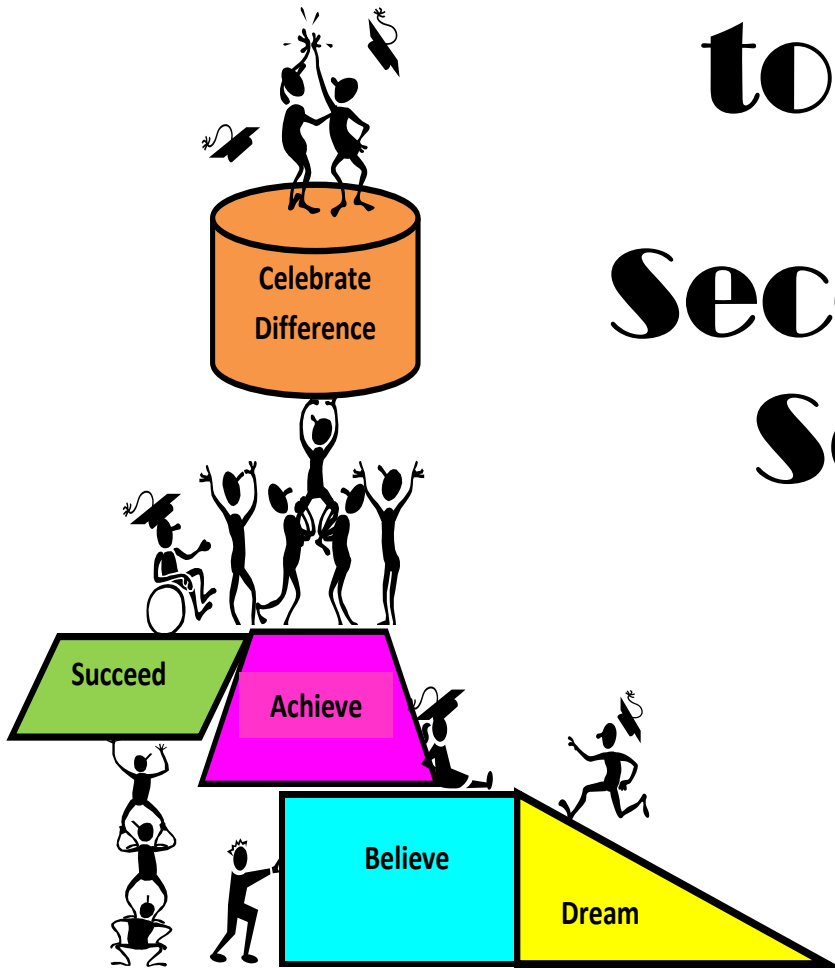


# Transition

to

# Secondary School



## *A Handbook For Parents*



THE  
SIMON FRASER SOCIETY  
FOR COMMUNITY LIVING



## *Introduction*

This handbook has been developed by the Family and Individual Support Program, 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 stresses 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 students' 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. In recognition of the speed with which the high school years pass, we have included the *To & Through Adulthood Transition Timeline* (see page 21) which guides parents through the necessary steps to plan for formal services for individuals who will require support during their adult lives.

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  
Simon Fraser Society for Community Living

Student Services Department  
School District #43, Coquitlam



*Destiny is not a matter of chance, it is a matter of choice; it is not a thing to be waited for, it is a thing to be achieved.*  
*William Jennings Bryan*

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## 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 semestered. First semester generally runs from September until late January and second semester from early February until mid June.

Specialty programs offered at some secondary schools include French Immersion, International Baccalaureate, Culinary Arts, Automotive, Experiential Studies, Practical Arts & Technology, Outdoor Education and Hairdressing. There are a number of Transition Programs which are designed to help students explore careers while still in high school and move seamlessly to post secondary.

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.

School District #43 offers a Work Experience Program for senior secondary students who have disabilities. This program is intended to provide students with special needs with an opportunity to discover and develop appropriate work skills, and to provide a supportive environment in which they can apply those skills. The program provides students the opportunity to participate in 8 classroom sessions as well as up to 30 hours of on-site work experience per school year. See page 8 for more detailed information.

