

# Stepping up to Secondary School

## Parent Handbook

Created in collaboration by:



**Kinsight**

## **Introduction**

This handbook has been developed by the Family and Individual Support Program (FISP), Kinsight, formerly Simon Fraser Society for Community Living in collaboration with School District 43, Coquitlam. It is intended to assist parents and caregivers to understand and plan for students who have disabilities with the transition from middle to secondary school.

This transition is a major event in the lives of all students and in the lives of their parents. Students who have disabilities and their families often experience apprehension and may have additional concerns and questions about what this change will mean. The stress created by these transitions can be minimized when parents and school teams are informed, involved and able to work collaboratively.

Effective transition planning responds appropriately to student needs, develops positive connections and promotes communication between parents and school teams. With careful, timely, child-centered planning, students will experience a sense of belonging to their new environment, a positive start, and continued success during the secondary school years.

The handbook provides some general information about School District 43 secondary schools, a transition to secondary planning timeline, frequently asked questions and concerns, information about local and provincial policies, and some useful planning tools.

We hope that you find this handbook useful. We wish you well for this next step on the journey of your child's education!

Family & Individual Support Program  
Kinsight Community Society

Learning Services  
School District 43, Coquitlam



## Table of Contents

1. General Information	Page 4
2. Articulation	Page 5
3. Tours and Staff	Page 6
4. Course Selection	Page 6
5. Graduation and Completion Certificates	Page 7-8
6. Accommodations and Individualized Curriculum	Page 9
7. Inclusion	Page 10
8. Individual Education Plans (IEP's)	Page 11
9. Supports, Physical Accessibility & Transportation	Page 12
10. Independence, Self-Determination & Self-Advocacy	Pages 13
11. Logistics & Daily Life at High School	Page 14
12. Social Opportunities	Page 14
13. Planning Tools and Forms	Pages 15-18
14. Transition to Secondary School Timeline	Page 19
15. Definitions	Page 20
16. List of SD43 Secondary Schools and Contact Information	Page 21
17. SD43 Learning Services Staff and Programs	Page 22
18. Other Resources and Information	Page 23

## **General Information about School District #43 Secondary Schools**

There are eight Secondary Schools in School District 43 providing education to students in grades 9 through 12. Centennial, Dr.Charles Best, Pinetree and Gleneagle are located in Coquitlam. Port Moody is home to Port Moody Secondary and Heritage Woods. Riverside and Terry Fox are located in Port Coquitlam. Currently, all of our secondary schools are on semester schedule. First semester generally runs from September until late January and second semester from early February until mid-June.

Each secondary school has its own unique features and cultures. The way that support services are offered may be very different from what the student has experienced at elementary and middle school. In order to make thoughtful, well-informed plans, it is beneficial to contact your middle school principal and/or case manager to obtain as much information as possible about the secondary school well before cross-boundary transfer and course selection deadlines.

If you are interested in having your child attend a secondary school outside of you catchment you must complete and submit a *Cross Catchment Application* as per the school districts guidelines. Please note this process has very firm timelines and while the process generally takes place in February each year parents are strongly encouraged to visit the school district website and determine specific dates early.

Parents should also note that School District 43 does not provide transportation for students who attend a school outside of their home catchment area.



## **Articulation**

When your child moves from middle to secondary school there may be many moving parts involved. Ideally all of these parts will connect and communicate to work as one and ensure a seamless transition for the student. Your child's articulation will be an ongoing process typically beginning in the January prior to transition and picks up pace in late spring with meetings, school visits/tours, etc.

What is important during the articulation process is that the student's strengths and support needs are communicated clearly between all parties and that the IEP and any transition plan accurately reflect this information.

### **Important Questions to Consider:**

- What will my child do on the first few days/weeks of school?
- What is the plan for the first days of school, before class organization is complete?
- What steps will be taken to ensure that classroom/subject teachers have crucial information about my child in order to ensure a successful start to the class?
- What steps will be taken to ensure that classroom/subject teachers have crucial information about my son or daughter in order to ensure a successful start to the class?
- Have I gathered and compiled all of the relevant information about my child for the school?
- Have I determined all of my child's strengths, preferences, ambitions, and concerns about secondary school?
- Have I assessed all of the possible gaps between what my child requires and what is available at the secondary school for them to succeed? Have I discussed resources or strategies to bridge these gaps with school staff?
- Have I clearly articulated my hopes, dreams, and priorities for my child's education?

