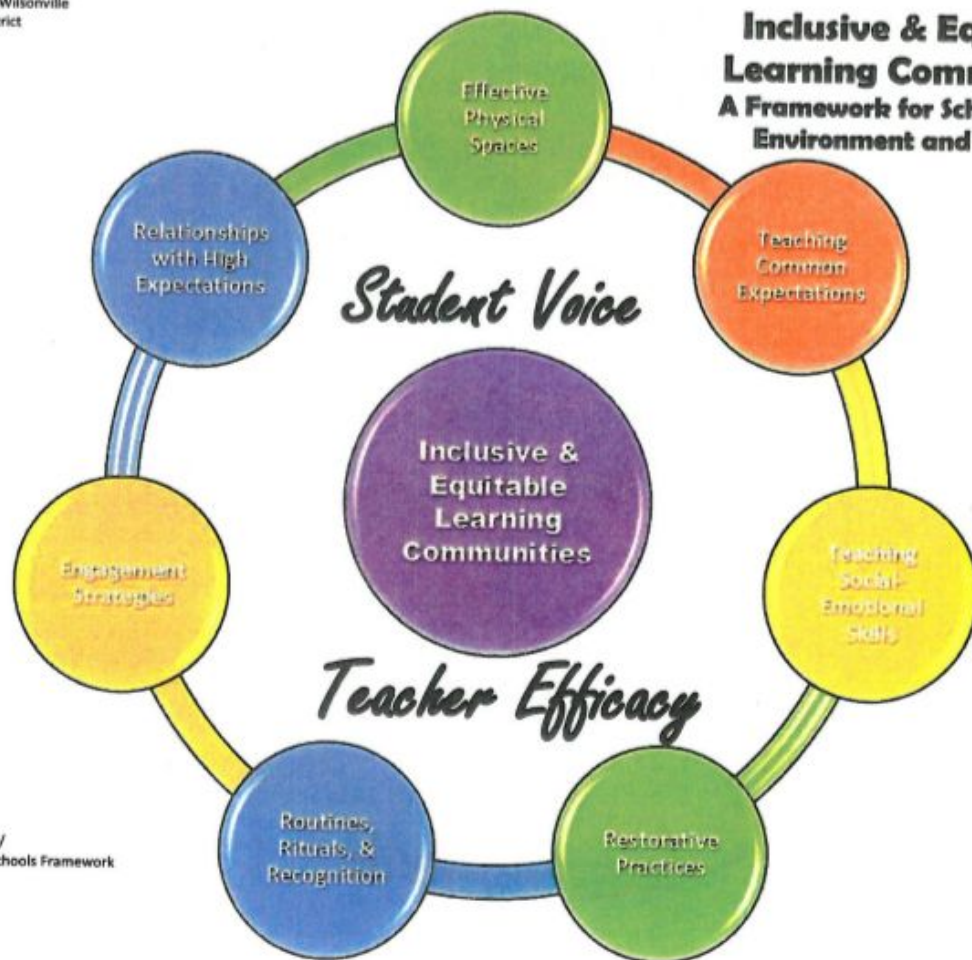
DESIRED OUTCOMES FOR TODAY

1. Create a common understanding of the Transition process between levels
2. Understand the components of a Transition process from Primary to Middle School in the WLWV School District
3. Understand the roles of various participants (Principals, General Education Teachers, Special Education Teachers, Counselors, Instructional Coordinators) roles in creating and implementing a transition plan to Middle School
4. Share in one team and families story of a successful Transition