### Important Information for Parents



**If you wish your child to attend a Secondary School other than your neighbourhood school, you must complete and submit a cross-border transfer form before the deadline! Check with your school to find out the date of the deadline.**



**Please note – School District #43 does not generally provide transportation for students who attend a school outside their home catchment area.**

## **Quick Tips for Parents – While Your Child is Still in Grade 8**

**1.** In the fall of your child's grade 8 year, during the IEP Planning process, ensure that the "Transition Plan" section of your child's IEP is completed and includes the following:

- Plans for grade 9 course selection
- Plans for articulation between middle school team and secondary school team

**2.** In the winter of your child's grade 8 year, connect with your Middle School to find out who will coordinate the transition to secondary school. Prepare your questions ahead of time, or take this guide with you.

**3.** In the late winter of your child's grade 8 year, make sure that you receive course selection information and that you and your child complete it and return it by the due date.

**4.** Preparation for the transition to secondary school should include:

- Gathering and compiling relevant information about the student
- Determining your child's preferences, strengths, ambitions and concerns about secondary school
- Assessing available course offerings that match or complement IEP goals
- Assessing the gaps between what is available and what the student requires to succeed at secondary school
- Developing resources and strategies for bridging the gaps
- Clear articulation of your hopes, dreams and priorities for your child's education.

*A good plan is like a road map: it shows the final destination and usually the best way to get there. -- H. Stanley Judd*

## 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. 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 and choices.

The decision to place a student on an “adapted” or a “modified” program affects whether a student will graduate with a Certificate of Graduation, or leave school with a School Completion Certificate. The following definitions are from the Ministry of Education’s “Special Education Services: a Manual of Policies, Procedures and Guidelines”

**Adaptations:** An education program with adaptations retains the learning outcomes of the regular curriculum, and is provided so the student can participate in the program. Adaptations are teaching and assessment strategies made to accommodate a student’s special needs, and may include alternate formats (e.g., Braille, books-on-tape), instructional strategies (e.g., use of interpreters, visual cues and aids) and assessment procedures (e.g., oral exams, additional time, assistive technologies). Students with education programs that include adaptations are assessed using the standards for the course/program and can receive credit toward a Dogwood certificate for their work.

**Modifications:** A modified education program has learning outcomes that are substantially different from the regular curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program could be focusing on functional computational skills in the context of handling money and personal budgeting. Or, in language arts, a Grade 5 student could be working on recognizing common signs and using the phone. In these examples the learning outcomes are substantially different from those of the curriculum for most other students. To enable achievement, a student's program may include some courses that are modified and others that have adaptations.



## **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.

**For detailed information on Graduation Requirements, visit**  
[www.bced.gov.bc.ca/graduation/](http://www.bced.gov.bc.ca/graduation/)

## **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.”*

**For more information on School Completion Certificates Program, visit**  
[www.bced.gov.bc.ca/graduation/completion/](http://www.bced.gov.bc.ca/graduation/completion/)

## **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.

## **School District # 43 (Coquitlam) Work Experience/Career Development Skill Development for Students with Special Needs**

This program is intended to provide students with an opportunity to discover and develop appropriate work skills, and to provide a supportive environment in which they can apply those skills. The program provides students the opportunity to participate in 8 classroom sessions:

1. Introduction/Consent Form/ Application
2. Career Choices
3. Resumes
4. Interview Procedure
5. Interview Information
6. Practice Interview
7. How to Keep a Job
8. Contract Procedures & Safety

A manual has been developed that supports the classroom and training component of this program. Upon completion of training, students participate in on-site work experience for a maximum of 30 hours per year. Currently, there are approximately 120 students participating per year.

### **Douglas College and Coquitlam School District Transitions Program**

#### **General Program Information, Criteria and Application Process**

The Transitions Program is a part time, sixteen-week program for students with special needs and learning difficulties in Grade 12 or Grade 12+ years. These students must be on a modified program and working towards an “Evergreen Certificate”. The program is designed to assist students in making successful exits from secondary school into training or workplace settings. Through the course of the program, students will be introduced to post secondary education opportunities, examine future training possibilities, and address the steps/skills required to enter the work force.