## **Tours and Staff**

For many students the unknown elements of the secondary school transition are the hardest. What will my classrooms look like? Where will I eat my lunch? Will there be any familiar faces amongst the staff at my high school?

Part of a smooth articulation process is to alleviate as many of these fears, or rather answer as many questions as possible, to support both parents and students to understand what they will be experiencing in September.

### **Important Questions to Consider:**

- Who is my key contact person at the high school?
- When will I first be able to meet with the new school team to begin transition planning?
- Who will attend these meetings from the middle school? Secondary school? Others?
- Will there be opportunities for my child to visit the school to become familiar with the staff and the building layout? If so, how many times and when will this occur?
- In the event of staff turnover, who should I speak with to ensure the interim plans have been passed along to the new team members? When can I do this?

## **Course Selection**

In the late winter of your child's grade 8 year ensure that you receive course selection information and that you and your child complete these documents and return by the due date.

### **Important Questions to Consider:**

- When does course selection take place for my child's chosen secondary school?
- Typically students take eight [8] classes per school year; four [4] per semester. Of these eight classes, four are academic and four are electives. Will my child have a full range of academic and elective courses from which to choose?
- Will I be given the opportunity to participate in course selection for my child?
- Have I assessed the available course offerings to determine if they complement IEP goals?
- I would like a copy of my child's timetable ASAP to assist them in preparing for the transition in the weeks/months prior to the start of secondary school. How soon, and from whom, can I obtain a copy of their timetable?

## **Certificate of Graduation or School Completion Certificate**

Secondary students may be pursuing the requirements for a Certificate of Graduation (Dogwood), or they may be working towards a School Completion Certificate (Evergreen). It is important that students and parents understand the difference and consider the affect that this decision will have on the students' post-secondary options.

### **Important Considerations**

- The decision to pursue a Dogwood or an Evergreen should NOT be based on a student's label or diagnosis.
- There is no need to make a firm decision about this until the time is right for your student – graduation requirements do not begin until grade 10
- Students are not limited to 4 years of high school – under the law, a student can attend school until the end of the school year in which they turn 19 years of age. In other words, any student who is still 18 years of age on the first day of the school year (July 1st) can attend school for that full school year...regardless of how many years of school they have already completed.
- Regardless of whether the student is pursuing a Dogwood or an Evergreen, every student should take a variety of courses that play to their strengths and interests and support their transition into adult life.
- It is a good idea to look at post-secondary entrance requirements – this can help students select courses that will help move them towards their post-secondary goals.
- Every student should have access to a range of course offerings that is equitable to that of their peers.
- Locally Developed Courses can be an excellent tool to support students in courses without the pressure of having to meet the standard provincial learning outcomes. For example, a student who wants to take Law 12 can take the class and have a curriculum that is specifically designed to meet their learning needs. While the student may not receive credit towards a Dogwood for such a course, they can still receive a letter grade on their transcript.

The decision to place a student on a program trajectory which will lead to either a Certificate of Graduation (Dogwood) or a School Completion Certificate (Evergreen) will include a discussion with school staff about Accommodations or Individualized Curriculum (formerly Adaptions and Modifications). See more information on **Accommodations** and **Individualized Curriculum** on page 9.

## **Certificate of Graduation (Dogwood) Requirements:**

BC's secondary school students begin working on their graduation requirements in Grade 10. In order to graduate, they must complete specified courses and write at least five provincial exams. Students have choice and flexibility in how they meet the remaining requirements. Graduation Transitions is one of the mandatory requirements for graduation. It replaces the Graduation Portfolio Assessment.

