



**NIAGARA CATHOLIC**  
DISTRICT SCHOOL BOARD

**Transition Planning**  
**for the**  
**Individual Education Plan**

## Background Information

**Regulation 181/98** requires that a transition plan be developed as part of the IEP for exceptional students who are 14 years of age or older, unless they are identified solely as gifted.

**PPM 140** <http://www.edu.gov.on.ca/extra/eng/ppm/140.html> (May 2007) requires school boards to plan for transitions for students with ASD. Staff must plan for the transition between various activities and settings involving students with ASD.

**PPM 156** <http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf> (September 2014) requires school boards to develop a transition plan for *all students who have an IEP*, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness. The transition plan is developed as part of the IEP.

“Effective transition planning is important. Individualized transition plans that reflect a student’s strengths and needs provide the foundation for successful transitional experiences that support the building of student resiliency. Articulating student transition needs can also be a valuable component of developing an individual student profile. It is expected that the implementation of the requirements set out in this memorandum will result in continuity of programs and services for students with special education needs and will support improved student achievement and well-being.”

This direction is also consistent with suggestions for successful practice provided in the following documents published by the Ministry of Education:

- *Creating Pathways to Success: An Education and Career Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013*
- *Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12, 2013*
- *Special Education Transformation: The Report of the Co-Chairs With the Recommendations of the Working Table on Special Education, 2006*
- *Education for All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6, 2005*
- *Planning Entry to School: A Resource Guide, 2005*
- *The Individual Education Plan (IEP): A Resource Guide, 2004*
- *Transition Planning: A Resource Guide, 2002*
- *The Ontario Curriculum Unit Planner: Special Education Companion, 2002*

School board staff should consult the above documents for more detailed information.

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## Elements of a Transition Plan

### Guiding Principles:

#### Transition planning

- acknowledges a student's right to an appropriate education
- is a collaborative process
- is student centered and promotes independence and self-advocacy
- reflects inclusive practices
- is necessary for all students on an Individual Education Plan

Every transition plan will identify specific transition goals, support needs, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each of the identified actions.

### The transition plan should:

- **identify goals** consistent with the student's areas of strength and need
- **define the actions** that are necessary, year by year, to help the students achieve the goals
- **clarify the roles and responsibilities** of the student, family and school staff
- **identify a timeline** for the completion of each of the actions

# Entry to School

## Individual Education Plan – Transition Examples

<b>Long term goal:</b> (Student name) will independently transition from home to school and school to home		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will use a Social Narrative for transportation	Parent, Support Staff, Student	Daily at home each morning and at the end of the school day 5 min. before dismissal
Student will use a visual schedule to prepare for the end of the school day	Student, Teacher, Support Staff	Used daily
Student will use a visual schedule to assist with preparation to come to school	Student, Parent	Used daily
Student will bring their agenda to the teacher daily at the beginning of the school day	Student, Teacher	Daily
Student will bring their agenda home daily	Student, Parent, Teacher	Daily
Student will meet the “designated person” when he/she gets off the bus to transition into the classroom	Student, Teacher, Support Staff	Daily
Student will bring a transitional object (i.e. picture, blanket, squish ball) on the bus to and from school to decrease anxiety	Student, Teacher, Support Staff	Daily

## Within Class Setting

### Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>• Student will identify situations that may cause anxiety</li> <li>• Student will transition independently between subjects/activities</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will work on activities for alleviating stress and anxiety	Student, Teacher, Support Staff	Once per week
Student will practice self-advocacy skills when feeling overwhelmed in the classroom	Student, Teacher, Support Staff	Daily as needed
Give student ample warning prior to any transition by using watch, clock or visual timer	Teacher, Support Staff	Daily
Use visual cues in combination with verbal instruction to help student to understand what is expected	Student, Teacher, Support Staff	Daily during each subject/class/activity
Allow student choices when possible	Student, Teacher, Support Staff	Daily during each subject/class/activity
Student will review the 5 point scale to calm herself/himself before transitioning from one class to another	Student, Teacher, Support Staff	Daily
Student will hold a transitional object (i.e. picture, blanket, squish ball) between tasks to decrease anxiety	Student, Teacher, Support Staff	Daily
Student will visit sensory room upon entering from recess to participate in calming activities	Student, Support Staff	Daily
Student will follow a visual schedule when transitioning from one task to another within the classroom	Student, Teacher, Support Staff	Daily during each subject/class
A calendar will be used daily to count down the days to the class trip to the art museum	Student, Teacher, Support Staff, Parent	Daily at the end of the day
Pictures and stories of the trip destination are reviewed for several days prior to the trip	Student, Teacher, Support Staff, Parent	Daily at the end of the day
The "All Done" song is heard by the student every time we are ready to leave the sensory room	Student, Teacher, Support Staff	Daily

