

Changes and Choices

HDSB Grade 8 to 9 Transition to High School
Parent Involvement Conference ~ October 2017

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**What are your greatest
concern/question about
the transition?**

Use the sticky note provided

Learning Goals

- To explore social aspects and emotions related to transition
- To explore the students' Individual Pathway Plan (IPP) the primary tool of education and career/life planning
- To gain knowledge of the Ontario Secondary School Diploma requirements

Goal # 1

- Explore social aspects and emotions related to transition

The Transition Paradox

When faced with the transition to secondary school students are both:



Hopeful and doubtful

Excited and anxious



Hopeful

Fresh start

New friends

New teachers

More freedom

Subjects of interest

Extra curricular

New environment



Anxious

Homework

Getting lost

Not knowing anyone

Schedules

Multiple teachers

Small fish in a big pond

Added responsibility



How Can Parents/Guardians Help?

- **Be understanding**
- **Be flexible**
- **Be proactive**

Effective Parent Involvement

Home-based activities and attitudes, such as having high expectations, talking together about school, building work habits and a positive approach to learning, or reading together.

School-based activities, such as communicating with teachers, attending meetings about your student, volunteering in the classroom or school council work.

How Can High School Staff help?

- Classroom Teacher
- Custodial Staff
- Department Leader/Head
- Educational Assistant
- Guidance Counsellor
- Library Technician
- Mental and Addictions Health Nurse
- Principal and Vice-Principals
- Special Education Resource Teacher
- Student Success Teacher
- Social Worker
- Youth Settlement Worker

Transition Activities - Some components:

- Grade 8 students meet Student Services staff
- High school students visit grade 8 students
- Feeder schools staff meet high school staff
- Grade 8s visit high school
- Grade 8 Parent/Guardian Orientation Evening

Link Crew/Student Mentor

- Ease transition for students
- Meet new people
- Share experience with older students
- Have student role models
- Make connections
- Expand network

Other Benefits

- Student Engagement
- Student Leadership and Student Voice
- Positive School Culture link leaders are the "caring" adult in the building for many Gr.9s

Goal # 2

- To explore the students' Individual Pathway Plan (IPP) the primary tool of education and career/life planning

IPP - Individual Pathway Plan

- Who am I ? Knowing Yourself
- What Are my opportunities? Exploring Opportunities
- Who do I want to become? Making Decisions and Setting goals
- What is my plan for achieving goals? Achieving Goals and Making Transitions

Presentation Updated: May 2012
Download the latest version at
www.myBlueprint.ca/resources/



ARE YOU WAITING FOR SUCCESS
OR PLANNING FOR SUCCESS?




Home

Dashboard Activities Goals Portfolios

- Home ▾
- Who Am I
- High School
- Post-Secondary ▾
- Work ▾
- Money
- Guides and Articles
- Favourites

High School Progress

Course Selection



Currently Closed

Plan Name
gradell

| | |
|-----------------|------|
| Earned Credits | 0 |
| Planned Credits | 2 |
| Total Credits | 2/20 |

School Resources

Ontario School Counsellor's Association 

[View More](#)

My Files

images.jpg

Grade 9 Individual Pathway Plan

Parent/Guardian Homework

Goal # 3

- To gain knowledge of the Ontario Secondary School Diploma requirements

WHAT DO I NEED TO GRADUATE FROM HIGH SCHOOL?

18 COMPULSORY CREDITS

4 English

3 Math

2 Science

1 Canadian History

1 Canadian Geography

1 Arts

1 Health and Physical Education

1 French

1 Civics and Career Studies

+

Group 1, 2 and 3 credit

+

12 ELECTIVE CREDITS

=

**ONTARIO SECONDARY SCHOOL DIPLOMA
(OSSD)**

**Pass the
Ontario
Literacy test**

**40 Hours of
volunteer
service**

Grade 9 Courses

In grade 9, your 8 courses may include:

1. English or ESL or ELD
2. Mathematics
3. Geography
4. Science
5. Health and Physical Education
6. French (depends on a variety of factors)
7. Choice of one Arts course
(music, drama, visual art, etc.)
8. and one other option such as technology education, business studies, family studies

Applied and Academic Courses -view handout

Assessment and Evaluation

- Teachers provide regular feedback
- HDSB Reports
(5th and 15th week)
- Provincial Reports
(Mid-Term and Final Semester)


Student Responsibilities

- Keep a schedule of your responsibilities, evaluation timelines and due dates.
- Work with your teachers to manage your timelines to meet your responsibilities.
- Demonstrate academic honesty by doing and handing in your own work and following the rules provided for all tasks, tests and assignments.

