

Thousand Islands Secondary 7-12 Transition Recommendations



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AREA	RECOMMENDATION
FACILITIES	<ul style="list-style-type: none"> • Create a washroom solely for elementary use • Create an office/entrance in elementary area; consider a satellite office that will allow for quick response and close proximity for daily student contact. • Consider a more central location of the office. "One school, one office" • Phones in every classroom • Dedicate one gym for elementary students • Consider new needs for security (locked doors) in the 7/8 wing. There is a different culture from elementary schools/roaming halls (parents/students) • Lockers for all students • Consider more security cameras • Create a safe, green space for students to play • Restrict vehicle movement in certain areas (laneway behind the school). Examine traffic patterns in the parking lot. Review often. • Consider accessibility needs. Is the elevator easily accessible to students with needs? • Ensure that renovations are completed before school starts • Address outdoor (recess) spaces/equipment (basketball nets) • Strike a balance between integration and segregation. The school should allow for supervised interaction with a gradual integration of the grade 8's as the year progresses. This will make for a smoother transition to high school.
STAFFING PROCESS	<ul style="list-style-type: none"> • Provide opportunities for collaboration among teachers and avoid silo teaching • Vice Principal or Principal for 7-8 school (dedicated administration) – communicate early with community • One point of contact for parents.

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	<ul style="list-style-type: none"> • Student caps on # of children in each classroom – don't overcrowd • Complete early staffing process – communicate early with community • Extended French programming to continue at TISS for 7/8's. There is strong support for this. • Administration office should be located in close proximity to the 7/8 wing. • 1 Principal and dedicated VP's (7/8 and 9-12) as well as a dedicated secretary – 7/8 • Homeroom teachers know kids the best and allow for the easiest point of contact for parents
PROGRAMMING	<ul style="list-style-type: none"> • Timetabling = same as BCI to accommodate shared programming (MSIP or not) (7-8 MSIP a possibility) • Scheduling should allow for access to facilities and programming at both TISS and BCI. • Access to gym important to Quality Daily Physical Education • Students should have a strong connection to one teacher to build a sense of belonging • Adequate supervision at all times, especially during non-structured poarts of the day (lunch, recess) • Consider straight grades if at all possible
SPECIALIZED PROGRAMS	<ul style="list-style-type: none"> • Specialty teachers for some subjects – music/drama/gym/shops • Teacher specialists – use teacher strengths (with a homeroom teacher focus) • Grade 12 leadership course, students mentor grade 7 & 8 – Gr 10-12 would be great. Student volunteer hours or incentives for older kids to mentor younger kids • TNT (Teens Need Teens). Great program that encourages student mentoring! • Mentoring can be specific to student need and skill (music, athletics, arts, clubs, other interests) – community service hours • Ensure consistent transitions for spec. ed. students • Access to the Hospitality program for 7/8's • Continue 7/8 police education program (cyber bullying, drugs, etc) • Allow for separate bell times so as not to disrupt the 7/8's. This can be distracting for some students.
RESOURCES	<ul style="list-style-type: none"> • Music room access • Mentoring (teacher to student) • Mentoring (student to student) • Access to CYW * students with anxiety need to be accommodated! • Appropriate sizing of equipment for small students • Desks should accommodate student "stuff" (not ones with a basket underneath) • 7/8 counselors to talk to parents and students • Allow for access to hot lunch in the cafeteria • Allow for access to the Learning Commons • Provide age-appropriate resources (eg. graphic novels) • Purposeful reading room. Pool resources to allow for more choice. • Utilize 9-12 exam week to allow 7/8s technology and lab access

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	<ul style="list-style-type: none"> • Early planning re: resources (whether being moved from elementary or newly acquired) •
SCHOOL DAY	<ul style="list-style-type: none"> • Start and end times, adjust wherever possible to better serve the needs of the adolescent learner • Assemblies/Spirit Days/Pep rallies etc. 7/8's should participate with appropriate supervision • Student Council, separate one for 7/8's to allow for the student voice to be heard • Later start for everyone – including high school and 7/8s • Dances should be separate and well-supervised • 7/8 division sporting teams. Perhaps separate grade 7 and grade 8 teams. • Increase the number of school teams to give many kids a chance to participate • 7-8 football team? • School Plays – can 7/8 be involved/will they have their own? • Cheerleading – would like a squad for 7/8's • Encourage participation by running intramurals and clubs • Support for the athletic council for decision making that will need to be made with this transition • Segregation from high school during transition times – teacher transitions students from class to class • Options in the routines for sibling interaction • Safety – washrooms, change rooms, bus, cafeteria – halls and separation • Grade 7/8 should not be allowed to leave at lunch • Parental permission to leave school (notes, calls, etc.) • Later start for 7/8 (stagger) • Some organized interaction between 7/8s and high school kids
TRANSPORTATION	<ul style="list-style-type: none"> • Routes and pick-up times need to be communicated as early as possible • Segregation on the bus – 7/8s at front of bus • Arrival and dismissal from bus/school: students come directly from bus into school, get their things organized at locker and bring materials to classroom, they are ready for when the bell rings for class • Concern about switching busses at TISS either before or after school. Consider one bus for each school (not switching at one school to another) • Keep 7/8s and highschool separate on the bus • Plan for supervision of early arrivers
COMMUNICATION	<ul style="list-style-type: none"> • Enforcing no smoking on and off school property • 7 & 8s should keep agendas • Parents would like to know teachers and staff – communicate this early • Teachers should call home early in the school year to introduce themselves • Newsletter – websites – school- 7/8 section • Grade 8s still NEED graduation • Routines set early – communicated right away • Thinking the little things through ie. Notes, late slips, “safe arrival”, pick-up and drop off • In presentations to kids, also present high school information

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TRANSITION	<ul style="list-style-type: none">• Get all students to TISS as often and as soon as possible during the instructional day• Open house prior to pre-registration (both secondary and elementary)• Teach children to use locks• Allow for relationship building opportunities among all schools• Organize students to have their own focus groups (own transition meetings) (mixed schools) where it can be more engaging and less “dry” (survey)• Spec ed delivery – transition activities for students and LRCs• Open Houses/visits EARLY• Open House/Orientation visit (related to presentation to kids) before choosing a school

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