DISTRICT-WIDE FRAMEWORK, STRUCTURES, AND TOOLS

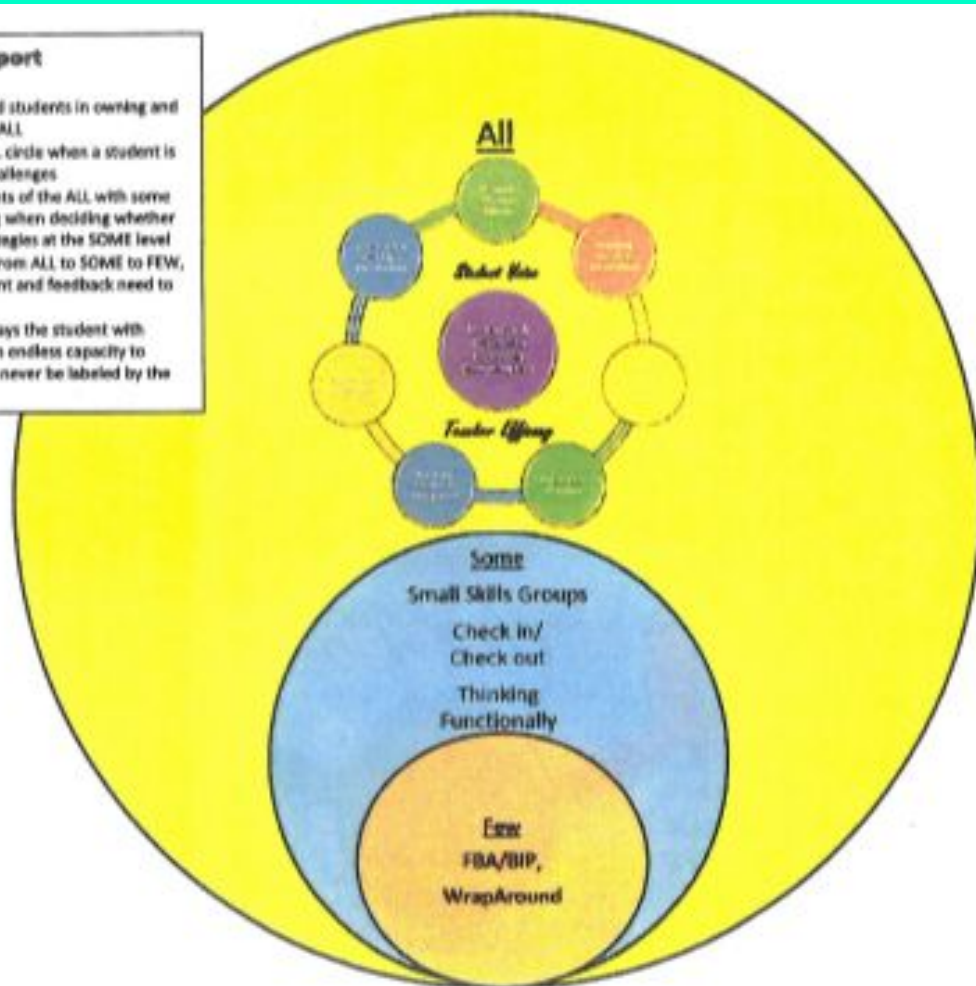
THE "WHAT" OF INCLUSIVE PRACTICE

Inclusive & Equitable Learning Communities: A Framework for School Culture, Environment and Behavior



Circles of Support

- Invest in the ALL
- Involve all staff and students in owning and implementing the ALL
- Believe in the ALL circle when a student is communicating challenges
- Use the components of the ALL with some functional thinking when deciding whether to implement strategies at the SOME level
- As a team moves from ALL to SOME to FEW, levels of assessment and feedback need to intensify
- The student is always the student with unique gifts and an endless capacity to learn; they should never be labeled by the level of support



