

# GRADE 7-8 TRANSITION COORDINATOR

**MEETING** 

**JANUARY 22nd, 2019** 



# **YOUR FOLDER**



Time for you to look through your folders...



...coffee...





...connect.





# REGISTRATION

# GRADE 8 REGISTRATION INFORMATION

FOR PARENTS OF GRADE 7 STUDENTS

Time and date stamp...

#### ONLINE REGISTRATION



Registration opens at 12 pm (noon) on Tuesday, February 5, 2019. All Grade 8 registrations are done through the *Parent Portal* at https://parents.sd42.ca. Each registration is time-stamped at the moment the registration form is opened to begin the online registration process.

# GRADE 8 REGISTRATION INFORMATION

### FOR PARENTS OF GRADE 7 STUDENTS

#### ONLINE REGISTRATION DEADLINE



Deadline for Grade 8 online registration is 12 pm (noon) on February 20, 2019. If you do not register your child by the online registration deadline, you will need to complete a paper registration form at your child's catchment high school.

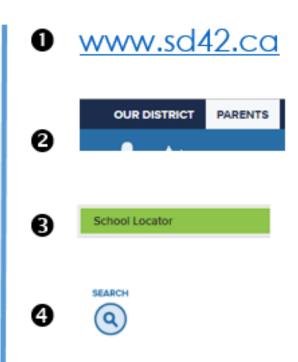
#### PLACEMENT NOTIFICATION

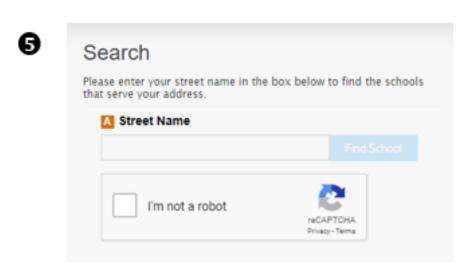


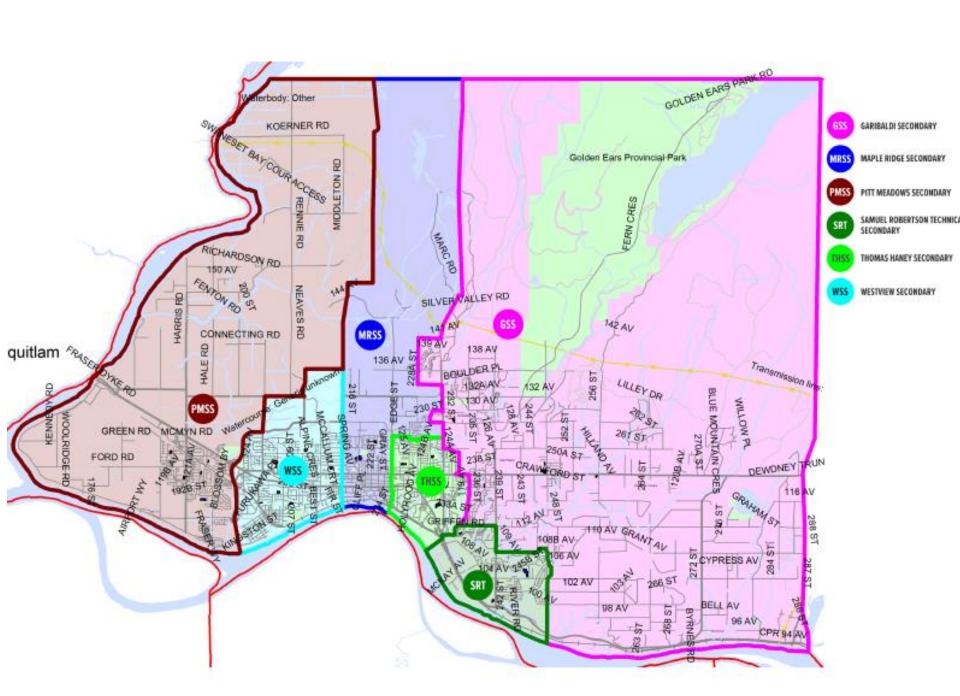
Parents will be notified by email before Spring Break bout their child's assigned school.

# GRADE 8

# Catchment







# **GRADE 8 REGISTRATION INFORMATION**

### FOR PARENTS OF GRADE 7 STUDENTS

#### ACCEPTANCE CRITERIA

The size of the school facility may limit the number of out-of-catchment registrations that can be accommodated. The school district will accommodate **catchment registrations first**, then attempt to accommodate **sibling out-of-catchment registrations**. Sibling placement cannot be guaranteed, however. Our acceptance criteria are as follows:

- In-catchment area students who, in the previous year, attended the school;
- 2. In-catchment area students who, in the previous year, were placed by the district in a different school due to a lack of space
- Siblings of in-catchment area students (grades 8 to 11);
- New in-catchment area students;
- Siblings of out-of-catchment area students enrolled in the school (grades 8 to 11);
- Out-of-catchment area students currently attending an SD42 school;
- Out-of-district students currently attending an SD42 school;
- Students not currently attending an SD42 school but residing in Maple Ridge or Pitt Meadows;
- Out-of-district non-resident students.

...will not review situations based on support needs and or letters of advocacy.

## **PLACEMENTS**

#### TRANSFER PHASE 1

Students applying in Transfer Phase 1 must pick up a transfer form from the secondary school to which they have been assigned, complete all required information (including obtaining a parent/guardian signature) and return it to that school's main office. For Grade 8 students, phase 1 requests must be submitted by March 8, 2019; for students in grades 9-12, phase 1 requests must be submitted by March 8, 2019. The best chance to transfer schools is during Transfer Phase 1.



6 Gr. 9-12: Date/time stamps will be considered. Gr. 8: If there is a wait list, a fair and impartial lottery will be held.

Successful Transfer Phase 1 applicants will be contacted by March 15, 2019.

#### TRANSFER PHASE 2

Students whose transfer request was not successful in Transfer Phase 1 will be considered again in Transfer Phase 2. Transfer Phase 2 takes place between April 1 and May 10, 2019. The chance of a successful transfer in Transfer Phase 2 is less likely than in Transfer Phase 1.



6. 9-12: Date/time stamps will be considered. Gr. 8: If there is a wait list, a fair and impartial lottery will be held.

Successful Transfer Phase 2 applicants will be contacted by May 17, 2019.

#### TRANSFER PHASE 3

Students whose transfer request was not successful in Transfer Phase 2 will be considered again in Transfer Phase 3, which takes place between May 17 and August 31, 2019. The chance of a successful transfer in Transfer Phase 3 is less likely than in phases 1 or 2.



Gr. 9-12: Date/time stamps will be considered. Gr. 8: If there is a wait list, a fair and impartial lottery will be held.

Successful Transfer Phase 3 applicants will be contacted before school opens.

#### TRANSFER REQUESTS AFTER FIRST DAY OF SCHOOL

Transfer requests after the first day of school will be considered under the following circumstances:

- Where there is change of residence;
- Where it can be demonstrated that it is not in the best interest of the student to return to his/her home school, another school will be considered provided space is available;
- Where the home circumstances have changed.

The chance of a successful transfer at this stage is less likely than in phases 1, 2 or 3.

#### MARCH 1<sup>st</sup>

Parents are informed of placement

- Pick up from from secondary school
- No need to line up
- Date of submitting transfer not considered...
- ...LOTTERY.