Students will attend the program at the David Lam campus for half days and return to their high school for the remainder of the day. The program is comprised of both classroom work and fieldwork. Classroom work will include: exploration of personal strengths and interests; development of employment goals; development of work habits and skills (e.g., social and communication skills, problem-solving skills, time management, punctuality/attendance); and job search techniques.

**Week 1-3:** During these first three weeks, students will participate in classroom activities that help them identify personal strengths, values and interests, which will assist them in identifying occupational fields of interest. In addition, students will have the opportunity to develop work habits and skills (e.g., social and communication skills, problem-solving techniques, time management skills, and punctuality/attendance).

**Week 4-8:** For these five weeks, students will be on volunteer work placements, individually chosen to suit their interests and abilities. These placements offer students the opportunity to demonstrate classroom teachings about appropriate work behaviours and communications, and to practice new skills in a supervised and supportive atmosphere. The placements will also contribute to career exploration and provide insight into the students’ strengths and abilities.

**Week 9:** During this week, students will have the opportunity to further develop their employment goals based on their work placement experience as well as further practice work habits and skills.

**Week 10-14:** Students will participate in a second work placement to gain further experience in the work place. Some students may use this opportunity to audit an appropriate educational training program at Douglas College or another college in the Lower Mainland.

**Week 15-16:** In these final weeks, students will learn and practice the skills related to job search. At the same time, students will set goals and identify the next steps to take in their individual career plan.

Following completion of the Transitions Program, students will have the opportunity to transition into a variety of Douglas College programs or pursue appropriate education opportunities at other colleges in the Lower Mainland. Students who



are interested in pursuing employment will be supported in seeking employment through the Douglas College 527-JOBS position or community employment agencies. On successful completion of the program, students earn dual credits for both Douglas College and School District 43 (Coquitlam).

For more information regarding the Transitions Program please contact **Irena Tzoneva** (Instructor: Transitions Program, Adult Special Education) at 604-307-5413 / fax 604 -777- 6269.

The following excerpts are from the British Columbia Association for Community Living's Social Policy Positions on Inclusive Education K-12 and Individual Education Plans.

### **Inclusive Education K – 12 (excerpt)**

“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)”

### **Individual Education Plans (excerpt)**

“In their policy document on special education, 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 **1.**(Taken from Special Education Services: A Manual of Policies, Procedures and Guidelines.) 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.”

### **Inclusive education practices**

These practices help ensure that an education system is inclusive of all students:

- including children and youth with disabilities in a regular classroom with others their own age in their neighbourhood school
- ensuring that the education of all students addresses their intellectual, human, social and career development
- providing all students with opportunities to learn from each other's contributions

- providing the necessary supports and services to assist students in meeting their goals
- supporting teachers and administrators by providing time, training, teamwork, resources and strategies to do their jobs well
- providing facilities, programs and opportunities that are open to everyone
- encouraging friendships and social opportunities for all students
- involving families in their children's program planning, welcoming them to the school community, and encouraging and appreciating their participation.

As well, the BC Ministry of Education publication “Special Education Services, A Manual of Policies, Procedures and Guidelines” states in part:

**“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”**

We recommend that you keep the above information in mind as you go through the next pages of this book, when considering a Secondary School placement for your son or daughter and at all times during the transition and planning processes.