## **School Completion Certificate Program (Evergreen):**

The School Completion Certificate Program supports students who are working towards meeting the goals of their educational program other than graduation. The following is an excerpt from a Ministry of Education communication regarding process and procedures for the School Completion Certificate Program that was issued to school districts in January 2007:

*"In the spring of 2006, the Minister of Education made a commitment to maintain the Ministry of Education's role in issuing School Completion Certificates. Along with this was the pledge to produce transcripts for students who are issued School Completion Certificates. School Completion Certificates are intended to recognize the accomplishments of students, including students with special needs, who have succeeded in meeting the goals of their educational program other than graduation. All students, including those with special needs, in receipt of School Completion Certificates will now also receive a transcript of successfully completed work in Grades 10 to 12. Completed work may include both Graduation Program courses and locally developed courses."*

## **School District 43 - School Completion Certificates and Reporting**

For those students who do not meet foundations course requirements i.e. English, Science, Math 10, Socials 11, Communications/English 12 and Grad Transitions at a minimal level C-/50% or above and are recognized as having extra learning needs that are supported by Individual Education Plan goals, may receive School Completion Certificates upon leaving secondary school.

Students who are on a School Completion Certificate Program (SCCP) will be issued transcripts showing all successfully completed credit and non-credit Grade 10 – 12 courses as announced in August 2006 by the Minister of Education. In addition, learning for students on SCCP will have assessment communicated via letter grades on this transcript. Letter grades for students on modified programs are assigned to Locally Developed course titles and reflect learning in relation to IEP goals. These courses (LD) are non-credit and do not contribute towards Graduation or Dogwood Diplomas. Locally Developed course titles and letter grades will be reflected on the student's transcript upon school completion.

**For more information on School Completion Certificates and Graduation Certificates visit:**

<http://www2.gov.bc.ca/gov/topic.page?id=40F35AC4EFE64DA1AAA12EE07E2DB700>



## **Accommodations and Individualized Curriculum**

### **Significantly Adjusted Learning Standards**

Students who are unable to access or engage in learning activities through prescribed grade level content may require more significant supports, including an adjustment to learning standards.

Where pro-active planning and accommodations to the learning activities haven't been sufficient in making grade level curriculum accessible to students, moving to lower grade Learning Standards may be necessary.

These students will typically access additional targeted supports, such as learning support teachers; EA's and often district personnel (OT, PT, SLP). Adjustment of Learning Standards should be considered on both a case-by-case and subject-by-subject basis.

### **Accommodations (formerly called Adaptations)**

If a student struggles to access or engage in learning activities that have been created, accommodations may be required. Often, the classroom teacher is able to identify and implement required changes by adapting aspects of the learning activity (i.e. accommodations to environment/materials, instruction, and/or assessment) that enable a student to access or engage in grade level Learning Standards.

At other times, this requires collaborating with colleagues to better understand the area(s) of difficulty and to explore solutions. Typically, these students will have an Individualized Education Plan (IEP) or a Learning Support Plan (LSP) to document the accommodations accessed.

Accommodations may also be made in areas such as skill sequence, pacing, methodology, materials, technology, equipment, services, and setting. Working on *select* learning standards from different grade levels is considered an accommodation.

A student does not require a diagnosis to have an accommodation; any student can have the accommodations they need to be successful.

### **Individualized Curriculum (formerly called Modified)**

Students working on individualized curriculum have challenges that do not allow them to access the prescribed curriculum (i.e. limited awareness of their surroundings, fragile mental/physical health, medical and cognitive challenges, or have multiple challenges).

An individualized curriculum has learning standards that are substantially different from the prescribed curriculum and specifically selected to meet the student's individual needs. A student using individualized curriculum is assessed in relation to the goals and objectives established in the student's IEP.

Wherever possible, teachers should work to individualize activities by providing parallel ones for these students. In addition to individualized learning activities, these students require significant essential supports during their time at school (i.e. EA, district personnel – OT, PT, SLP).

The decision to move to a replacement curriculum does not have to be formally made until Grade 10. Individualized curriculum replaces the regular curriculum for those very few students who are unable to fully access the regular curriculum.

## **Inclusion**

***"Inclusion is the value system which holds that all students are entitled to equitable access to learning and the pursuit of excellence in all aspects of their education. The practice of inclusion transcends the idea of physical location and incorporates basic values that promote participation, friendship and interaction"***  
~ Ministry of Education

The following excerpts are from Inclusion BC's Social Policy Positions on Inclusive Education:

"All students in BC, including those with special needs, are entitled to receive a quality publicly funded inclusive education. A Ministerial Order directs students with special needs to be placed in regular classrooms as the first option. Research shows that when students are included in regular classrooms they make greater overall academic gains than do their peers with similar disabilities in segregated classrooms 1. (KATZ AND MIRENDA, 2002) To ensure the success of inclusion, students must have the necessary supports to learn in the regular classroom and participate in school social activities.