Goal for Mark Determination

Report card grade determination will be fair, clear, accurate, reliable, and transparent based on the *Growing Success* policy.

Provincial Report Card

|  | | Ministry of Education | | Provincial Report Card, Grades 9–12 | | | | Semester: _____ Reporting Period: _____ Date: _____ | | | | | |
|---|--------------------|-----------------------|---------------|--|---------------------------------|-----------------|-----------------------------|---|------------|-----------------|--|-------------|---------------|
| STUDENT: _____ | | OEN: _____ | | Grade: _____ | | Homeroom: _____ | | Principal: _____ | | | | | |
| Address: _____ | | | | | | | School Council Chair: _____ | | | | | | |
| SCHOOL: _____ | | | | Telephone: _____ | | BOARD: _____ | | Email/Website: _____ | | | | | |
| Address: _____ | | | | Fax: _____ | | Address: _____ | | | | | | | |
| Courses | Reporting Period | Percentage Mark | Course Median | Credit Earned | Learning Skills and Work Habits | | | | | | Comments Strengths/Next Steps for Improvement | Attendance | |
| | | | | | Responsibility | Organization | Independent Work | Collaboration | Initiative | Self-Regulation | | Courses Met | Total Classes |
| Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM | First Final | | | | | | | | | | | | |
| Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM | First Final | | | | | | | | | | | | |
| Course Title: _____ Course Code: _____ Teacher: _____ <input type="checkbox"/> ESL/ELD <input type="checkbox"/> IEP <input type="checkbox"/> French <input type="checkbox"/> SHSM | First Final | | | | | | | | | | | | |

- The achievement of curriculum expectations
- Development of learning skills

ESL/IEP/FRENCH/SHSM

ESL/ELD – Achievement is based on expectations modified from the curriculum expectations for the course to support English language learning needs.

IEP – Individual Education Plan

FRENCH – The student receives instruction in French for the course.

SHSM – Specialist High Skills Major (for Grade 11 and 12 courses only)

Course Median – The median is the percentage mark at which 50 per cent of the students in the course have a higher percentage mark and 50 per cent of the students have a lower percentage mark.

Learning Skills

| Learning Skills and Work Habits | E – Excellent G – Good S – Satisfactory N – Needs Improvement |
|--|--|
| <p>Responsibility</p> <ul style="list-style-type: none"> • Fulfils responsibilities and commitments within the learning environment. • Completes and submits class work, homework, and assignments according to agreed-upon timelines. • Takes responsibility for and manages own behaviour. | <p>Organization</p> <ul style="list-style-type: none"> • Devises and follows a plan and process for completing work and tasks. • Establishes priorities and manages time to complete tasks and achieve goals. • Identifies, gathers, evaluates, and uses information, technology, and resources to complete tasks. |
| <p>Independent Work</p> <ul style="list-style-type: none"> • Independently monitors, assesses, and revises plans to complete tasks and meet goals. • Uses class time appropriately to complete tasks. • Follows instructions with minimal supervision. | <p>Collaboration</p> <ul style="list-style-type: none"> • Accepts various roles and an equitable share of work in a group. • Responds positively to the ideas, opinions, values, and traditions of others. • Builds healthy peer-to-peer relationships through personal and media-assisted interactions. • Works with others to resolve conflicts and build consensus to achieve group goals. • Shares information, resources, and expertise, and promotes critical thinking to solve problems and make decisions. |
| <p>Initiative</p> <ul style="list-style-type: none"> • Looks for and acts on new ideas and opportunities for learning. • Demonstrates the capacity for innovation and a willingness to take risks. • Demonstrates curiosity and interest in learning. • Approaches new tasks with a positive attitude. • Recognizes and advocates appropriately for the rights of self and others. | <p>Self-Regulation</p> <ul style="list-style-type: none"> • Sets own individual goals and monitors progress towards achieving them. • Seeks clarification or assistance when needed. • Assesses and reflects critically on own strengths, needs, and interests. • Identifies learning opportunities, choices, and strategies to meet personal needs and achieve goals. • Perseveres and makes an effort when responding to challenges. |

**Thank
You**

Mahalo
Kiitos

Tack

Toda

Grazie

Obrigado

Thanks

Takk

Gracias
Merci