Component	The Vision	Guiding Questions
Engagement Strategies for All Students	<ul style="list-style-type: none"> Engagement strategies connect to and build on students' academic background, life experiences, culture and language to support rigorous and culturally relevant learning. Engagement strategies encourage equitable and purposeful student participation and ensure that all students have access to, and are expected to participate in, learning. 	<ul style="list-style-type: none"> Where is the locus of control over learning in the classroom? What specific strategies and structures are in place to facilitate participation and meaning-making by all students? How are options for engaging in differentiated? How does the teacher ensure that all students have access to participation in the work of the group? How is participation distributed? In what ways are issues of status and privilege addressed in engagement strategies?
Effective Physical Spaces	<ul style="list-style-type: none"> The physical arrangement of the room is welcoming and conducive to positive peer interactions and student learning. School staff works proactively to eliminate barriers to access (using a lens of universal design). Physical spaces help students maintain social-emotional and sensory regulation. When students walk into the classroom, they want to stay. 	<ul style="list-style-type: none"> How does the physical arrangement of the classroom welcome students and promote positive peer interactions? How do elements of universal design contribute to access for all students? How do students use physical space to maintain social-emotional and sensory regulation? How is student voice evident in the physical arrangement of the classroom? How do materials and resources reflect diverse cultures and experiences?
Teaching Common Expectations	<ul style="list-style-type: none"> Teachers have prepared in advance to identify schoolwide and classroom expectations for all students. Students know common expectations through models/examples of positive classroom behavior. Common expectations are taught at the beginning of the year and reviewed throughout the year. 	<ul style="list-style-type: none"> What are the schoolwide processes for collaboratively identifying common classroom expectations – including student voice? How are students introduced to high quality examples of expected classroom behavior? How often and in what context do teachers review common expectations throughout the year?
Rituals, Routines & Recognition	<ul style="list-style-type: none"> Routines and rituals are established to communicate school/classroom values of community, inclusivity and equity. Routines and rituals contribute to a stable, predictable classroom environment. Students are recognized for positive contributions to the school/classroom community. 	<ul style="list-style-type: none"> How and to what extent do the systems and routines of the classroom reflect values of community, inclusivity, equity and accountability for learning? How and to what extent do the systems and routines of the classroom facilitate student ownership and independence? What structures and systems are in place to recognize students for positive contributions to the school/classroom community? How do rituals, routines and recognition (in the classroom and schoolwide) provide opportunities for student leadership and voice?

Component	The Vision	Guiding Questions
Teaching Social-Emotional Skills	<ul style="list-style-type: none"> Teachers identify specific social-emotional skills to teach and have appropriate resources for instruction. Social-emotional skills (including self-awareness, self-management, and social/relational awareness) are taught in explicit and implicit ways. Students have opportunities to generalize skills across settings and with different peer groups. Students recognize their social-emotional strengths and areas for additional learning. 	<ul style="list-style-type: none"> How do the teacher and other school staff partner to provide instruction in social-emotional skills? How does the teacher create opportunities to practice specific social-emotional skills within the context of classroom tasks? To what degree are students able to talk about their social-emotional needs and strengths in different contexts and identify specific strategies to match their current need?
Restorative Practices	<ul style="list-style-type: none"> A pro-active culture of community-building allows restorative practices to be a natural extension of the classroom culture. Responses to inappropriate or disruptive behavior emphasize acknowledging responsibility, repairing harm and restoring relationships rather than emphasizing consequences. Schools use structures and strategies that promote restorative dialogue and build empathy (e.g. peacemaking circles, meditation, conferencing). 	<ul style="list-style-type: none"> What structures and routines are in place to create a positive and supportive classroom culture, where students and teachers naturally engage in constructive and restorative dialogue? What structures are in place to help students identify the harm they have done to the school/class community? What structures are in place to provide opportunities for repairing harm and restoring relationships? How do students learn the skills to engage in restorative dialogue?
Relationships with High Expectations	<ul style="list-style-type: none"> Teacher is a "warm demander," holding high standards while offering emotional and instructional scaffolds to help each student, every student access classroom curriculum. Teacher uses culturally responsive teaching practices. Teacher shows respect and personal regard for each student, every student. 	<ul style="list-style-type: none"> How does the teacher create opportunities for productive struggle? How does the teacher communicate high expectations for all students while providing emotional and academic support? In what verbal and non-verbal ways does the teacher express warmth? How do students respond to feedback and challenge? How are students becoming more independent in their learning? What structures in the environment and personal invitations from teachers engage each student, every student, in rigorous study, coursework, co-curricular activities, etc?

This Framework is designed to be a companion to the 5 Dimensions of Teaching and Learning from the Center for Educational Leadership. These 7 Components are part of the 5th Dimension: Classroom Environment and Culture