#### MARCH 8th

Transfers due to DFO

#### MARCH 15<sup>th</sup>

**Transfers** communicated to parents

# School-specific Information sessions....

		Students requiring	Students requiring
	ALL STUDENTS	MODERATE	SIGNIFICANT
		support in transition	support in transition
	<ul> <li>Identify Transition coordinators:</li> </ul>	• Elementary support teachers	· Bementary support teachers include
	One at each elementary	Include transition goal(s) in LE.P.	transition goal(s) in LE.P.
	school		
SEPTEMBER	<ul> <li>Two (a counselor and</li> </ul>		
	support teacher) at each		
OCTOBER	secondary school		
	<ul> <li>Block out the first 3 weeks alber.</li> </ul>		
NOVEMBER	Spring Break as dates when		
	transition meetings may occur. (i.e.		
	Avoid planning large fieldtrips and		
	activities)		
	PLEASE NOTE: High schools will not have		
	spring Break; IEP, ICM and parent meets time is the secondary principal. High sc		ignated contact for parents prior to that
		ricosa will not be ornering tours and me	eurigs artii arter registration.
	<ul> <li>Transition coordinator orientation</li> </ul>		
JANUARY	meeting		
	Grade 7 Transition form		SD42 Learning Services (tinerants (OT.
	completion – Phase One:		SLP <sub>mal</sub> contact Elementary Transition
	Grade 7 teacher fils out initial		coordinators to share information.
FEBRUARY	immediate information on		
	Transition form on Page 1		
	<ul> <li>'TRANSITION FORM' is completed.</li> </ul>	<ul> <li>Grade 7 Transition form</li> </ul>	<ul> <li>Elementary coordinators fill out</li> </ul>
	and ready to share with secondary for	completion - Phase Two:	Secondary PD forms for students
	all grade 7 students enrolling in grade	Elementary school team	requiring EA support in Grade 8 and
MARCH	8 in September	(transition coordinator, counsellor, grade 7 teacher(s),	bring to the April meeting.
IMMOUNT		CCW. EAs, admin. district	
		psych) meet to finalize sections	
		2 & 3 on the form and determine	
		meeting needs	
	Secondary schools have	**	In addition
	confirmation of registered grade B		<ul> <li>For students with intensive</li> </ul>
	students just before or after Spring	Transition meetings between those	transition needs, begin secondary site
	Break.	indicated on the Transition (pers.	visits with elementary-based adult
	<ul> <li>Transition coordinator</li> </ul>	occur	support (Support teacher, EA, CCW)
	Collaboration & Coordination	to collaborate on planning for	following IEP transition goals &
APRIL	meeting. Forms are shared and	students with support needs	objectives
	meetings between elementary &		and a second and district and an invalid and the Community
	secondary staff are planned)		<ul> <li>Secondary School submits 'Personal Development' forms to LS for</li> </ul>
			incoming students by mid-April
			Arrange specific intake meetings, IEP
			meetings and ICMS
	<ul> <li>'Grade 8-for-a-Duy' - All grade 7</li> </ul>	- Grade 8 Case Managers assigned	In addition
MAY	students attend at secondary school	by mid-May	<ul> <li>Arrange for all equipment</li> </ul>
	*	Case Managers initiate contact	(computers, FM systems, etc.) to be
JUNE		with perents	transferred to secondary school as
		-	needed



- TRANSITION ≠ REGISTRATION
- Flexibility exists
- Connecting to schools before April...no.

	ALL STUDENTS	Students requiring MODERATE support in transition	Students requiring SIGNIFICANT support in transition	TEINALINI
SEPTEMBER OCTOBER NOVEMBER	Identify Transition coordinators:     One at each elementary school     Two (a counselor and support teacher) at each secondary school     Block out the first 3 weeks after, Spring Break as dates when transition meetings may occur. (i.e.	*Elementary support teachers Include transition goal(s) in LE.P.	*Bementary support teachers include transition goal(s) in LE.P.	IMELIN
Bres	ik; IEP, ICM and parent	meetings will occur a	fter that point. The des	nding the following year until after Spring ignated contact for parents or support t time is the secondary principal.
	Grade 7 Transition form		SD42 Learning Services itinerants (OT,	
FEBRUARY	completion – Phase One: Grade 7 teacher fils out initial immediate information on Transition form on Page 1.		SLP <sub>sol</sub> contact Elementary Transition coordinators to share information.	EXAMPLE:  "If you are contacted by a family
FEBRUARY	Grade 7 teacher fills out initial immediate information on	Grade 7 Transition form completion – Phase Two: Elementary school team (transition coordinator, counsellor, grade 7 teacher(s), CCW, EAs, admin, distance psych) meet to finalize sections 2 & 3 on the form and determine meeting needs		

...to collaborate on planning for

Grade 8 Case Managers assigned

Case Managers initiate contact.

by mid-May

with parents.

students with support needs.

following IEP transition goals &

incoming students by mid-April Arrange specific intake meetings, IEP

Arrange for all equipment.

(computers, FM systems, etc.) to be

transferred to secondary school as

meetings and ICMS

In addition...

needed

 Secondary School submits 'Personal Development' forms to LS for

objectives.

Collaboration & Coordination

meeting. (Forms are shared and

meetings between elementary &

'Grade 8-for-a-Day' - All grade 7

JUNE

students attend at secondary school

secondary staff are planned)...



#### **EXAMPLE:**

"If you are contacted by a family for specific information about a [HIGH SCHOOL] program or services (for example learning services, gifted programming, etc) please let parents know they may attend the general grade 7 information night that DPAC is hosting in January. Details for that event will go out via elementary schools. We will not be hosting tours or meetings with families prior to school placements in March."

# **TABLE TALK...**

**SHARING INFORMATION** 



What does support look like at your elementary and high schools?







# INFORMATION COLLECTION TOOLS

2018-2019 School Year



#### SCHOOL COORDINATORS CONTACTS

#### **ELEMENTARY**

ALBION:

ALEXANDER ROBINSON: Stepha Fode ALOUETTE:

Caroline Kiez

DAVIE JONES: Laura Klement

EME:

ENVIRONMENTAL SCHOOL: Sarah MacDonald

ERIC LANGTON

FAIRVIEW GLENWOOD:

GOLDEN EARS:

HAMMOND:

HIGHLAND PARK:

KANAKA CRK:

LAITY VIEW

MRE:

ODYSSEY (Fairview)

PME:

WEBSTER'S CORNER: WHONNOCK:

YENNADON:

**ELEMENTARY COORDINATORS** 

Cynthia MacKinnon

BLUE MTN: \* Laureen Hickey (P)

Tracey Meaden

Jaclyn Steffich (Eng.); Carol Dagenais (Fr)

Shelley Beutler

Jenn Beveridae

Jodi Hayhoe

Kyla Cameron

Amy Fitzpatrick

Colette Hamner / Nicole Neggers

Andrea Munro Suzanne Colette

Lisa Kania

Brenda Peebles: Shalvn Owen

Kate Martinek

Jessica Fuller

Kanwaliit Gill

Alana McPhee

#### **SECONDARY**

GARIBALDI: Livio Gubert Jenn Boone

SECONDARY COORDINATORS SUPPORT TEACHER COUNSELLOR Suzanne Davis MAPLE RIDGE: Amanda Levesaue Sacha Paae PITT MEADOWS: Nathalie Wallisch Jenn Hula Shannon Sharpe THOMAS HANEY: Ngomi Andrusiw Paul von Matt/ Anne Girbay (VP) WESTVIEW: Kate Easby Lauren O'Leary

# A Guide to TRANSITION PLANNING

School District #42 Maple Ridge-Pitt Meadows



#### This Transition Planning Guide:

- contains information and forms for ALL grade 7 students transitioning to grade 8.
- contains resources to assist school teams through the transition process for students who require moderate or significant support moving from elementary to secondary school.