The benefits of inclusion extend to all students. Typical students experience gains on many fronts: opportunities for new learning, improved values and attitudes related to human diversity, more developed interpersonal skills, as well as greater maturity, self-confidence and self-esteem 2. (KATZ AND MIRENDA, 2002)"

Inclusion can look different depending on the environment and the needs of the individual.

### **Important questions for parents to consider when planning:**

- What does "inclusion" mean at my child's secondary school?
  - Does inclusion mean fully participating in all subjects, in classrooms with neurotypically developing peers?
  - Does inclusion mean participating in non-core subjects (i.e. foods & nutrition, music, computers, tech ed) with neurotypically developing peers, and attending core subjects (i.e. english, math, science, social studies) in a learning centre or resource room with other students who require extra support?
  - Does inclusion mean participating in some non-core subjects with neurotypically developing peers, while core subjects are replaced with a life skills program supported by an Educational Assistant (EA), 1-1 or shared support with other students with needs?
  - Does inclusion mean a full time like skills program supported by an Educational Assistant (EA), 1-1 or shared support with other students with needs?

## **Individualized Education Plans (IEP's)**

An Individual Education Plan (IEP) is a documented plan developed for a student with extra support needs that describes individualized goals, accommodations, individualized curriculum, the services to be provided, and includes measures for tracking achievement.

In their Special Education Policy Manual the Ministry of Education states that the process of developing an IEP is "a collaborative and consultative process involving the student, parents, teachers, administrative and support personnel and representatives of districts/community agencies. For many students with special needs, IEPs are developed without their input, their parents' input or even the classroom teachers' input. Consequently the IEP do not reflect a full understanding of the student or their goals for intellectual, physical, emotional, social and career development."

A well written and effective IEP will be the result of a collaborative process between those persons who best know the child and understand their individual learning needs. While local school staff is usually tasked with completing this work, an IEP team may include:

Classroom Teachers  
Parent(s) or other Family  
Resource Teacher/Case Manager  
Principal

District Support Staff  
Educational Assistants  
Community Professionals  
Behavior Consultants

### **Important questions for parents to consider when planning:**

- How does the Individual Education Planning process work at this secondary school?
  - Is the IEP drafted or revised by the case manager, who reviews it with the school team to finalize it, and then the case manager meets with the parents to review?
  - Is the IEP drafted or revised by the case manager, school team and parents together?
  - Is the IEP created and reviewed each year? If so when do both these happen?

**Important Note:** The first few days and weeks of the school year can be the most challenging for students, parents and educators alike. Generally, the IEP document for your child's current school year will not be completed until the mid-late fall. In the interim the IEP from the previous year is in place and provides direction on the students support needs. We also strongly encourage parents and students to consider putting together their own interim plan to share with their new school staff to assist them to best understand a student's needs during those challenging first few weeks. Some templates have been provided at the back of this handbook.

## **Supports, Physical Accessibility, and Transportation**

For students with extra support needs the transition from middle to secondary school may have some additional layers. It is important to know how and when these extra layers of support will be available, where there may be limitations, and how your child may best navigate these in a practical way.

### **Important questions for parents to consider when planning:**

- What supports and services will be provided for my child and how will they be delivered?
- My child has medical/safety/personal care needs. How will the school ensure that all staff are fully aware of them and have received the necessary training before my child starts school?
- Who should I speak with to ensure this and when?
- My child has a behaviour support plan in place. Will the behaviour support plan be continued at secondary school? How will the school ensure that all staff are aware of the plan and have received the necessary training before my child starts school?
- My child has (materials, equipment, technology) that they use at school. Who will be responsible for transferring the equipment to the new school, storing it for the summer, and making it available in the fall for class start?
- What supports and/or services will be provided for my child and how will they be delivered?
- What is the general level of supervision during non-class times (lunch hour, between classes, before and after school)?
- What is the plan in the event of an absent support staff?
- Which entrances, classrooms, and common areas are accessible to my child? Are there areas which are not accessible?
- What is the experience of the teachers and support staff who will work with my child and what supports are in place, or can be put in place, to support them?
- Are all of my child's teachers experienced with accommodations and individualized curriculum delivery and methods of assessment for students who have disabilities?
- What level of support is required for the student to move from class to class within the school? (can my child travel independently, with support from peers, or requires adult support to travel within the school?) How will this support be delivered?
- My child needs transportation – what will be provided and who will arrange it?  
*(please note: SD43 does not provide transportation to students who attend a school outside of their home catchment area)*