### **BILL 33**

In the spring of 2006, the Education (Learning Enhancements) Statutes Amendments Act (Bill 33) was enacted. Bill 33 includes language that places certain limitations on class size and composition. The box below contains the portion of the Act regarding *class composition* and students who have Individual Education Plans (IEPs). It's important that parents read and examine the language carefully. Bill 33 can be read in its' entirety at [http://www.leg.bc.ca/38th2nd/1st\\_read/gov33-1.htm](http://www.leg.bc.ca/38th2nd/1st_read/gov33-1.htm)

**“(2.3) Despite subsections (1) to (2.2) but subject to subsection (2.4), a board must ensure that any class in any school in its school district does not have more than 3 students with an individual education plan unless**


**(a) in the opinions of the superintendent of schools for the school district and the principal of the school, the organization of the class is appropriate for student learning, and**

**(b) the principal of the school has consulted with the teacher of that class.**

**(2.4) Subsections (2.1) to (2.3) apply to a board, in relation to a school year, after the date under section 76.3 (5) on the report that the board submits to the minister under section 76.3 (10) for that school year.**

**(5) In this section, "student with an individual education plan" means a student for whom an individual education plan must be designed under the Individual Education Plan Order, Ministerial Order 638/95, but does not include a student who has exceptional gifts or talents.**

## Plans for Transition to Secondary School begin when a child starts Grade 8

Timeline of Transition Year	Typical Secondary School Entry Transition Plan	Person(s) Responsible
Early January	<ul style="list-style-type: none"> <li>▪ Articulation meeting at secondary school involving admin, student services &amp; counselors of high school and feeder schools to discuss articulation process</li> </ul>	High school Counseling department
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> </ul>	High school Counseling department
February	<ul style="list-style-type: none"> <li>▪ High school counselors 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> <p> <u>If student will be attending a school outside their catchment area, parents should contact their middle school for cross-boundary transfer processes and deadline.</u></p>	High school Counseling department
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>	High school Student Services department
Late Spring	<ul style="list-style-type: none"> <li>▪ Articulation meetings involving middle school and high school admin, counselors, classroom teachers and student services staff to discuss every student’s strengths &amp; needs</li> <li>▪ High school case managers participate in the IEP transition planning (for some students)</li> </ul>	Admin 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, counselors 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>	High School Case Managers

*Success is simple. Do what's right, the right way, at the right time. - Arnold H. Glasow*

## TOPICS TO BE COVERED DURING THE TRANSITION PROCESS

### WHAT PARENTS NEED TO KNOW WHEN TRANSITIONING TO SECONDARY

- 1) What does “inclusion” mean at this Secondary School?
    - a) Fully participating in a full complement of academic and elective subjects, in classrooms with typically developing peers?
    - b) Participating in a less than full complement of academic and elective subjects, in classrooms with typically developing peers?
    - c) Participating in elective subjects only (i.e. home ec, music, photography, tech ed) with typically developing peers. Attending learning centre or resource room for individualized work on academic subjects (i.e. English, math, science, social studies) with other students who have disabilities?
    - d) Participating in some elective subjects with typically developing peers. Academic subjects are replaced with a life skills program supported by an SEA, one to one or with other students who have disabilities?
    - e) Full time life skills program supported by an SEA, one to one or with other students who have disabilities?
    - f) Other, specifically: \_\_\_\_\_
- 

- 2) Typically, students take 8 classes per school year, 4 per semester. 4 of the classes are academic and 4 are electives. Will my son or daughter have a full range of academic and elective courses to choose from?
- 3) Will I be given the opportunity to participate in course selection for my son or daughter?
- 4) When does course selection take place?
- 5) How are support services such as Special Education Assistant time, learning assistance and school based therapies delivered at this secondary school?
- 6) Which entrances, classrooms and common areas are accessible to my child? Are there areas that are not accessible?
- 7) What are the opportunities for interaction with peers?
- 8) Can my child be placed in a class with a couple of students that he knows or is friends with?
- 9) My child needs transportation – what will be provided and who will arrange it?

***Please Note: Bus pick-up and drop-off times cannot be changed to accommodate late starts or early dismissals.***

- 10) 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?
- 11) 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 and when?

## **QUESTIONS WHEN PLANNING WITH YOUR SCHOOL TEAM**

1) When will I be able to meet with the new school team to begin transition planning for my child? Who will attend from the Middle School? Who will attend from the Secondary School?