Meaningful Relationships are the Foundation for Rigorous Learning								
Improving Instructional Practices			Creating Inclusive Cultures			Increasing Student Voice		
Assessment for Student Learning	Student Engagement & Purpose	Curriculum & Pedagogy	Gen/SPED Collaboration	Belonging through Co-Curricular Activities	Every Student's Needs Met at Neighborhood School	Developing Independent Learners	Students Involved in IEPs	Every Student Effectively Communicates
<p>*The educator collects and uses student assessment data, using a variety of tools and approaches to inform instruction</p> <p>*Clear through-lines are seen with apples-to-apples data in the present level, the goals, and progress notes, within each IEP and over time for each student</p> <p>*The purpose of evaluation is to support each child to know themselves as a learner and to strengthen the circles of support around that child, never to lower expectations or limit possibilities</p>	<p>*Engagement strategies capitalize on students' strengths, maximize student talk, and ensure all students have access to and are expected to participate in learning</p> <p>*Learning targets are clearly articulated, developed from CCSS standards, relevant & measurable</p> <p>*Students understand what they are learning and why they are learning it</p>	<p>*SPED instruction has clear connections to Gen Ed instruction, supporting progress toward CCSS, Moral/Performance Character, & Independent Living</p> <p>*Instructional materials, tasks, & tools are age appropriate, challenging and culturally & academically relevant</p> <p>*Each child's day includes engagement with high cognitive tasks & content, and explicit instruction when needed</p>	<p>*Ownership of student achievement, engagement, and success is shared collaboratively between gen/sped staff, and on-going communication supports the academic and social success of each student</p> <p>*SPED teachers and other specialists participate in Professional Learning Communities with Gen Ed staff & job-alike teams</p>	<p>*All students participate in co-curricular activities inclusively, benefiting the culture of the school, broadening opportunities for students with disabilities, and providing learning for every student in WLWV around the benefits of diversity</p>	<p>*Full range of supports in place to meet each student's academic, behavior, communication, independent living skills & social needs at every school K-21</p> <p>*Each school develops a culture that fosters equity, belonging and inclusivity for all children</p>	<p>*Each student cultivates a growth mindset</p> <p>*All students assess their own learning, use data to set learning and IEP goals, and monitor their own progress</p> <p>*Strong learning partnerships with peers</p>	<p>*IEPs are developed collaboratively with students, creating true ownership of learning for each student, and increasing the success of each student in reaching challenging goals and aspirations</p> <p>*Every IEP meeting includes meaningful participation by the student</p> <p>*Students are actively involved in planning for transitions</p>	<p>*Every student has the tools and opportunities to communicate effectively about his/her learning, needs, interests, and preferences in school and in the community</p>
Use a Common Instructional Framework for All Children: The 5 Dimensions of Teaching and Learning								

WHAT ARE BASIC HUMAN NEEDS FOR TRANSITION?

- Be safe and feel safe
- To be happy
- Belonging
- To be successful
- To communicate and feel understood
- To regulate stimulation and arousal

"LOOK ON EVERY
EXIT AS BEING AN
ENTRANCE
SOMEWHERE ELSE"

-TOM STOPPARD

WHO ARE WE?

Boeckman Creek Primary School

- Located in Wilsonville, Oregon WLWV School District
- Enrollment-531 students
- Daily Schedule (7:50-2:10)
- Student Schedule: Each student has one general education teacher and music and wellness teachers
- Special Education: Inclusive Practices-students attend in their home school
- 3 Learning Specialists

Meridian Creek Middle School

- Located in Wilsonville, Oregon, WLWV School District
- Enrollment-357 students
- Daily Schedule (9:15-3:45)
- Student Schedule: Each student has 5-6 different general education teachers daily in 5-6 different locations in school
- Special Education: Inclusive Practices-students attend their home school
- 3 Learning Specialists

GOODBYE PRIMARY SCHOOL...



Formalized rites of passage and the importance of recognition (basic human need)

- 5th Grade Middle School Warm Up
- 5th Grade Recognition Ceremony
- Bobcat Showcase and other End of Year Celebrations
- End of Year Portrait
- BL Video? [checkout_clean.cfm](#)



hello middle SCHOOL



Middle school expectations are rigorous

- As students progress from primary to middle, rigor and expectations increase
- Students transition from one main teacher to subject specific teachers
- From a group oriented schedule to an individual schedule
- Social interactions become more complex and nuanced



"PLANNING THINGS
RATHER THAN
LETTING THEM
HAPPEN"

-ROBERT EBSTEIN

Q: "HOW DO YOU FEEL ABOUT
TRANSITIONING INTO MIDDLE
SCHOOL?"



"Excited!" ~Zilare, Gr. 5

"I'm scared; too many
teachers watching me!"