## **Independence, Self-Determination, Self-Advocacy**

Students who are comfortable, confident, and able to navigate their school setting are better able to access and enjoy the rich array of classes, opportunities, and activities at secondary school. Some students, particularly those who receive extra support at school, arrive at secondary school without having developed this comfort and confidence. Independence should not be seen strictly as the ability to do everything by oneself - even students who need physical support to move around in their school communities should have the opportunity to develop their independence and self-determination skills. For all students, it's an excellent idea to make this an important area of focus as early as possible.

These are some strategies and ideas that students, their families, and school teams may consider while the student is still at middle school:

- Look for ways to fade extra support away – in the classroom, the hallways, and other areas of the school.
- Teach the student to navigate the building by themselves. For example, if the student is always met at the door when they arrive at school in the morning, make it a goal for the student to enter the building and make their way to their locker on their own. Once the student has accomplished this, the next step can be for the student to learn to collect what they need from their locker and then make their own way to their classroom. Keep building! If the student needs the physical support of another person to do this, focus on self-determination – that is, teach the student to direct the support person. For students who communicate in different ways, it will be of utmost importance that support staff can understand their communication.
- Be aware of the number of interactions the student has with support staff compared to the number they have with their teachers and their peers. All too frequently, students who have extra support needs primarily interact with support staff. Make it a goal to increase the student's interactions with their teachers, peers, and others in the school community. For example, if the student typically asks an education assistant for clarification on instructions, teach them to make these requests directly to their teachers, or to their peers if appropriate.
- Support the student to find ways to be a leader, mentor, or helper. Many students who have extra support needs are always the "helpee" and often depend on having help far more than they really need. Opportunities to take on a supportive or leadership role can have a significant, positive impact on student self-perception and self-esteem.
- Have students begin to attend and participate in their IEP meetings. Taking an active role in education planning helps students to develop self-determination, independence, and confidence.

## **Logistics and Daily Life**

Transitioning from middle to secondary school is a big adjustment on many levels. For some students it may feel like their whole school life is being turned upside down. This change can be exciting but may also be stressful and a bit scary for some students.

Changes in secondary school may include larger buildings to navigate, larger student populations with more complex social scenes, the introduction of lockers and multiple teachers and classrooms in a student's daily routine. Understanding what to expect and preparing your child in advance can help alleviate some of the stress created from this change in their routine.

### **Important questions for parents to consider when planning:**

- What is the routine upon arriving at school in the morning?
- What is the bell and announcement schedule?
- Is the schedule the same each day or do some days have late starts and/or early dismissals?
- Will student have use of a locker? Can my child operate or learn to operate a lock?
- What is the daily schedule? What are the lengths of each block?
- What is the length of the lunch period and how is it scheduled? Do all students eat lunch in the cafeteria? Are there other, quieter areas to eat lunch if my child has sensory issues?
- How many different classrooms/teachers will my child have each day?
- What are the procedures for fire/emergency drills?

## **Social Opportunities**

Your child may have spent much or all of their elementary and middle school years with very little change in routine, school staff, or their social circle. For some the transition to secondary school may be one of the first experiences with significant change in their routine and social world. Again, all of this change can be stressful and make a student nervous, but it can also be the start of exciting new adventures, building independence, and increasing their social skills!

### **Important questions for parents to consider when planning:**

- What school-wide activities & events will my child attend and how will their attendance be supported?
- Can my child be placed in classes with familiar students or friends?
- What are the opportunities for interaction with peers?
- What field trips or camps are planned?
- What extra-curricular clubs and activities are available?