SE SE	TRANSITION CONDARY SCI			tudents enr	olling in grade 8 in	September 2019
STUDENT NAME Elementary school Transition contact			o be completed i	□ Male □ Female	☐ Medical Alert ☐ ELL ☐ French Immersion	see SECTION 3 on the reverse)  MINISTRUCTURE TO  Outside Agency support  District supports 6 services
ENERAL INFO						
	Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	SPECIAL INTERES	TS/EXCEPTIONAL QUALITIES:
Attendance Behaviour						
Leadership Motivation						
Social Skills Work Habits Self Esteem		0 0 0	000			
GRADE LEVEL:						
Numeracy					☐ Programming indus	sec ADAPTATIONS to support learning
Reading					☐ Programming include	sec ADAPTATIONS to support learning
Writing					☐ Programming indus	Sec ADAPTATIONS to support learning
EQTION 2 -			ERNS (To be	completed by th	e Grade 7 teacher and elen	entary staff supporting this student)
Focus & Attention Academic learni Organizational d Work avoidance Externalized beh	on spen ng ifficulties / Motivation	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Sociel/Emot	tional	☐ Family di ☐ Health co ☐ Safety co ☐ Physical i ☐ Other	ncerns	INFORMATION FOR: Who at the recording strind mark to be accorded the student?  Administration Counselling Gassroom teachers
ELABORATION /	COMMENTS:					Support teacher [Interior leach] Support teacher [Interior] Support teacher

☐ Hearing Teacher

☐ Vision Teacher

PLEASE SEE SECTION 3 (REVERSE) IF THE "ALERTS" SECTION WAS CHECKED

☐ TELEPHONE CONVERSATION REQUESTED with Secondary Transition Coordinator

☐ Secondary CCW

☐ MEETING REQUESTED with:

Secondary Counsellor

☐ Secondary Transition Coordinators ☐ AbEd

Col	OKM - Page 2 for SOME g	rade 7 students enrolling	in grade 8 in September 2019
Schiller Mariet 42	STUDENT	NAME:	Levi
EECTION 3 ALERTS III.	ha considerable de como		
SECTION 3 - ALERTS: (To			
_	MENTARY SCHOOL BASED SERVICES		MINISTRY IDENTIFIED STUDENT
Staffing: Elementary Support			Student has an IEP Ministry of Education Category:
Support Received: (DetailsWhat w			☐ Needs are currently being assessed.
		☐ Academic Support ☐ Adaptations per IEP	
			ASSESSMENT INFORMATION
		☐ Behaviour Support ☐ Employee Safety Plan	(Please refer to student flag
		Social/Emotional Support	School Based Testing:
		CCW Additity	District Assessment:
		☐ Life Sidik Group ☐ Sodal Sidik	□ No □ Yes DATE:
		☐ Breakfact/Lunch Program	Other:
<u></u>		□ Other	□ No □ Yes (FRS_Spedly in Notes below)
		VIICES PROVINCED	
☐ Aboriginal Education	☐ Counsellor	☐ Physiotherapist	Coupetional Therapist
☐ Gifted Challenge Programs ☐ EUL	☐ District #42 Psychologist ☐ Hearing Teacher	☐ Speech and Language ☐ Autism Services	Usion Teacher
		NCY SUPPORT(S)	
☐ BC Children's Hospital	E MO'D	E CYMH	☐ Nursing Support Services
☐ Public Health	☐ Counselling	Other:	

The FORM
Place keep this information in the Grade 7 Transition Notes Binder located in the secondary school's Q4 file room.

☐ ELL ☐ CCW ☐ Gifted teacher ☐ AbEd teacher

Secondary Support Teacher

(Intensive Needs Program)

STUDENT NAME Elementary school Transition contact GENERAL INFOR		'	Lad	_ [] Fernale		ee SECTION 3 on the reverse)	
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GENERAL INFOR						Outside Agency support District supports & services	
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	Expectations	Expectations		Expectations	SPECIAL INTEREST	SYEKCEPTIONAL QUALITIES:	
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Benaviour	_			ш			
Leadership							
Motivation							
Social Skills							
Work Habits							
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GRADE LEVEL:							
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Reading					☐ Programming include	s ADAPTATIONS to support learning	
Writing							
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ALERTS: (If checked see SECTION 3 on the reverse)				
☐ Medical Alert ☐ ELL	MINISTRY IDENTIFIED:			
☐ French Immersion	☐ Outside Agency support			
☐ AbEd	☐ District supports & services			



## TRANSITION FORM – for ALL grade 7 students enrolling in grade 8 in September 2019

#### SECONDARY SCHOOL ATTENDING:

STUDENT NAME: Elementary school: Transition contact:	Ped		les	☐ Male ☐ Female		Outside Agency support District supports & services		
GENERAL INFORMATION: Please check below (III)								
	Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	SPECIAL INTERE	STS/EXCEPTIONAL QUALITIES:		
Attendance								
Behaviour								
Leadership	п			п				
Motivation	ä	ä	=					
Social Skills								
Work Habits								
Self Exteem								
GRADE LEVEL:								
Numeracy					☐ Programming ind	ude: ADAPTATIONS to support learning		
Reading					☐ Programming incl	udes ADAPTATIONS to support learning		
Writing					☐ Programming indi	udes ADAPTATIONS to support learning		

	Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	SPECIAL INTERESTS/EXCEPTIONAL QUALITIES
Attendance					
Behaviour					
Leadership					
Motivation					
Social Skills					
Work Habits					
Self Esteem					
GRADE LEVEL:					
Numeracy					☐ Programming includes ADAPTATIONS to support learn
Reading					☐ Programming includes ADAPTATIONS to support learn
Writing					☐ Programming includes ADAPTATIONS to support learn

STUDENT NAME: Elementary school Fransition contact:	:		Last	☐ Male ☐ Female	☐ Medical Alert ☐ ELL ☐ French Immersion ☐	MINISTRY DANIES OF THE PROPERTY OF THE PROPERT
Attendance Behaviour  Leadership Motivation Social Skills Work Habits Self Esteem	Not Meeting Expectations	Approaching Expectations	Meeting Expectations	Exceeding Expectations	SPECIAL INTERESTS	s/exceptional qualities
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SECTION 2 - IF THERE ARE NEE	DS/CONCERNS (1	To be completed by the Grade?	7 teacher and elementa	ry staff supporting this student)			
☐ Academic learning ☐ Organizational difficulties ☐ Work avoidance/ Motivation ☐	Peer connections Self-esteem Anxiety Social/Emotional Attendance	☐ Health o ☐ Safety co		INFORMATION FOR: Who at the secondary school needs to be aware of this student? Administration Counselling Classroom teachers			
ELABORATION / COMMENTS:				Support teacher (Intender Needs) Support teacher (Social/Sinutonal) Support teacher (Academic) ELL CCW Gifted teacher AbEd teacher			
☐ MEETING REQUESTED with:	☐ TELEPHONE CONVERSATION REQUESTED with Secondary Transition Coordinator ☐ MEETING REQUESTED with:						
<ul> <li>□ Secondary Transition Coordinate</li> <li>□ Secondary Counsellor</li> </ul>	ors	☐ Hearing Teacher ☐ Vision Teacher		condary Support Teacher tensive Needs Program)			

SECTION 2 - IF THERE ARE NEED	S/CONCERNS	(To be completed by the Grade 7 teacher and el-	ementary staff supporting this student)					
□ Academic learning     □ Organizational difficulties     □ Work avoidance/ Motivation	Peer connections Self-esteem Anxiety Social/Emotional Attendance	☐ Family circumstances ☐ Health concerns ☐ Safety concerns ☐ Physical impairment ☐ Other	needs to be aware of this student?  Administration					
ELABORATION / COMMENTS:			Support teacher (intender fineds) Support teacher (Social/Sirectorial) Support teacher (Academic) ELL CCW Gifted teacher AbEd teacher					
☐ MEETING REQUESTED with:								
☐ Secondary Transition Coordinator ☐ Secondary Counsellor	☐ Secondary CCV	☐ Hearing Teacher ☐ OT  V ☐ Vision Teacher ☐ PT	☐ Secondary Support Teacher (Intensive Needs Program)					

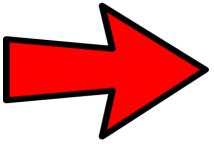
SECTION 2 - IF THERE ARE NE	EDS/CONCERNS (To	be completed by the Grade ?	7 teacher and elementar	y staff supporting this student)
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☐ TELEPHONE CONVERSATION RE	QUESTED with Secondary	y Transition Coordinato	or	
☐ MEETING REQUESTED with: ☐ Secondary Transition Coordina	-	Hearing Teacher		condary Support Teacher
☐ Secondary Counsellor	☐ Secondary CCW	☐ Vision Teacher	_	tensive Needs Program)