~Damien, Gr.5

"Excited...but it might be
hard with lockers and
stuff" ~Ashton, Gr. 5

TRANSITION ACTIVITIES FOR ALL STUDENTS

- Principals and Counselors bring students from Primary to Middle School to visit and tour-April
- Middle School Principals visit primary schools and talk with 5th graders-April
- Forecasting Forms given to students-sent home-April
- Middle School Parent nights-April and May
- 6th grade Curriculum Night-August
- First Day of School: 6th graders only, meet all staff members, community building, lockers, schedules

TRANSITION ACTIVITIES FOR SOME STUDENTS

- Parent night for families who are receiving special education services
- Student Services staff (learning specialists, SLPS, Instructional Coordinators) meet at sending schools to share information and observe students
- Learning Specialists/SPED Staff attend IEP meetings held in the spring at sending school
- Instructional Coordinators set up opportunities for parents to visit receiving school
- Transition meetings are held for a few students
- Jumpstart
- Student visits prior to school starting

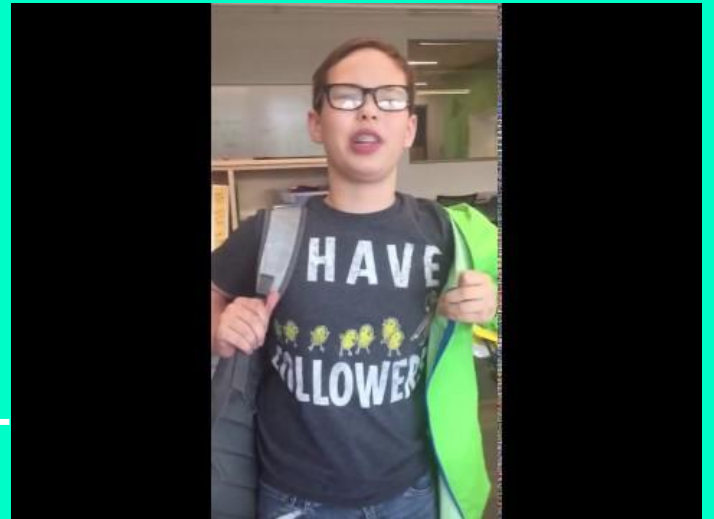
YOU'RE GOING TO LOVE THIS KID!!

Sped Staff Transition Meetings Held in April and May

- Share Strengths, Challenges and “What works”
- Share Parent Communication-email, call, frequency
- Look at IEP present levels, goals, progress and services/accommodations
- “Eyes on” Students: Observe in class, meet student, answer questions about Middle School
- Determine if more transition activities are needed: Transition Meeting, Parent contact/visit, Jumpstart, Fall school visit

Q: "HOW DID YOU FEEL ABOUT
TRANSITIONING INTO MIDDLE
SCHOOL? HOW DO YOU FEEL
NOW?"

Two 6th Graders reflect on how they
felt about coming into middle school.



THREE P'S

Prior-Knowledge,

Planning, and

Practice

“Studies show that giving a mental road map for what’s to come eases anxiety for all!”

In the Time Magazine article, Planning is Prevention, psychologist Robert Epstein stresses the importance of a plan.

JUMP START!

- Planners and Planning
- What is a combination lock?
- Organization: soft skills explicitly taught
- Building Community

“If you do everything that’s easy and nothing that’s hard, then what will you ever accomplish?” -Lukas

“Everything equals up to trust!” ~Landon

“Nothing’s impossible!” ~Paul

"PARENT VOICE + SCHOOL VOICE =
STUDENT SUCCESS"

~DARLENE GOOD, PARENT OF MERIDIAN CREEK 6TH GRADE STUDENT

CHANGE OVER TIME IN TRANSITIONS.....WLWV

- Transitions and inclusive practice have evolved in the 8 years that we have lived in Oregon
- My son's needs have not held him back from having a real public school experience
 - Participating in Assemblies
 - Unified Basketball and Soccer
 - Track and Field with the right supports
 - Participation in the classroom groups, curriculum, and projects!



Ask away!

Questions answered by
educators, administrators,
and parents!

THANK YOU FOR COMING!

Please contact us if you would like to further our conversation: versteek@wlwv.k12.or.us,
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