**INTERIM PLAN FOR: (insert child's name & grade)**

**Plan for First Day of School :**

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**Contact:** \_\_\_\_\_

**Plan for First Week of School**

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**Contact:** \_\_\_\_\_

**Plan for Time Prior to IEP**

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<b>This plan was developed by: Name</b>	<b>Title</b>	<b>Copies of this plan were distributed to: Name</b>	<b>Title</b>
			15

**FOR YOUR RECORDS**  
List What Should be in Place for Your Child

<b>Things to be in place in September</b> Materials, Equipment, Augmentative, Communication, Medical, Personal Care, Other	<b>Person Responsible to Complete</b>	<b>Date to be Completed</b>

**NOTES:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Our School Team

Case Manager: \_\_\_\_\_ Phone or Email: \_\_\_\_\_

Principal: \_\_\_\_\_ Phone or Email: \_\_\_\_\_

### Classroom Teachers

### Subject

### Phone or Email

_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

### Education Assistant

### Subject

### Phone or Email

_____	_____	_____
_____	_____	_____
_____	_____	_____

### Other School District Resource Personnel (SLP, Counselor, Behaviour Consultant)

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Role: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Role: \_\_\_\_\_ Email: \_\_\_\_\_

Name: \_\_\_\_\_ Phone: \_\_\_\_\_

Role: \_\_\_\_\_ Email: \_\_\_\_\_

## Student/Teacher Information Sharing

Student:	
Teacher:	
Subject:	

The 3 most important things I need you to know about me:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

The 3 most important things I need to succeed are:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## Secondary School Transition Timeline for Parents

When	Action	Person(s) Responsible
Early January	<ul style="list-style-type: none"> <li>✓ Initial discussions with admin, student services &amp; counsellors of high school and feeder schools to discuss the ongoing articulation process.</li> <li>✓ If student is applying to a school outside of their catchment area parents should contact their middle school and the school district website for cross catchment transfer process and application deadlines</li> </ul>	Middle & secondary school staff
Semester Break (late Jan/early Feb)	<ul style="list-style-type: none"> <li>✓ Grade 8 students tour the high school to find out more about the elective programs and choices at high school</li> <li>✓ Parents find out which middle school staff will coordinate transition to high school; prepare questions and schedule a meeting with these staff</li> </ul>	Middle school & secondary school staff and parents
February	<ul style="list-style-type: none"> <li>✓ Secondary school counsellors visit middle school classrooms to discuss programming, course selections and "life at high school"</li> <li>✓ Course selection sheets are handed out for completion and later collected by middle school counsellors</li> <li>✓ Parent presentation evenings</li> </ul>	Secondary school counselling departments
Early Spring	<ul style="list-style-type: none"> <li>✓ Case managers from high school and middle school begin the articulation process through meetings and discussions (ongoing until June)</li> <li>✓ Low Incidence and At-Risk students begin tours of the high school to familiarize with building and staff</li> </ul>	Secondary school Student Services department
Late Spring	<ul style="list-style-type: none"> <li>✓ Articulation meetings involving middle school and high school admin, counsellors, classroom teachers, and student services staff to discuss every student's strengths &amp; needs</li> <li>✓ Parents may meet with some or all of the staff listed above to provide input on student on transition goals and needs</li> <li>✓ High school case managers participate in the IEP transition planning (for some students)</li> </ul>	Admin Parents Secondary & Middle School Student Services
Late August	<ul style="list-style-type: none"> <li>✓ Middle school students visit the high school for photos and the opportunity to meet the admin, counsellors, and student leadership group</li> <li>✓ "Getting to know you" activities</li> </ul>	High school Admin
September	<ul style="list-style-type: none"> <li>✓ Case managers send out brief "IEP outlines" to classroom teachers to identify student needs and challenges based on spring articulation meetings</li> </ul>	High school Student Services department
Fall	<ul style="list-style-type: none"> <li>✓ High School case managers meet with parents and students to complete IEPs and forward to classroom teachers</li> <li>✓ (IEP forwarded to semester 2 teachers in February and then reviewed in June)</li> </ul>	Secondary school Case Managers

## Definitions

**Accommodations** – Formerly known as “Adapted”

**Articulation** – When students are moving from elementary to middle, middle to high school, the current student services teacher meets with the future student services teacher to discuss needs and strengths. This usually happens in the spring of the year before the move takes place.