2) How does the Individual Education Planning process work at this Secondary School? Some examples are:

a. The IEP is drafted or revised by the case manager, who reviews it with the school team and classroom teachers to finalize it. The case manager then meets with the parents to review it.

b. The IEP is drafted or revised by the case manager, the school team, classroom teachers and the parents together.

c. The IEP is drafted or revised by the case manager, reviewed with the parents and the final document is distributed to the classroom/subject teachers and support staff

d. Other, specifically: \_\_\_\_\_

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### **AN IMPORTANT NOTE REGARDING QUESTIONS 3 THROUGH 9**

**The first few days and weeks of the school year can be the most challenging for students, parents and educators alike. The IEP document generally takes 2 – 3 months to develop. We strongly encourage putting a plan in place that addresses the student's needs during this crucial period of adjustment. See pages 16 and 17 of this book for templates that you & your school team can complete in the spring, to create a proactive, Interim Plan for the early days at Secondary School.**

3) Who is my key contact person at the school?

4) I will require a copy of my child's timetable right away. Who can I obtain one from?

5) What is the plan for the time before the IEP is developed?

6) What will my child do on the first day of school?

7) What is the plan for the first days of school, before class organization is complete?

8) When will the Individual Education Plan be in place?

9) 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?

10) Are all of my son or daughter's teachers familiar with curriculum adaptations and/or modifications and methods of assessment for students who have disabilities?

11) In the event of staff turnover, who should I speak to, to ensure the interim plans have been passed along to the new team members? When can I do this?

12) 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? How will my child's dignity and safety be ensured?

13) Who should I speak with to ensure this and when?

14) My child has a behavior support plan in place. How will behavior support plan be implemented 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?

15) My child has (materials, equipment, technology) that she/he uses 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?

16) What supports and/or services will be provided for my child and how will they be delivered?

17) What is the plan in the event of an absent support staff?

18) What is the student's level of independence:

- in the hallways and common areas
- in the classroom for each subject
- during unsupervised times such as lunch

19) What level of support is required for the student to move from class to class within the school? How will these needs be met?

- Can travel independently within the school
- Can travel with support from peers within the school
- Requires accompanying adult to travel within the school

20) Will the student use a locker? Can the student operate or learn to operate a lock?

21) How many different classrooms will the student use?

22) How will the student be supported to participate in school-wide activities such as assemblies, school dances etc?

23) What kind of field trips are the classroom/subject teachers planning?

**NOTES:**

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**QUESTIONS ABOUT LOGISTICS & DAILY LIFE AT SCHOOL**

- 1) What is the routine upon arriving at school in the morning?
- 2) What is the bell and announcement schedule?
- 3) Procedures for fire/emergency drills?
- 4) What are the hours of school operation?
- 5) Is the schedule the same every day, or are there certain days with early starts or late dismissals?
- 6) What is the length of the blocks?
- 7) What is the length of the lunch period and how is it scheduled?
- 8) What extra-curricular clubs and activities are available?
- 9) Where will the student eat lunch and what else will they do during the lunch period?
- 10) What is the general level of supervision during non-class times (lunch hour, before and after school)?

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

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**INTERIM PLAN FOR: (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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Contact: \_\_\_\_\_ IEP TIMELINE: \_\_\_\_\_

This plan was developed by: Name	Title	Copies of this plan were distributed to: Name	Title
			16



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

<b>THINGS TO BE IN PLACE FOR            SEPTEMBER</b> Materials/ Equipment/ Augmentative Communication/ Medical /Personal Care / Other?	<b>WHO'S RESPONSIBLE</b>	<b>DATE COMPLETED</b>

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

## OUR SCHOOL TEAM

Case Manager: \_\_\_\_\_ Phone or email: \_\_\_\_\_

Principal: \_\_\_\_\_ Phone or email: \_\_\_\_\_

Classroom Teachers	Subject	Phone or email
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

Special Education Assistant	Subject
_____	_____
_____	_____
_____	_____

Other School District Resource Personnel (Speech Language Pathologist, Counselor, Behaviour Consultant, Itinerate Teacher):