SECTION 2 - IF THERE ARE N	IEEDS/CONCERNS (To	be completed by the Grade 7 teacher and ele	ementary staff supporting this student)
SPECIFICS: Please check (②) and (☐) Focus & Attention span Academic learning Organizational difficulties Work avoidance/ Motivation Externalized behaviour	☐ Peer connections ☐ Self-esteem ☐ Anxiety	☐ Family circumstances ☐ Health concerns ☐ Safety concerns ☐ Physical impairment ☐ Other	INFORMATION FOR: Who at the secondary achool needs to be aware of this student? Administration Counselling Classroom teachers
ELABORATION / COMMENTS	E		Support teacher (Intende Needs)  Support teacher (Social/Smotonal)  Support teacher (Academic)  ELL  CCW Gifted teacher  AbEd teacher
☐ TELEPHONE CONVERSATION R ☐ MEETING REQUESTED with: ☐ Secondary Transition Coordi ☐ Secondary Counsellor		y Transition Coordinator    Hearing Teacher   OT     Vision Teacher   PT	☐ Secondary Support Teacher (Intensive Needs Program)

NAME OF TAXABLE PARTY.
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TRANSITION FORM – for ALL grade 7 students enrolling in grade 8 in September 2017 SECONDARY SCHOOL ATTENDING:

CTION 1 - STU						
TUDENT NAME:	For		Last	☐ Female		d see SECTION 3 on the reverse)
lementary school					☐ Medical Alert ☐ ELL	MINISTRY IDENTIFIED:
ransition contact:					☐ French Immersion ☐ AbEd	☐ Outside Agency support ☐ District supports & services
ENERAL INFOR	MATION: Plea	se check below (6	(B)			
	Not Meeting Expediations	Approaching Expectations	Meeting Expectations	Expedding Expediations	SPECIAL INTERE	STS/EXCEPTIONAL QUALITIES:
Attendance						
Behavlour						
Leadership						
Motivation						
Social Skills						
Work Habits						
Self Esteem						
Numeracy					Programming Incl	udes ADAPTATIONS to support learning
Reading					☐ Programming Ind	udes ADAPTATIONS to support learning
Reading Writing	0	0	0	0		udes ADAPTATIONS to support learning
Writing					Programming Indi	
Writing	THERE ARE N	EEDS/CONCE			Programming Indi	udes ADAPTATIONS to support learning
Writing  GIION 2 - IF  PECIFICS: Pleas  I Focus & Attentio	THERE ARE N	EEDS/CONG:	RNS (To be o	□ Family circ	Programming Indi	udes ADAPTATIONS to support learning sentery staff supporting this subdent) INFORMATION FOR: Who at the secondary school
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnin	THERE ARE Note theck (SI) and e	allos/GoNGs saborate below Peer connec	RNS (To be o	ompleted by the G	Programming Incl	udes ADAPTATIONS to support learning sensey state supporting time statement INFORMATION FOR: Who at the accordary school seeds to be sware of this student
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Writing  CIION 2 - IF  PECIFICS: Pleas Focus & Attentio Academic learnin Organizational di Work avoidance/	THERE ARE N se check (®) and e n span 15 ifficulties / Motivation	allos/GoNGs saborate below Peer connec	RNS (To be ditions	ompleted by the G	Programming inde  rade 7 seather and elem  counstances accerns	udes ADAPTATIONS to support learning sensey staff supporting the statement INFORMATION FOR: Who at the secondary school seeds to be sware of this student
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnir  Organizational di  Work avoidance/  Externalized beh	THERE ARE N se check (@) and e n span % fficulties / Motivation seviour	BEDS/CONCES  saborate below  Peer connec  Self-esteem  Anxiety  Social/Emot	RNS (To be ditions	Family circ	Programming inde  rade 7 seather and elem  counstances accerns	index ADAPTATIONS to support learning tentry strift supporting this stations)  INFORMATION FOR: Who at the accordary school needs to be seare of this student Administration Counselling Classroom teachers  Support teacher
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnir  Organizational di  Work avoidance/  Externalized beh	THERE ARE N se check (@) and e n span % fficulties / Motivation seviour	BEDS/CONCES  saborate below  Peer connec  Self-esteem  Anxiety  Social/Emot	RNS (To be ditions	Family circ	Programming inde  rade 7 seather and elem  counstances accerns	INFORMATION FOR: Who at the accordary school needs to be aware of this student Administration Counselling Classroom teachers Support teacher (hierales teach)
Writing  CIION 2 - IF  PECIFICS: Pleas	THERE ARE N se check (@) and e n span % fficulties / Motivation seviour	BEDS/CONCES  saborate below  Peer connec  Self-esteem  Anxiety  Social/Emot	RNS (To be ditions	Family circ	Programming inde  rade 7 seather and elem  counstances accerns	INFORMATION TO SUPPORT I SEARING INFORMATION FOR: Who at the secondary school needs to be searce of this student Administration Counselling Classroom teachers Support teacher (Interlate Steach Support teacher (Interlate Steach) Support teacher
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Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnir  Organizational di  Work avoidance/  Externalized beh	THERE ARE N se check (@) and e n span % fficulties / Motivation seviour	BEDS/CONCES  saborate below  Peer connec  Self-esteem  Anxiety  Social/Emot	RNS (To be ditions	Family circ	Programming inde  rade 7 seather and elem  counstances accerns	INFORMATION TO support learning  INFORMATION FOR: Who at the accordary school needs to be easier of this student  Counselling Classroom teachers  Support teacher (busing business) Support teacher (business)
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnir  Organizational di  Work avoidance/  Externalized beh	THERE ARE N se check (@) and e n span % fficulties / Motivation seviour	BEDS/CONCES  saborate below  Peer connec  Self-esteem  Anxiety  Social/Emot	RNS (To be ditions	Family circ	Programming inde  rade 7 seather and elem  counstances accerns	Information for support learning  Information for: Who at the accordary school read to be sware of this student  Administration Counselling Classroom teachers  Support teacher (busin/teacher)  ELL CCW
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnir  Organizational di  Work avoidance/  Externalized beh	THERE ARE N se check (@) and e n span % fficulties / Motivation seviour	BEDS/CONCES  saborate below  Peer connec  Self-esteem  Anxiety  Social/Emot	RNS (To be ditions	Family circ	Programming inde  rade 7 seather and elem  counstances accerns	INFORMATIONS to support learning  INFORMATION FOR: Who at the accordary school needs to be aware of this students  Administration  Counselling  Classroom teachers  Support teacher  (busing business)  Support teacher  (business)
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio   Academic learnin Organizational di   Work avoidance    Externalized beh	THEREAREN  The check (60) and e in span  The fifticulties  / Motivation aviour  COMMENTS:	BEDS/CONG: Saborate below Peer connec Self-esteem Anxiety Social/Emot	RNS (To be o	Family circ   Health cor   Safety con   Physical in   Other	Programming Incl.  rade 7 teacher and elec- counstances accerns accerns apairment	INFORMATION TO SUPPORT TEACHER  INFORMATION FOR: Who at the accordary school needs to be aware of this student Administration Counselling Classroom teachers Support teacher (Interelate teach) Support teacher (Interelate teach) Support teacher (Interelate teach) Support teacher (Interelate teach) CCCW Gifted teacher
Writing  CIION 2 - IF  PECIFICS: Pleas  Focus & Attentio  Academic learnir  Organizational di  Work avoidance/  Externalized beh	THERE ARE N se check (@) and e n span % friculties / Motivation sviour  COMMENTS:	BEDS/CONG: Saborate below Peer connec Self-esteem Anxiety Social/Emot	RNS (To be o	Family circ   Health cor   Safety con   Physical in   Other	Programming Incl.  rade 7 teacher and elec- counstances accerns accerns apairment	INFORMATION TO SUPPORT I REMINDS  INFORMATION FOR: Who at the secondary school needs to be sware of this student   Administration   Counselling   Classroom teachers   Support teacher   (Intereste te
Writing  CIION 2 - IF  PECIFICS: Pleas I Focus & Attentio I Academic learnin Organizational di Work avoidance/ I Externalized beh  LABORATION /  TELEPHONE CO MEETING REQU	THERE ARE N se check (@) and e n span % friculties / Motivation sviour  COMMENTS:	BEDS/CONG: Saborate below Peer connec Self-esteem Anxiety Attendance	RNS (To be o	Family circ   Health cor   Safety con   Physical in   Other	Programming Indicates and allow counstances accerns appairment	INFORMATION TO SUPPORT I REMINDS  INFORMATION FOR: Who at the secondary school needs to be sware of this student   Administration   Counselling   Classroom teachers   Support teacher   (Intereste te