**Case Manager** – The teacher who writes and manages the student’s IEP.

**Counsellors** – Often focus on social emotional needs, but also can be involved in future planning, course selections, and transitions from one level to another.

**EA** – An Educational Assistant, in the past known as SEA, or Special Education Assistant. Educational Assistants work in the classroom to help support students with their education goals. They also work in cooperation with the classroom teacher and student case manager.

**Evergreen Certificate** – Also known as a **School Leaving Certificate**, this is an alternative to the Dogwood high school graduation certificate. Students earning an Evergreen Certificate are not required to meet the course credit requirements for the Dogwood Certificate. They do receive transcripts of successfully completed work in Grades 10 to 12 related to the goals of their education program. This completed work may include both Graduation Program Courses (credit) and Locally Developed Courses (non-credit).

**High Incidence Categories** – These are students with disabilities that appear more often in the general population and may require less support.

**IEP** - An Individual Education Plan that the government requires for students who meet the criteria for various categories of disability. This plan includes goals to work on, records where the student is now, where to go next, how to get there, and who will be responsible. The Case Manager invites parents to meetings to provide their input. The IEP is updated at least annually, sometimes more frequently.

**Individualized Curriculum** – Formerly known as “Modified”

**Learning Resource Teacher** – This teacher case manages students in high incidence categories. The focus includes academic content and skills. The Learning Resource Teacher will also be the Case Manager.

**Low Incidence Categories** – These are students with disabilities that appear less often in the general population and may require more support.

**Skill Development Teacher** – This teacher case manages students in low incidence categories. The focus includes a variety of life skills. The Skill Development Teacher will also be the Case Manager.

**Zone Coordinators** – They assist schools with providing support services for students with diverse needs. There are three zone coordinators, one each for schools in the north, south, and east of the school district. They can be reached through the district Learning Services Department at 604-937-6386.

## School District 43 Secondary Schools

### **Centennial Secondary**

570 Poirier Street  
Coquitlam V3J 6A8  
Phone: 604 936-7205  
Fax: 604 937-5933  
[www.sd43.bc.ca/centennial](http://www.sd43.bc.ca/centennial)  
[centennial@sd43.bc.ca](mailto:centennial@sd43.bc.ca)

### **Gleneagle Secondary**

1195 Lansdowne Drive  
Coquitlam V3B 7Y8  
Phone: 604 464-5793  
Fax: 604 464-5796  
[www.sd43.bc.ca/gleneagle](http://www.sd43.bc.ca/gleneagle)  
[gleneagle@sd43.bc.ca](mailto:gleneagle@sd43.bc.ca)

### **Heritage Woods Secondary**

1300 David Avenue  
Port Moody V3H 5K6  
Phone: 604 461-8679  
Fax: 604 461-8954  
[www.sd43.bc.ca/heritagewoods](http://www.sd43.bc.ca/heritagewoods)  
[heritagewoods@sd43.bc.ca](mailto:heritagewoods@sd43.bc.ca)

### **Riverside Secondary**

2215 Reeve Street,  
Port Coquitlam V3C 6K8  
Phone: 604 941-6053  
Fax: 604 941-2639  
[www.sd43.bc.ca/riverside](http://www.sd43.bc.ca/riverside)  
[riverside@sd43.bc.ca](mailto:riverside@sd43.bc.ca)

### **Dr. Charles Best Secondary**

2525 Como Lake Avenue  
Coquitlam V3J 3R8  
Phone: 604 461-5581  
Fax: 604 461-3913  
[www.sd43.bc.ca/charlesbest](http://www.sd43.bc.ca/charlesbest)  
[charlesbest@sd43.bc.ca](mailto:charlesbest@sd43.bc.ca)

### **Pinetree Secondary**

3000 Pinewood Avenue  
Coquitlam V3B 7Y7  
Phone: 604 464-2513  
Fax: 604 464-2543  
[www.sd43.bc.ca/pinetree](http://www.sd43.bc.ca/pinetree)  
[pinetree@sd43.bc.ca](mailto:pinetree@sd43.bc.ca)