Name: \_\_\_\_\_ Phone or email: \_\_\_\_\_

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

Name: \_\_\_\_\_ Phone or email: \_\_\_\_\_

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

Name: \_\_\_\_\_ Phone or email: \_\_\_\_\_

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

Name: \_\_\_\_\_ Phone or email: \_\_\_\_\_

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

Name: \_\_\_\_\_ Phone or email: \_\_\_\_\_

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

## School District #43 Senior 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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

### **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)

**Student Services Department, School District #43**  
**Winslow Centre**  
**1100c Winslow Avenue, Coquitlam V3J 2G3**  
**Telephone: 604-937-6386**  
**Fax: 604-936-5451**

<b>Director, Student Services</b>	<b>Dave Taylor</b>	<b>937-6386</b>
<b>Coordinator – Programs and Services</b>	<b>Anita Young</b>	<b>937-6386</b>
<b>Coordinator – Counselling/Rehabilitation Services</b>	<b>Mike Pledge</b>	<b>937-6386</b>
<b>Coordinator – Aboriginal Programs</b>	<b>Wendy Hawkin</b>	<b>945-7386</b>
<b>Zone Coordinator (East Zone)</b>	<b>Val Green</b>	<b>937-6386</b>
<b>Zone Coordinator (South Zone)</b>	<b>Christy Areshenko</b>	<b>937-6386</b>
<b>Zone Coordinator (North Zone)</b>	<b>Jo-Anne Pearce</b>	<b>937-6386</b>
<b>Gifted Education Coordinator</b>	<b>Louise Malfesi</b>	<b>937-6386</b>
<b>Work Experience Facilitator</b>	<b>Cindy Lee</b>	<b>937-6386</b>

**OTHER STUDENT SERVICES SUPPORT:**

Counselors  
 ESL Resource Teachers  
 Multi Cultural Resource Teachers  
 First Nations Resource Teachers  
 Physio-Occupational Therapy  
 Coquitlam Autism Spectrum Team  
 (CAST)

School Psychology  
 Speech/Language Pathology  
 Audiology  
 Hearing Resource Teachers  
 Vision Resource Teachers  
 Behaviour Teams

**OTHER SCHOOL BASED SUPPORT**

Resource Program  
 Learning Assistance  
 English as a Second Language  
 Gifted  
 Skill Development  
 Counselors  
 Youth Workers  
 Special Education Assistants

**School District #43 - School Board Office**  
**550 Poirier Street, Coquitlam V3J 6A7**  
**Phone: 604-939-9201**  
**Fax: 604 – 939-7828**  
**Website: [www.sd43.bc.ca](http://www.sd43.bc.ca)**