25 M	
School District 42	k

#### TRANSITION FORM – Page 2 for SOME grade 7 students enrolling in grade 8 in September 2016

STUDENT NAME:

	STUDENT	NAME:	Lest
SECTION 3 - ALERTS: (To be	completed by the elementary	support teacher)	
	entany school based services rt Case Manager: A		MINISTRY IN SATISTICS STUDIOS TO  Student has an IEP Ministry of Education Category:  Needs are currently being assessed.  ASSESSEMENT INFORMATION  (Please refer to student flee)  School Based Testing:  No   Yes DATE:  District Assessment:  No   Yes DATE:
		☐ Breakfast/Lunch Program	Other:  No Yes (HYTS_Specify in Notes below)
		□ Other	
☐ Aboriginal Education ☐ Gifted Challenge Programs ☐ ELL	☐ Counsellor ☐ District #42 Psychologist ☐ Hearing Teacher	☐ Physiotherapist ☐ Speech and Language ☐ Autism Services	☐ Occupational Therapist ☐ Vision Teacher ☐ Other:
☐ BC Children's Hospital	□ MCFD	□ CYMH	☐ Nursing Support Services
☐ Public Health	□ Counselling	Other:	
	Where applicable for: Medical A		
This section is to be come	COLLABORATIVE CONSIL	DERATIONS FOR NEXT Y	EAR ETING (telephone or face-to-face)
militarios is 1000 com		The second secon	ATTACHMENTS:   IEP   PD Form   Other:

TRANSITION FORM – Page 2 for SOME grade 7 stude School Blaster 42 STUDENT NAME:	ents enrolling in grade 8 in September 2016	
CECTION 2 AUGUST CE LA		
CCW Activit   Life State   Social State   Social State   Social State   Council   State   Council   Coun	MINISTRY IDENTIFIED STUDENT     Student has an IEP   Ministry of Education Catagory:     Needs are currently being assessed.   Needs are currently being assessed.	
SECTION 3 - ALERTS: (To be comp	leted by the elementary support teacher)	MINISTRY IDENTIFIED STUDENT
Staffing: Elementary Support Case Counsellor EA Support Received: (DetailsWhat works for to	Manager:	Student has an IEP Ministry of Education Category:  Needs are currently being assessed.
	☐ Adaptations per ☐ Behaviour Suppor ☐ Employee Safety I ☐ Social/Emotional: ☐ CCW Activity	ASSISSIMENTINEOSIMATION  Int Plan Support  School Based Testing:  No  Yes DATE:  District Assessment:

☐ Social Skills

☐ Other

☐ Breakfast/Lunch Program

Other:

TRANSITION FORM – Page 2 for SOME grade 7 studer Student NAME:	nts enrolling in grade 8 in September 2016		
SECTION 3 - ALERTS: (To be completed by the elementary support teacher	r)		
Other  Obstract Services Services  Aboriginal Education Counsellor Physiot	ASSESSIMENT INFORMATION  upport Uppor		
SECTION 3 - ALERTS: (To be completed as a second se	Manager:  CCW  Acade  Acade	emic Support aptations per IEP riour Support ovee Safety Plan	MINISTER IDENTIFIED STUDGET  Student has an IEP Ministry of Education Category:  Needs are currently being assessed.  ASSESSIMENT INFORMATION  (Please refer to student (fie)
	□ Social	/Emotional Support	School Based Testing:  No Yes DATE:  District Assessment:  No Yes DATE:

☐ Social Skills

☐ Other

☐ Breakfast/Lunch Program

Other:

TRANSITION FORM – Page 2 for SOME grade 7 students enrolling STUDENT NAME:	in grade 8 in September 2016	
SECTION 3 - ALERTS: (To be completed by the elementary support teacher)    ELEMENTARY SCHOOL BASED SERVICES	MINISTRY IDENTIFIED STUDENT  Student has an IEP Ministry of Education Category:  Needs are currently being assessed.  ASSESSMENT INFORMATION  Please refer to student [lie]  School Based Testing: No   Yes DATE: District Assessment: No   Yes DATE: No   Yes DATE: No   Yes DATE: Other: No   Yes (HYES_Specify in Notes below)	
SECTION 3 - ALERTS: (To be completed by the state of the	BASED SERVICES  Academ  Adag  Behavio  Employ  CCW Ac	Student has an IEP   Ministry of Education Category:     Needs are currently being assessed.     Needs are currently being a

□ Other



#### TRANSITION FORM - Page 2 for SOME grade 7 students enrolling in grade 8 in September 2016

STUDENT NAME:

		First	Lest
SECTION 3 - ALERTS: (To be	completed by the elementary	support teacher)	
	ENTARY SCHOOL BASED SERVICES		MINISTRY IDENTIFIED STUDENT
Staffing:   Elementary Suppor   Counsellor   E   Support Received: (DetailsWhat we	rt Case Manager:	☐ Academic Support	Student has an IEP Ministry of Education Category:  Needs are currently being assessed.
		Adaptations per IEP     Behaviour Support     Employee Safety Plan	ASSESSMENT INFORMATION (Please refer to student file)
		☐ Social/Emotional Support ☐ CCW Activity	School Based Testing:  No Yes DATE:  District Assessment:
		Ulfe Skills Group Social Skills Breakfast/Lunch Program Other	□ No □ Yes DATE:           Other:           □ No □ Yes (If YES_Specify in Notes below)
	DISTRICT SER	VICES PROVIDED	
☐ Aboriginal Education ☐ Gifted Challenge Programs ☐ ELL	☐ Counsellor ☐ District #42 Psychologist ☐ Hearing Teacher	☐ Physiotherapist ☐ Speech and Language ☐ Autism Services	☐ Occupational Therapist ☐ Vision Teacher ☐ Other:
	OUTSIDE AGI	ENCY SUPPORT(S)	
☐ BC Children's Hospital ☐ Public Health	☐ MCFD ☐ Counselling	CYMH Other:	☐ Nursing Support Services
This section is to be comp	COLLABORATIVE CONSIL	DERATIONS FOR NEXT Y	EAR ETING (telephone or face-to-face).
			ATTACHMENTS:    IEP   PD Form   Other:

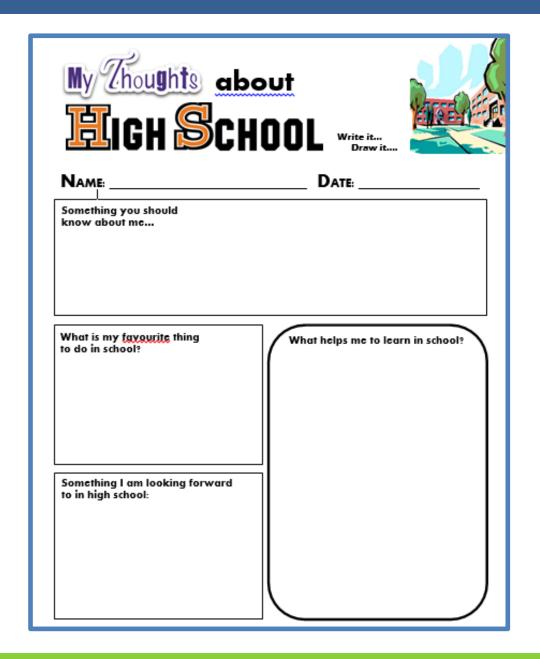
SECTION 3 - ALERTS: (To be completed by the elementary support	First Last		
Beha   Beha	Student has an IEP   Ministry of Education Category:   Needs are currently being assessed.		
COL	LABORATIVE CONSIDERATI	IONS FOR NEXT YEAR ON COORDINATOR'S MEETING (telephone or face-to-	face).
			ATTACHMENTS:    IEP   PD Form   Other:
COLLABORATIVE CONSIDERATI  This section is to be completed collaboratively at the time of the TRANSITE	TIONS FOR NEXT YEAR TION S DORDINATOR'S MEETING (Mephone or face-to-face).		