# Class to Class

## Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>Student will independently transition from class to class throughout the school day</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will use a visual checklist to gather materials and prepare for class	Student, Teacher, Support Staff	Daily
Student will arrive to class on time with needed materials	Student, Teacher, Support Staff	Daily
Student will start moving to the next classroom 5 minutes before bell rings	Student, Teacher, Support Staff	Daily
Student will stop at locker to pick up required materials for next class	Student, Teacher, Support Staff	Daily
Student will receive a verbal prompt 5 minutes before the end of class to gather their materials and prepare for move to next class	Student, Teacher, Support Staff	Daily
Student will learn to use a daily schedule to make transitions throughout the day	Student, Teacher, Support Staff	Daily during the first month of school
Student will bring a transitional object (i.e. picture, blanket, squish ball) to decrease anxiety when moving from class to class	Student, Teacher, Support Staff	Daily
Transition symbols (i.e.) footprints on the floor leading to designated area	Student, Teacher, Support Staff	Daily

## Non-Instructional Times

### Individual Education Plan – Transition Examples

<b>Long term goal:</b> <ul style="list-style-type: none"> <li>• Student will move independently from class to recess and recess to class</li> <li>• Student will move independently from class to lunch area (lunch area to class)</li> <li>• Student will transition independently during break periods (recess, nutrition break, lunch, between classes)</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will go to their locker, take out lunch and bring to eating area	Student, Teacher, Support Staff	Daily
Student will wait for bell prompt to move to the lunch area	Student, Teacher, Support Staff	Daily
Student will use a visual schedule to assist with their break routing	Student, Teacher, Support Staff	Daily
Student will present break card to request a break within the classroom	Student, Teacher, Support Staff	Daily
Student will request a break to use the washroom/get a drink of water	Student, Teacher, Support Staff	Daily
Student will review the 5 point scale to calm herself/himself before transitioning back to class	Student, Teacher, Support Staff	Daily
Use first/then strips	Student, Teacher, Support Staff	Daily



# Grade to Grade

## Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
• Student will transition to grade __		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Review student profile with new teachers	Teacher, Support Staff	June 2015
Student will attend orientation session(s) to become familiar with new surroundings and new staff	Teacher, Support Staff, Parent, student	February 2015
Plan transition meeting with parents and board staff to identify programming and supports needed	Teacher, ERT	March 2015
Teach student self-advocacy skills	Teacher, Support Staff, Parent	Weekly
Support student in the selection of courses that are relative to personal strengths, needs, graduation requirements and their post-secondary goals	Teacher, Guidance Staff, ERT, Parent	February 2015
Student will complete option sheet for the following year and seek guidance as needed	Student, Parent, Guidance Counsellor, ERT	(Option Sheet due date)
Review Individual Education Plan with new teacher	Teacher, ERT	June 2015
Student will visit new classroom to become familiar with new staff and surroundings	Student, Teacher, ERT	June 2015/August
Prepare transition booklet with pictures of student in new surroundings and social narrative	Student, Teacher, Parent, ERT	June
Review calendar countdown to show when transition will take place	Student, Teacher, Parent	June

## School to School

### Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>student will transition to a new school setting</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will receive and use a visual class schedule	Student, Parent, Teacher, Support Staff, ERT	Prior to start at new school
Student will receive and review information about the school routines and rules	Student, Parent, Teacher, Support Staff, ERT, Principal	Prior to start at new school
Student will visit the new school to become familiar with surroundings	Student, Parent, Teacher, Support Staff, ERT	Prior to start at new school
Student will visit school with parents, Occupational Therapist and Board staff to ensure that accommodations made to the school washroom are appropriate	Student, Parent, Teacher, Support Staff, ERT, OT	Prior to start at new school
Arrange a transition meeting to identify programming and support needs	ERT	Prior to the transition
Upon student arrival, Classroom Teacher will show the student where they will sit and what their schedule will look like	Student, Parent, Classroom Teacher	Date of student arrival
Teacher will contact parents by phone at the end of the first week of school to update on school start	Parent, Teacher	First week of class
Meeting to discuss transition plan to secondary school	Student, Parent, Teacher, ERT, Principal	

## Elementary to Secondary

### Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>• Student will transition from Elementary to Secondary School</li> <li>• Student will successfully transition to Secondary School</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Review IEP and student profile with new teachers	ERT	June 2015
Student will attend orientation session(s) to become familiar with new surroundings and new staff	(List people involved)	(List dates)
Arrange a transition meeting to identify programming and support needs that the student requires	ERT	(Fall/Winter/Spring)
Support student to increase self-advocacy skills	Parent, Support Staff, Teacher	Weekly
Support student in selecting courses relative to their strengths and needs	Student, Parent, Guidance Counsellor, Teachers, ERT	Option sheet completion date
Student and parent will attend orientation session at Secondary School	Parent, Student	January/February
Prepare transition booklet	ERT	June
Invite Secondary ERT/Special Class Teacher to IPRC meeting	ERT	(Date of IPRC)
Special class IPRC to be held at high school	Area Coordinator, Parent, Teacher, ERT	(Date of IPRC)
Special Education Teacher from secondary school will visit the elementary school to observe in the classroom setting	ERT, Teacher	(Spring)
Transition guide/video prepared for the student (May include: map of the school, photos of staff, etc.)	ERT	(Spring)
Student to visit the school in late August to walk through school with timetable to locate classes	Student, Parent, Guidance Counsellor, ERT	August

