

WELCOME TO

# Burnaby Mountain Learning Support Services

Virtual  
Family Orientation Session



# Land Acknowledgement

- I would like to acknowledge and thank the Coast Salish Nations of Musqueam, Squamish, and Tsleil-Waututh, on whose traditional territory we teach, learn, and live.

# GOALS FOR THIS SESSION...

1. Introduce the **Learning Support Programs** currently offered at BMSS.
2. Outline the **process of Transition** for incoming students.
3. Support families in coordinating and collaborating to ensure a **positive transition experience** for your child.



# Pandemic Adjustments

- ▶ We have made adjustments to our regular programming this year to accommodate for the quarter system and the cohort requirements.
- ▶ Courses and programs for next year will depend on the school schedule that is determined by the district.
- ▶ All Learning Support programs and spaces include students from different cohorts. Therefore, masks must be worn and social distancing requirements are expected.

# LSS PROGRAMS OVERVIEW

- Based on the learning needs of our current student population, the following Learning Support Programs are currently being offered at BMSS:

Access	Pre-Employment	Learning Centre
Designated students <i>Multiple complex needs</i>	Designated students <i>Complex needs</i>	Designated & non-designated students
Modified objectives <i>Small group &amp; Individualized goals</i>	Modified objectives <i>Small group &amp; individualized goals</i>	Grade level competencies <i>with adaptations as needed.</i>
Evergreen Certificate*	Evergreen Certificate*	Dogwood Diploma*
Individual & small group instruction	Small group instruction with individual supports & modifications	Inclusive classroom & small group instruction, with universal supports.
Emphasis: Social skills & Community Access	Emphasis: Job skills for entry-level employment	Emphasis: Provincial academic Grad requirements

\* Decisions about graduation programs are not finalized until Gr. 10.



# ACCESS PROGRAM

- ▶ The focus of this program is to support students to develop functional life skills, social skills and communication for increased independence.
- ▶ Leading to an Evergreen Certificate\* (school leaving certificate).
- ▶ **Teacher: Lisa Stevens** and several supporting Educational Assistants.
- ▶ Small group and individual instruction with individualized goals based on students' IEP, in consultation with the student, parents, teacher, and outside agencies.
- ▶ Program goals focus on:
  - ▶ Independent living skills, including self-care and self-management skills.
  - ▶ Social skills, communication and self-advocacy.
  - ▶ Functional academics with self-paced literacy and numeracy skills.
  - ▶ Inclusion in elective classes.
  - ▶ Vocational skills
  - ▶ Daily physical activity, including PT and OT in consultation with CHSRT.

# PRE-EMPLOYMENT PROGRAM

- ▶ The focus of the program is to support students to develop independent living skills and work experience in preparation for entry-level employment or further vocational programs at the post-secondary level.
- ▶ Leading to an Evergreen Certificate\* (school leaving certificate).
- ▶ **Teacher: Amanda Stevens** and supporting Educational Assistants.
- ▶ Small group instruction with individualized goals based on students' IEP, in consultation with the student, parents, teacher, and outside agencies.
- ▶ Program goals focus on:
  - ▶ Practical life skills: community safety, transit training, consumer skills, etc.
  - ▶ Job skills: work habits, school jobs, career awareness, work experience, etc.
  - ▶ Social skills: inclusive elective classes, communication, emotional regulation, social skills training.
  - ▶ Academics: individualized numeracy and literacy programs based on students' abilities and needs, as well as group learning activities in Science and Social Studies. Programs emphasize practical applications for daily living.
  - ▶ Inclusion in elective classes.

# THE LEARNING CENTRE (TLC)

The Learning Centre is designed to support students to develop their self-regulation skills and manage the demands of their academic courses. Each class consists of a group learning focus lesson followed by tutorial time, where students can get small group and individual support, ask questions, and clarify understanding while completing coursework for other subjects.

Learning focuses include:

- ▶ Self awareness of learning strengths and challenges and self advocacy for learning needs.
- ▶ Strategies for organization, time management, and prioritizing.
- ▶ Goal setting, monitoring, and self-assessment.
- ▶ Developing literacy, numeracy, and study skills.
- ▶ Self-regulations of emotions, motivation, behaviour, and productivity.



# THE LEARNING CENTRE

Students can access The Learning Centre in a variety of ways:

- ▶ TLC Enrolled: a scheduled block to check-in, get help & complete assignments.
- ▶ TLC Drop-in: to complete tests, use a computer, work on assignments or have a calm space any time by coordinating with your classroom teacher.
- ▶ Flex time TLC: the space is available to students during flex/blended time for work on any subject.
- ▶ PEAK: before & after school support.
  - ▶ Monday - Friday 8am-9:15am (Covid schedule)
  - ▶ Monday - Thursday 2:45-4:00pm
  - ▶ Math & Science Tutors available in PEAK also

# OUTREACH

- ▶ The Outreach program is designed to support teachers around the school to meet the needs of all the learners in their class. Outreach teachers work with classroom teachers *in their classrooms* to provide additional support for classroom activities:
  - ▶ Collaboration and planning activities
  - ▶ Supporting group projects and cooperative activities
  - ▶ Computer lab activities
  - ▶ Small group review
  - ▶ Labs and hands-on activities

# COMMUNITY COHORTS

- ▶ This program is designed to provide students with universal supports within an inclusive academic community.
- ▶ Teachers are experienced in building positive relationships and differentiating instruction for students with diverse learning needs.
- ▶ Students have the opportunity to form stronger connections with their peers through double blocks together and additional community building activities.
- ▶ Teachers collaborate on cross-curricular themes in Humanities or ScieMatics.
- ▶ Outreach teachers regularly support and collaborate with cohort teachers.

# OVERVIEW OF TRANSITION PROCESS

January

- ▶ Parent Information Evening at secondary schools
- ▶ Gr. 7 course selection **virtual** visits (*February*)
- ▶ Articulation meetings with feeder schools where the individual strengths and needs of all students are identified. (*April*)
- ▶ Individual Transition Planning meetings take place for students with moderate to complex needs (OT, PT, Nurse, Behaviour Consultants, etc.)
- ▶ Transition activities and **virtual** visits.
- ▶ Gr. 7 orientation activities (*June*)

June

# OVERVIEW OF TRANSITION PROCESS

September

- ▶ Receive a Welcome letter from the school outlining September schedules and the process of selecting a locker. (Check your spam folder in late August)
- ▶ Gr. 8's attend 1<sup>st</sup> Day of school: (Transportation will not start until the first FULL day)
  - ▶ receive timetable
  - ▶ locate locker and practice opening lock with staff and mentors
  - ▶ Gr. 8 students may come to TLC after homeroom to get support with lockers and locating classrooms.
- ▶ Case manager is assigned for your child and will contact you (*September*)
- ▶ Student information is shared with school team
- ▶ Contacted by case manager to arrange IEP meeting. (*October*)

October

# THANK YOU

If you have further questions, please contact:

**Heather Ocnas**

Instructional Leader

Learning Support Services

Burnaby Mountain Secondary School

604-296-6870 ext. 603207

[Heather.Ocnas@burnabyschools.ca](mailto:Heather.Ocnas@burnabyschools.ca)

*Amanda Stevens*

Pre-Employment Program

*Lisa Stevens*

Access Program

*Natalie Tuccori & Jillian Smith*

TLC