☐ IEP
☐ PD Form
☐ Other:

TRANSITION FORM — Page 2 for SOME grade 7 students enroll  STUDENT NAME:    SECTION 3 - ALERTS: (To be completed by the elementary support teacher)    Staffing:   Elementary Support Case Manager:     Counsellor   EA   CCW     Support Received: (DetailsWhat works for this student?)   Academic Support     Adaptations per IEP     Behaviour Support     Employee Safety Plan     Social/Emotional Support     CCW Activity     Uife Skills Group     Social/Emotional Support     Other     Other     Aboriginal Education   Counsellor   Physiotherapist     Gifted Challenge Programs   District #42 Psychologist   Speech and Langue     ELL   Hearing Teacher   Autism Services     COLLABOR     COLLABOR     This groution is to be completed collaborative     COLLABOR	MINISTRY   DENTIFIED STITUTES     Student has an IEP   Ministry of Education Category:     Needs are currently being assessed.    ASSESSMENT INFORMATION     School Based Testing:   No   Yes DATE:     District Assessment:   No   Yes DATE:     Other:   No   Yes (If YES_Specify in Notes below)     Occupational Therapist   Vision Teacher   Other:     Other:   Oth	TIONS FOR NEXT YEAR TION COORDINATOR'S MEETING (telephone or face-	to face)
			ATTACHMENTS:    IEP   PD Form   Other:
COLLABORATIVE CONSIDERATIONS FOR NEX This section is to be completed collaboratively at the time of the TRANSITION CORGINATORISE	YEAR MEETING (telephone or face-to-face).		

ATTACHMENTS:

| IEP
| PD Form
| Other:



# **TABLE TALK...**

#### **SHARING INFORMATION**



What information is important to share?



**How** is the information used?



When are meetings and phone calls needed ... School meeting (April)...)

STUDENT NAME:				☐ Male □ female	ALERTS: (If checked as	e SECTION 1 on the rever
	,,,,,		LANE	Li Female	☐ Medical Alert	MINISTRY IDENTIFIED
Elementary school					☐ french immeration ☐	Outside Agency support District supports & services
Transition contact:					UASS U	pernet apports a services
GENERAL INFOR	MATION: Plea	ase check below (I				
	Not Meeting Expediations	Approaching Expectations	Meeting Expectations	Expedding Expeditions	SPECIAL INTERESTS	EXCEPTIONAL QUALITI
Attendance						
Behaviour						
Leadership						
Motivation						
Social Skills						
Work Habits Self Enteem						
Self Esteem	-	-				
Numeracy					Programming includes	ADAPTATIONS to support less
Reading					☐ Programming Includes	ADAPTATIONS to support les
Writing					Programming includes	ADAPTATIONS to support less
ECTION 3 IF	THERE ARE N	SEDE/CONCE	DWC	_		ery staff supporting this studen
		ccos/ conta	and proper	COLUMN TO SERVICE		
		debounds below				
SPECIFICS: Pleas	e check (III) and e		tions	C Damity cir	roundances	INFORMATION FOR
SPECIFICS: Pleas  Focus & Attention  Academic learnin	e check (\$3) and e n span	Peer connec		☐ Family cir		Who at the secondary school needs to be exert of this sto
SPECIFICS: Meas Focus & Attention Academic learnin Organizational di	e check (83) and e n spen E Miculties	☐ Peer connec ☐ Self-esteem ☐ Anxiety		☐ Health co ☐ Safety co	ncerns ncerns	Who at the secondary school needs to be some of this ets Administration
SPECIFICS: Pleas  Focus & Attention  Academic learnin  Organizational di  Work avoidance/	e check (82) and e n span E Miculties Motivation	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	Who at the secondary school needs to be sown of this military and the course of this military and the course of this military and the course of the course o
SPECIFICS: Meas Focus & Attention Academic learnin Organizational di	e check (82) and e n span E Miculties Motivation	☐ Peer connec ☐ Self-esteem ☐ Anxiety		☐ Health co ☐ Safety co	ncerns ncerns	Who at the secondary school needs to be some of this ets Administration
SPECIFICS: Pleas  Focus & Attention  Academic learnin  Organizational di  Work avoidance/	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	Who at the secondary school needs to be severe of this ch Administration Counselling Classroom teache Support teacher
SPECIFICS: Meas  Focus & Attention  Account & Attention  Companies from the common of	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	Who at the secondary wheel needs to be season of this at a deministration Counselling Classroom teacher (intents teach)
SPECIFICS: Meas  Focus & Attention  Account & Attention  Companies from the common of	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	We at the secondary whose seek to be seen of this in a second of this in a country of the secondary of the s
SPECIFICS: Meas  Focus & Attention  Account & Attention  Companies from the common of	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	We at the secondary whose seek to be exerced this in secondary with in a doministration Counselling Classroom teacher Support teacher (Support teacher Support teacher Support teacher)
SPECIFICS: Meas  Focus & Attention  Account & Attention  Companies from the common of	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	Wheathe amondary school needs to be assess of this in cleans of this in the control of the contr
SPECIFICS: Meas  Focus & Attention  Account & Attention  Companies from the common of	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	What the senders show case to be asset to be asset of the server of the
SPECIFICS: Meas  Focus & Attention  Account & Attention  Companies from the common of	e check (8) and e n spen 5 ficulties Motivation sviour	☐ Peer connec ☐ Self-esteem ☐ Anxiety ☐ Social/Emot		☐ Health co ☐ Safety co ☐ Physical i	ncerns ncerns	Wheathe amondary school needs to be assess of this in cleans of this in the control of the contr





# INFORMATION SHARING PROCESS

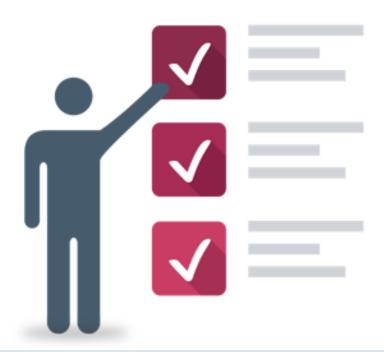
## **Before Spring Break**



Tools to support organization for the

## APRIL 9th

### INFORMATION SHARING MEETING





#### SECONDARY CONTACT/DISCUSSION NEEDS ORGANIZATION

### PITT MEADOWS SECONDARY

INFORMATION

	ELEMENTARY S	SCHOOL				
TOTAL Number coming			Students Needing a			
	Timetabling Needs and/or Groupings	PD Form	Telephone conversation	MEETING with TTOC Release		
DATE & TIME	CHECK (22)-W	vho needs to come	e to your school for t	he meeting:		
1120	Countrielling Dood instar Support Dood instar	uth/Chil				
SMI.	000					
	Number coming  DATE  & TIME	TOTAL Number Collaboratio Collaboratio Timetabling Needs and/or Groupings  DATE 8 TIME CHECK   22  v Countries Count	Number Collaboration Needs  Timetabling Needs and/or Groupings  DATE & CHECK   D who needs to come   Worker   DW    Count   DW	TOTAL Number coming  Timetabling Needs and/or Groupings  PD form Conversation  Telephone conversation  Telephone conversation  Telephone conversation  Conversation  Conversation  Conversation  Telephone conversation  Telephone conversation  OTHER:		

### ORGANIZING INFORMATION COLLECTION

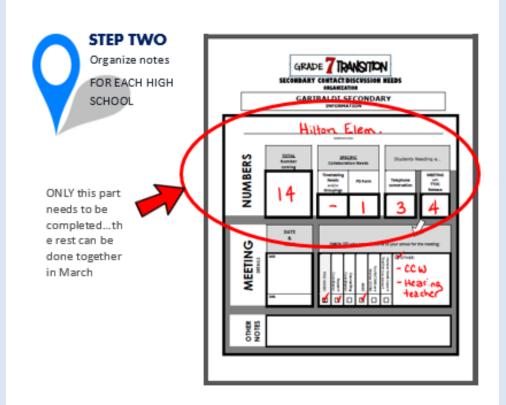


### STEP ONE

Coordinate completing the forms with grade 7 teachers in your school.

