



STEPPING UP TO SECONDARY SCHOOL

Presented by Kinsight and School District No. 43, Coquitlam
February 16, 2022





Land Acknowledgment

School District No. 43 (Coquitlam) is on the core territory of the $k^w i k^w \lambda \text{əm}$ (Kwkwetlem) First Nation and lies within the shared traditional territories of the Tseil-Waututh, Katzie, $x^w m \theta k^w \acute{e} y \acute{e} m$ (Musqueam), $S_k w x \acute{u} 7 m e s h \acute{U} x w u m i x w$ (Squamish), Quay Quayt First Nation and Sto:lo Nation.

<https://native-land.ca/territory-acknowledgement/>



Jennifer Fritzsche

Transition Educator,
Learning Services SD43

Introductions

Transition Workshop Goals

Review Agenda



Thank You to our Panel Presenters

Jill Della Vedova and Steph Murphy
Zone Coordinators, Learning Services SD43

Emily Jamieson- Consultant, Kinsight

Bryan Jackson, Secondary Administrator

Shaunna Martin, Secondary Counsellor

Megan Weeks, Secondary Skill Development
Teacher/Case Manager

Our Goals



Thinking Ahead and Planning Back



Creating a Vision of the Future and Remaining Open to Possibilities



Seizing the Opportunity for Growth, Increased Independence, Self-Awareness, and Self-Determination



Increased Understanding of the Intellectual, Social, and Personal Opportunities available for students in Secondary School



Increased Confidence and Decreased Anxiety, Feeling Excited and Empowered

Workshop Agenda



Building a Bridge: From Middle to Secondary
Zone Coordinators



The Secondary School Experience
Shaunna- Secondary Counsellor



Learning Opportunities and Supporting Success
Bryan- Secondary Vice Principal



Thinking about Employability, Citizenship, and
Community Attachment
Megan- Secondary Skill Development Teacher

Emily Jamieson- Consultant, Kinsight

Kinsight

Everyone's welcome.
Everyone belongs. Everywhere.

Website: <https://kinsight.org/>

#200-1140 Austin Avenue Coquitlam, BC, V3K 3P5

Phone: (604) 377-2108 Email: ejamieson@kinsight.org

Building a Bridge: From Middle to Secondary

Zone Coordinator-
Jill Della Vedova

Articulation Process

Personalized Transition Planning

Thinking About People, Place, and Learning

Cross-Catchment Requests

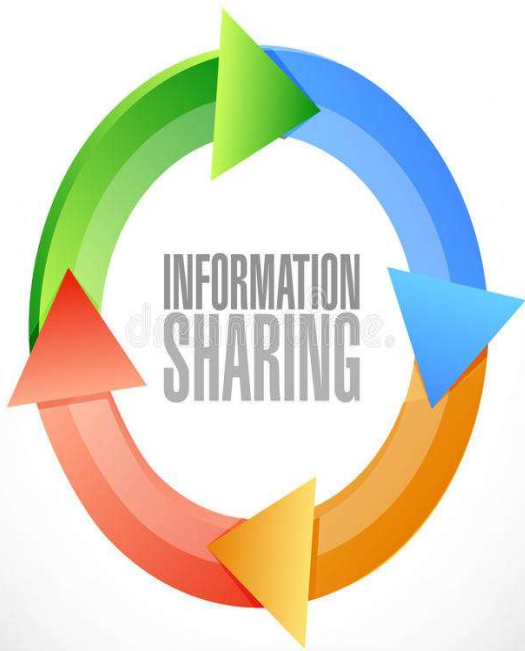
Transportation

What is “Articulation”?

Jill Della Vedova

Current Student Services Individual/Team (Teacher/Counsellor/Admin) meet with the Receiving School Team to share student information:

- ❖ Medical/safety/personal care needs
 - ❖ Materials, equipment, technology
 - ❖ Staff training
-
- This may be ongoing, beginning in early January to late Spring
 - Course Selection Sheets/ Timetabling
 - More Information to come...



Meaningful Consultation and Parent Voice: You know your child best

Co-Created Student Profiles

Family Support Institute Resource:
MyBooklet <https://mybookletbc.com/>

Planning Tools in your Handbook, pages 15-18.