## To & Through Adulthood Transition Time Line

AGE: 16	AGE: 17	AGE: 18	AGE: 19 and beyond
Prepare & Plan	Accessing & Applying	Putting the Plan in Place	Ongoing Planning
<ul style="list-style-type: none"> <li><input type="checkbox"/> Developing a vision for life after high school which may include college and employment options</li> <li><input type="checkbox"/> Networking with others who have recently experienced transition or are currently in transition planning</li> <li><input type="checkbox"/> Learning and gathering information</li> <li><input type="checkbox"/> Team building and community connecting</li> <li><input type="checkbox"/> Apply for Social Insurance Number</li> <li><input type="checkbox"/> Birth certificate / proof of citizenship</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Clarify college options and other post secondary education entry requirements and eligibility criteria</li> <li><input type="checkbox"/> Contact Community Living BC (CLBC) for information about a Psychological Assessment which may be required to prove eligibility for Adult Community Living Services from Community Living BC</li> <li><input type="checkbox"/> Consider work or volunteer possibilities. Contact Community Volunteer Connections or employment service agencies such as POLARIS to learn more</li> <li><input type="checkbox"/> Make arrangements to visit Community Living Service agencies in your community (day opportunities, supported employment or volunteer programs)</li> <li><input type="checkbox"/> Apply for BCID card</li> <li><input type="checkbox"/> 17 ½ - Apply for Persons With a Disability Benefits with Ministry of Social Development</li> <li><input type="checkbox"/> 17<sup>2/3</sup> - Open a bank account for Persons With a Disability Benefit deposits</li> <li><input type="checkbox"/> Meet with a Facilitator with Community Living BC (CLBC) (at your local Community Living Centre Office) to develop a Person Centred Plan for life after high school. Identify and include requests for CLBC – Community Living supports and services</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Disability Benefit eligibility has been confirmed. One month before 18<sup>th</sup> birthday Ministry of Social Development will confirm eligibility followed by an intake meeting</li> <li><input type="checkbox"/> At Home Program medical coverage ends</li> <li><input type="checkbox"/> Persons With a Disability Benefits medical coverage begins</li> <li><input type="checkbox"/> Apply for bus pass (\$45 per year) for persons with disabilities by calling 1-866-866-0800, follow prompts</li> <li><input type="checkbox"/> Develop a personal portfolio / resume on work and volunteer experience</li> <li><input type="checkbox"/> Celebrate school graduation</li> <li><input type="checkbox"/> Make a decision on an additional school year if not age 19 by July 1<sup>st</sup>.</li> <li><input type="checkbox"/> If eligible, connect with the Fraser Health Authority re. CSIL Program</li> <li><input type="checkbox"/> Build community connections – volunteering; work; social network; leisure and recreation</li> <li><input type="checkbox"/> 18<sup>1/2</sup> – prepare to do a “Representation Agreement” to be in place when son/daughter turns 19. (at age 19, parents are no longer their child’s legal guardians)</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> ☆ CELEBRATE BEGINNING OF NEW ADULT LIFE! ☆</li> <li><input type="checkbox"/> At Home Program (Respite) ends at 19</li> <li><input type="checkbox"/> Continue to build social networks; pursue hobbies and opportunities for leisure and recreation</li> <li><input type="checkbox"/> Explore self advocacy opportunities</li> <li><input type="checkbox"/> Adult guardianship and Will &amp; Estate planning</li> <li><input type="checkbox"/> Long term financial planning</li> <li><input type="checkbox"/> Future steps – i.e. housing</li> <li><input type="checkbox"/> Ongoing discovery and development of a life plan</li> </ul> <p style="text-align: right; font-size: small;"><i>Updated January 2011</i></p>

## OTHER RESOURCES



### **Everyone Belongs in Our Schools – A Parent’s Handbook on Inclusive Education**

©BC Association for Community Living – third edition 2006

available online at [http://bcacl.org/sites/default/files/Final\\_Handbook\\_144\\_pp.pdf](http://bcacl.org/sites/default/files/Final_Handbook_144_pp.pdf)

or call 604-875-1119

### **SPECIAL EDUCATION SERVICES - A Manual of Policies, Procedures and Guidelines**

September 2009 - British Columbia Ministry of Education

available to read/download [www.bced.gov.bc.ca/specialed/special\\_ed\\_policy\\_manual.pdf](http://www.bced.gov.bc.ca/specialed/special_ed_policy_manual.pdf)

## 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)

Simon Fraser Society for Community Living - [www.sfscsl.org](http://www.sfscsl.org)

British Columbia Association for Community Living - [www.bcacl.org](http://www.bcacl.org)

## SUPPORT

### **The Family & Individual Support Program - Simon Fraser Society for Community Living**

“Strengthening and Supporting Families Who Live with Extraordinary Challenges”

Support is available for families with a son or daughter who has special needs and for adults with intellectual disabilities. There is no cost to participate in this program and referral is by the family and/or the individual. Please call **604-525-9494**. For support and information regarding your son or daughter's education, please ask for a Family Support/Education Liaison.

### **The Family Resource Centre, for Families with Exceptional Children**

Located at Westwood Elementary School, #14-3610 Hastings St. Port Coquitlam.

Call **604-464-1187** for more information.

### **Acknowledgements**

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THE  
SIMON FRASER SOCIETY  
FOR  
COMMUNITY LIVING



Transition to Secondary School – A Parent Handbook – First Edition, January 2008(revised January 2012)

Prepared by the Family & Individual Support Program, Simon Fraser Society for Community Living

Researched, designed and edited by Rachel le Nobel