District staff involved with students (counsellors, AbEd, CCWs, Helping Teachers, physiotherapists, OTs, and SLPs <u>will contact</u> <u>you</u> about students they have worked with and:

- Pass on notes that need to be shared with secondary schools
- Indicate interest in attending a meeting to collaborate on transition supports



## ORGANIZING INFORMATION COLLECTION



## STEP ONE

Coordinate completing the forms with grade 7 teachers in your school.

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## ORGANIZING INFORMATION COLLECTION



## STEP ONE

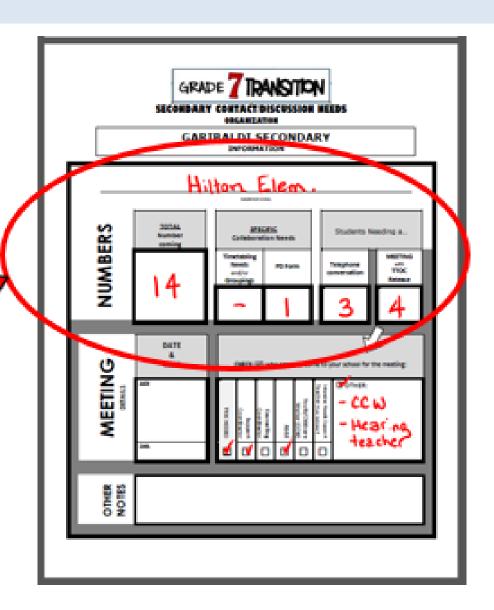
Coordinate completing the forms with grade 7 teachers in your school.

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- Pass on notes that need to be shared with secondary schools
- Indicate interest in attending a meeting to collaborate on transition supports



ONLY this part needs to be completed...th e rest can be done together in March





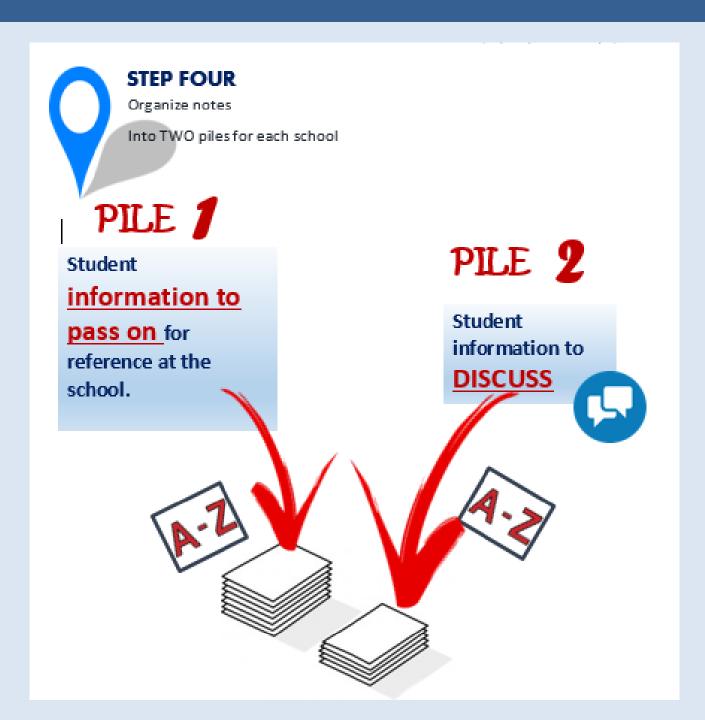
## STEP THREE

Organize notes

IF there are timetabling or grouping notes complete that <u>separately</u> from the Transition Form.

OPTIONAL TOOL

(for stude	NOTES nt grouping or podding) for	
STUDIET	ERMAN USES.	
<u> </u>	Elementary School Elementary Tirs	



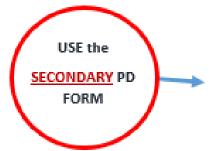
### STEP FIVE

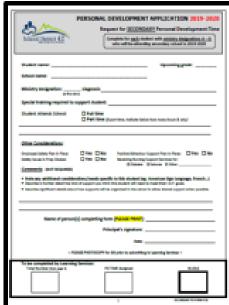
COMPLETE A <u>PD FORM</u> FOR EACH STUDENT <u>NEEDING EA TIME</u> <u>AT SECONDARY</u>.

You will bring these to the APRIL MEETING.

### PLEASE DO NOT SUBMIT THE FORMS

Secondary LEARNING SUPPORT DEPARTMENT HEADS will submit the PD Forms to Learning Services by APRIL 12th.





# G4 FILING

School administration will be coordinating the filing of the original binder content with records staff ( Prior to FEBRUARY )

Secondary coordinators will return their emptied binder.

**Before filing** ...secondary coordinators need to ensure that all material in their binder is appropriate to put in the G4.

- assume that <u>anyone</u> --including the parent-- can be read the forms
- students names must not be written on documents going into another student file.



## **TABLE TALK...**

**SHARING INFORMATION** 



What questions/needs do Grade 7 & 8 classroom teachers have that the transition process can support?