- For Your Records
- Interim Plan
- Our School Team
- Student/Teacher Information Sharing



Personalized Transition Planning: Connecting to People, Place, Learning

Connecting to People, Place, Learning

Connecting to People

- Case Manager, Classroom Teachers, EAs, Youth Worker, Counsellors, Admin

Connecting to Place

- Thinking about building accessibility:
- Entrances, Classrooms, Common Areas

Connecting to Learning

- Find out about electives and other choices



CROSS BOUNDARY TRANSFERS

- Cross Catchment Application Process information available at www.sd43.bc.ca
- Must be registered at catchment school first
- Approval based on space availability
- Applications accepted starting February 4th at 9:00 am

Opens Feb 4
at 9:00 am/
Closes Feb 9
at 4:00pm

- All applications done online
- Applications processed based on availability of space in schools and on a Random Draw Process

Questions about Transportation

- ▶ Students with specific Ministry Designations may be eligible for transportation
- ▶ Students must be living and attending school within the school catchment
- ▶ Most cases this is Bus Transportation
- ▶ Request submitted to Learning Services by Middle School
- ▶ Please Note: Bus pick-up and drop-off times cannot be changed to accommodate late starts or early dismissals.

The Secondary School Experience

Secondary Counsellor-
Shaunna Martin

Course Selection and District Programs

High School Culture/Routines:
Student Belonging and Meaningful Contribution

Social Opportunities

COURSE SELECTION:

February
/March

High school counsellors visit middle school classrooms to discuss programming, course selections and “life at high school”
Course selection sheets are handed out for completion and later collected by Middle School Counsellors

Ministry of Education Courses and District Programs



CLE 10 (Career Life Education) and CLC 12 (Career Life Connections) for ALL students



WEX 12A/12B (Work Experience) and Intro to WEX (Supported Discovery and Employability)



Train in Trades, Explore the Trades, Work in Trades



Police and Fire Fighting Academies



Supplemental Certifications (First Aid, Forklift, Bobcat)

High School Culture and Routines: Opportunities for Belonging and Meaningful Contribution

- Morning arrival routine
- Bell and announcement schedule
- Daily schedules, early starts, late dismissals
- Lockers and locks
- Length of blocks
- Length of lunch period and how scheduled, alternate locations
- Number of classrooms
- Support to participate in school-wide activities
- Procedures for fire/emergency drills?

Social Opportunities

- Extra-curricular clubs and activities
- Lunch block activities
- School-wide activities & events
- Placement in class with familiar peers



Learning Opportunities and Supporting Student Success

Bryan Jackson- Vice Principal

Universal
Design for
Learning

Program
Planning

Services

Competency-
based IEP

Replacement
Curriculum

Universal
and Essential
Supports

Supports (Formerly known as Adaptations) Universal and Essential Supports

- Student struggles, classroom teacher identifies and implements changes to aspects of learning activity to enable access.
- Sometimes educators collaborate to better understand difficulty and solutions.
- Possible types of supports
 - Skill sequence
 - Pacing
 - Methodology
 - Materials
 - Technology
 - Equipment
 - Services
 - Setting
 - Work on select learning standards from different grade levels
- Any student can have the supports they need to be successful.

REPLACEMENT CURRICULUM: What is it?


“Balancing the Bubbles (Personal, Social, Intellectual)”- Shelley Moore (Formerly known as Modifications)

- Decision to move to Evergreen Diploma does not have to be formally made until Grade 10 (may be a combination of credit earned coursework/locally developed courses, replacement curriculum)
- Replacement curriculum replaces the regular curriculum for those very few students who are unable to access the regular curriculum with supports (Access Points)
- Replacement curriculum has standards substantially different, personalized to meet student’s needs
- Student assessed in relation to goals, objectives in IEP
- May require significant, essential supports



Thinking about Employability, Citizenship, and Community Attachment

Skill Teacher/Case Manager- Megan Weeks



**Building Skills to Enhance Communication,
Self-Regulation, Self-Awareness,
and Self-Determination:**

**Authentic Friendships, Community Attachment, and
a Personal Support Network (unpaid people),
Enhanced Employability Skills**

**Transitioning from
School to
Employment**

**Building
Independence and
Transitioning to
Adulthood**

**(The District Work
Experience
Facilitator)**

**Replacement Curriculum in the Skill Development
Blocks (Individualized Curriculum)**

Grade 9/10

- Discovery/PATH- What are my strengths, interests, passions, goals?
- Building Pre-Employment/ Employability Skills

Grade 11/12/12+

- Aligning Work Experience opportunities with Strengths, Interests (PATH)
- Virtual Interview, Career Exploration, Community Based Placements
- Douglas College Transition Program (last year of school)
- Partnership SD43 and WorkBC
- TeenWorks/LEAP- Employment Program (CBI Referral)

INDEPENDENCE, SELF-DETERMINATION, SELF-ADVOCACY

- 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.
- 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.
- Support the student to find ways to be a leader, mentor, or helper.
- Have students begin to attend and participate in their IEP meetings.

Thank you for joining us for this evening!

We wish you and your son's and daughters all the best in this exciting next chapter.

We will now stop the recording and open for any questions that you may have.