### **Port Moody Secondary**

300 Albert Street  
Port Moody V3H 2M5  
Phone: 604 939-6656  
Fax: 604 939-5833  
[www.sd43.bc.ca/portmoodysecondary](http://www.sd43.bc.ca/portmoodysecondary)  
[moodysecondary@sd43.bc.ca](mailto:moodysecondary@sd43.bc.ca)

### **Terry Fox Secondary**

1260 Riverwood Gate  
Port Coquitlam V3B 7Z5  
Phone: 604 941-5401  
Fax: 604 941-1777  
[www.sd43.bc.ca/terryfox](http://www.sd43.bc.ca/terryfox)  
[terryfox@sd43.bc.ca](mailto:terryfox@sd43.bc.ca)

## **School District 43 Learning Services Staff and Programs**

SD43 Learning Services Office

Winslow Centre 1100 Winslow Avenue, Coquitlam, BC V3J 2G3

Telephone: 604-937-6386 Fax: 604-936-5451

Director of Learning Services	Paul McNaughton	604.937-6386
Principal of Learning Services	Andrea McComb	604.937.6386
Zone Coordinator (East Zone)	Stephanie Murphy	604.937-6386
Zone Coordinator (South Zone)	Christy Areshenko	604.937-6386
Zone Coordinator (North Zone)	Jo-Anne Pearce	604.937-6386
Gifted Education Coordinator	Robin Chambers	604.937-6386
Coordinator - Counselling and Inclusion Support	Anna Lemmo	604.937-6386
District Principal, Indigeneous Education	Gayle Bedard	604.945-7386
Transition Educator	Jennifer Fritzsche	604.937-6386
Work Experience Facilitator	Cesar Biagtan	604.937.6386
Coordinator, Positive Mental Health	Rachel French	604.937.6386

### **Other District Learning Services Supports**

Counsellors  
ESL Resource Teachers  
Multi Cultural Resource Teachers  
First Nations Resource Teachers  
Physio-Occupational Therapy  
Inclusion Support Team (Autism)

Inclusion Support Team (Behaviour)  
School Psychology  
Speech/Language Pathology  
Audiology  
Hearing Resource Teachers  
Vision Resource Teachers

### **Other School Based Supports**

Resource Program  
Learning Assistance  
English as a Second Language  
Gifted  
Skill Development

## **Other Resources and Information**

### **School District 43**

School Board Office  
550 Poirier Street, Coquitlam, BC V3J 6A7  
Phone: 604-939-9201  
Fax: 604 – 939-7828  
[www.sd43.bc.ca](http://www.sd43.bc.ca)

### **Kinsight, formerly Simon Fraser Society for Community Living**

204 Blue Mountain, Coquitlam, BC V3K 4H1  
Phone: 604.528.3950  
[www.kinsight.org](http://www.kinsight.org)

### **Web Links:**

School District 43 - [www.sd43.bc.ca](http://www.sd43.bc.ca)  
BC Ministry of Education - [www.bced.gov.bc.ca](http://www.bced.gov.bc.ca)  
Kinsight Community Society- [www.kinsight.org](http://www.kinsight.org)  
Inclusion BC - [www.inclusionbc.org](http://www.inclusionbc.org)

*Everyone Belongs in Our Schools – A Parent’s Handbook on Inclusive Education*  
© Inclusion BC – fourth edition 2012  
available online at <http://www.inclusionbc.org/parent-s-handbook-inclusive-education>

*Special Education Services - A Manual of Policies, Procedures and Guidelines*  
September 2009 - British Columbia Ministry of Education  
available to read or download at [www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf)

### **Community Support:**

*Kinsight’s Family and Individual Support Program (FISP)* – provides support to individuals and families with children and youth with a developmental disability diagnosis. Two consultants are available to provide free support to families or individuals in a range of areas including support navigating the school system, Ministry of Children and Family Development (MCFD), Ministry of Social Development and Poverty Reduction, CLBC, or provide resource and referral to other community services and supports. To contact a consultant please call our main office at 604.528.3950 or email the appropriate consultant at the address below.

Anne-Marie McGee, Consultant for families with children and youth 0-19 years  
[amcgee@kinsight.org](mailto:amcgee@kinsight.org)

Kathy Trotter, Consultant for families or individuals 16yrs + transitioning to adult services  
[ktrotter@kinsight.org](mailto:ktrotter@kinsight.org)