## **After Spring Break**

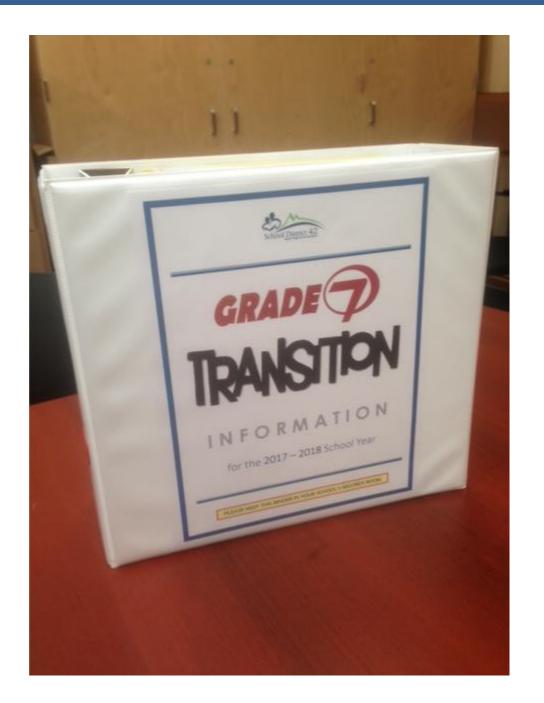


# HOT LWNCH





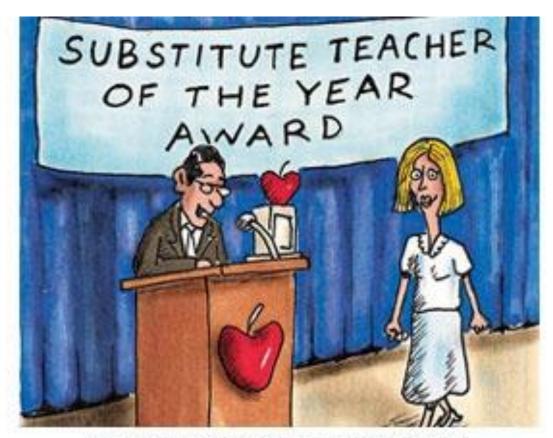
1 -	APRIL 4		APRIL 5				APRIL 6			APRIL 7				APRIL 8			
		_	Ľ				_		$\perp$		<b></b>				7		
8:30-11:00	10:30-12:00	1245-3:15	8:30-11:00	10:30-12:00	1245-1:15		8:30-11:00	10.00-12.00	1245-1:15		8:30-11:00	10:30-12:00	1245-1:15		8:30:11:00	10:30-12:00	1245-1:15
M	IONDA	ΑY	В	JESDA	AY		WEDNESDAY			THUISDAY				FRIDAY			
A	PRIL:	11	A	PRIL	12		Al	PRIL	13		Al	PRIL	14		A	PRIL	15
8.30-10:00	10:30-12:00	12:45-2:15	8:30:10:00	10:30:12:00	12:45-2:15		8:30:10:00	10.30-12.08	12:45-2:15		8.30-10:00	10:30-12:00	12:45-2:15		8:30:10:00	10:30-12:00	12:45-2:15
-	IONDA PRIL :	_	TUESDAY APRIL 19		WEDNESDAY APRIL 20			THUISDAY APRIL 21		FRIDAY APRIL 2		-					
830-10:00	10:30-12:00	12:45-2:15	8.30-10:00	10.30-12:00	12:45-2:15		830-10:00	10.30-12.08	12:45-2:15		8.30-10:00	10.30-12:00	11:45-2:15		8.30-10:00	10:30-12:00	11:45-2:15
M	IONDA	ŧγ	Ti	UESDA	AY		WE	DNES	DAY		TH	URSD	AY.			RIDA	Y
A	APRIL 25 APRIL		PRIL	26				APRIL 27		APRIL 28		28		APRIL 25			
8.30-10:00	10:30-12:00	12:45-2:15	8.30-10:00	10:30:12:00	12:45-2:15		8.30-10:00	10.30-12.00	12:45-2:15		830:10:00	10:30-12:00	12:45-2:15		8.30-10:00	10:30-12:00	12:45-2:15
<b>/////////////////////////////////////</b>																	



## **CALENDAR DATES**

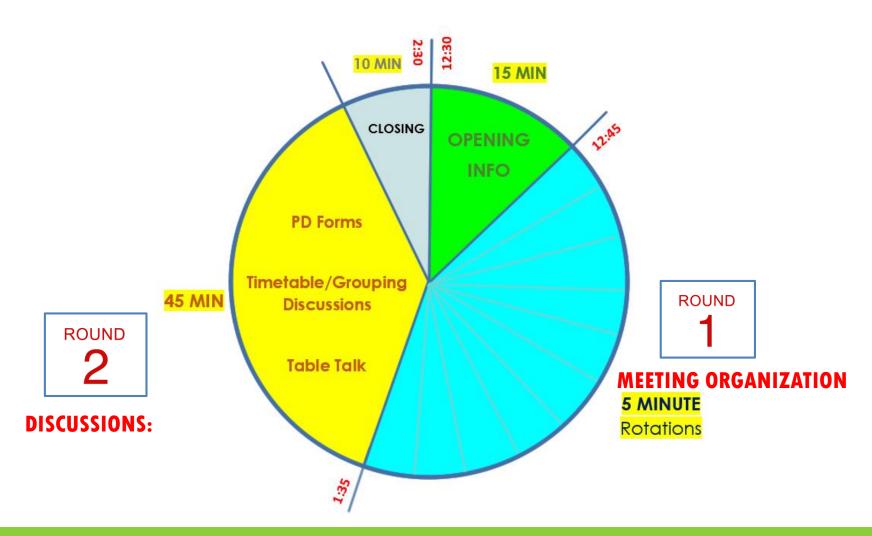
	Mon	Tue	Wed	Thu	Fri
	4 Parente, Elementary & Secondary schools know enrolled students		6	7	SECONDARY YEAR 13 FORMS DUE
March 2019	11	12	13	14	15
	18	19	20	21	22
	25	26	27	28	29
	1	2	3	4	5 ELEMENTARY PD FORMS DUE
Apr	8	9 TRANSITION COORDINATOR MEETING	10 12 TTOCs Reserved for Meeting		
2019	15	16 12 TTOCs Reserved for Meetings			19 GOOD FRIDAY
	EASTER MONDAY		24 12 TTOCs Reserved for Meetings		
May 2019	PRO-D	30 12 TTOCs Reserved for Meetings			3

# TTOC availability

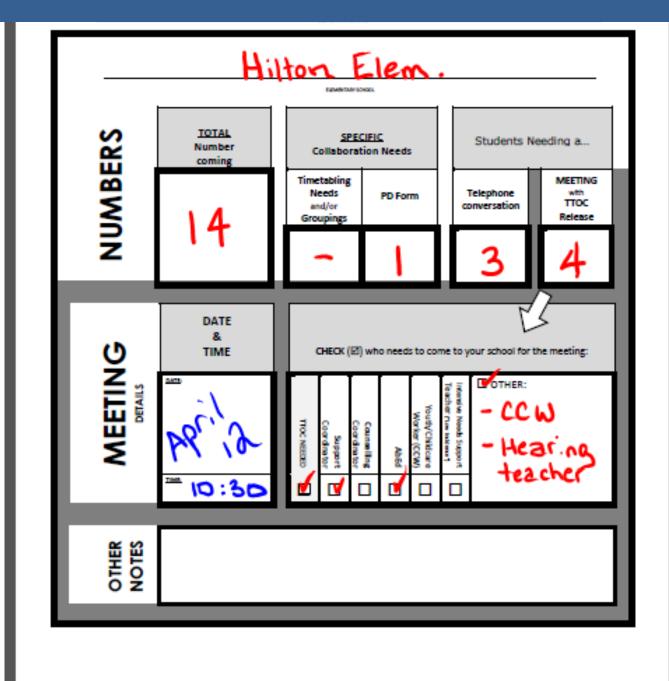


"Here to receive this year's award for Mrs.Smith is Miss Taylor ..."

## **APRIL 9th MEETING**



Hilton Elem.							
RS .	IOTAL Number coming	SPE( Collaborat	<u>CIFIC</u> ion Needs	Students N	Students Needing a		
NUMBERS	14	Timetabling Needs and/or Groupings	PD Form	Telephone conversation	MEETING with TTOC Release		
ž	14	^	1	3	4		
<u>o</u>	DATE & TIME	CHECK (E)	who needs to cor	ne to your school for t	the meeting:		
MEETING	2473	Support Coordinator	Youth/Childcare Worker (CCW) AbEd Counselling	Teacher run sussess	_		
	7 <u>m6</u> .	Support Support CNECOD	Abed a	tea	aring cher		
OTHER							





## Before April 9th

## **ELEMENTARY COORDINATORS:**

(See timeline)

- Start with Grade 7 teachers...
- You will be the key contact for teachers, support, CCW, AbEd, helping teachers, OTs, SLPs, psychologists, admin, counselling...
- Sort forms into schools (guide provided)
- Complete PD Forms (use Secondary template in package)
- **Be ready** to identify:
  - ☐ Schools you need to meet with....
  - ☐ Schools you speak with on the phone...
  - □ Dates and times you (and anyone needing to meet) can meet on...



## Before April 9<sup>th</sup>

## **SECONDARY COORDINATORS:**

(See timeline)

Clarify (	Clarify/Discuss at your school:
	How will the support structure look next
	year?
	How will Transition information be
	shared in September?
	How are support caseloads collaborated
	on?
	What activities can be engaged to
	support incoming Grade 8's
	Key contacts: Define the roles of the
	counsellor & support coordinator
	through your admin.
	Define when will elementary schools
	and parents know case manager
	contacts for students needing support.

# LUNCH CHAT





For Grade 7 and 8 teams interested in discussing Grade 7 Transition.

- Ideas you have...
- Q & A ...
- Support for the process ...

# Back together on



**9**<sub>th</sub>

# HOT LENCH