# Community Hours

## Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>Student will complete 40 hours of community service required for graduation</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will arrange a meeting with an organization to earn volunteer hours (Humane Society, Elementary School, Seniors Residence, etc.)	Student, Parent	October
Student will investigate places where they can volunteer to complete community service hours	Student, Parent, Guidance Counsellor	September
Student will become familiar with completing the form required for community involvement hours	Student, Parent, Guidance Counsellor, ERT	Grade 9
Student will investigate volunteer opportunities in area of interest	Student, Parent, Guidance Counsellor, ERT	Grade 9
Student will be an active member of her church community/continue to volunteer at Out of the Cold program	Family on weekends, Support Staff on Tuesdays in the winter	Weekly from October to March

## Secondary to World of Work

### Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>• Student will prepare for the transition to the world of work</li> <li>• Student will complete a Certificate of Accomplishment in Secondary School</li> <li>• Student will pursue employment opportunities</li> <li>• Student will develop job skills for employment in the food industry</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will complete an application for a Social Insurance Card	Student, Parent, Special Class Teacher, Support Staff	September Grade 10
Student will fill out job application forms correctly	Student, Parent, Special Class Teacher, Support Staff	Grade 11
Student will develop a functional up-to-date resume	Student, Parent, Special Class Teacher, Support Staff	Ongoing
Student will practice oral responses to job interview questions	Student, Parent, Special Class Teacher, Support Staff	Ongoing
Student will practice simulated employment tasks	Student, Parent, Special Class Teacher, Support Staff, Coop Teacher	Ongoing
Student will become familiar with community supports available for those seeking employment	Student, Parent, Teacher	Ongoing
Student will make an appointment with a local employment support agency	Student, Parent	As required
Student will learn how to file income tax forms	Student, Parent	Prior to deadline
Student will become familiar with the community supports available for completing income tax forms	Student, Parent, Support Worker	Prior to deadline
Student will meet with guidance counsellor to explore career choices	Student, Guidance Counsellor	Grade 9 year
Student will participate in work experience placements to build employability skills	Student, Coop Teacher, Guidance Counsellor, ERT, Special Class Teacher	Grade 11-12 year
Student will pursue summer employment in are of interest	Student, Parent	April/May of grade 10 year
Student will meet with Job Coach at local employment office to practice interviewing and employability skills	Student, Parent, Job Coach	Ongoing to age 21
Meet with community agencies to develop employment goals	Student, Parent, Special Class Teacher, ERT	Yearly to age 21
Student will attend the Regional Career Fair to increase knowledge of the employment opportunities	Student, Parent	(Date of Fair)
Student will establish community links regarding housing and supported employment	Student, Parent, ERT, Special Class Teacher	Yearly to age 21

## Secondary School to Post-Secondary School Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>• Student will become familiar with current information about post-secondary options to make informed decision</li> <li>• student will graduate with an Ontario Secondary School Diploma leading to post-secondary studies in the area of student's choice</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will identify possible programs of interest and become familiar with the prerequisites required	Student, Parent, Guidance Counsellor, ERT	Graduating year
Student will sign up for a guided tour of the post-secondary institution	Student, Parent	Graduating year
Student will become familiar with the application process for post-secondary programs	Student, Parent, Guidance Counsellor	Graduating year
Student will meet with a guidance counsellor to begin to explore post-secondary school options and planning future course selections	Student, Guidance Counsellor	Fall
Determine services required for student's needs in the post-secondary setting	Student, Parent, Guidance Counsellor, ERT, Special Education Teacher	Spring
Create a portfolio of documentation required for student needs in the post-secondary	Student, Parents	Spring
Access websites ( <a href="http://www.youth4youth.ca">www.youth4youth.ca</a> ) for information about post-secondary requirements	Student, Guidance Counsellor, Special Education Teacher	Graduating Year
Develop plan for specialized equipment required for post-secondary studies	Student, Parents	Spring
Attend local post-secondary fair and arrange to visit selected locations	Student, Parents	Graduating Year
Meet with various post-secondary Learning Centres to determine options for post-secondary choices	Student, Parents	Graduating Year
Make an appointment with Learning Centre once College offer has been accepted	Student, Parents	Graduating Year
Student will meet with guidance to determine post-secondary requirements for programs in order to select options for grade 11/12 and develop a Pathway Plan	Student, Parents, Guidance Counsellor	Graduating Year
Investigate options and entrance criteria for post-secondary options	Student, Parents, Guidance Counsellor	Graduating Year

Student will participate in remediation and preparation for the EQAO Literacy Test/Course	Student, Teacher	Prior to graduation
Student will explore alternative pathways to reach post-secondary goals (apprenticeship, pre-health, etc.)	Student, Guidance Counsellor	Prior to graduation
Student will initiate contact with community employment agencies to assist finding a part-time job for after school and summers (in career interest area)	Student, Parents	Grade 10
Student will investigate on and off campus living arrangements for post-secondary	Student, Parents	Prior to graduation
Student will investigate financial supports available to them and the application processes required (e.g. Bursaries, scholarships, OSAP, etc.)	Student, Parents, Guidance Counsellor	Grade 11 & 12 (before deadlines)
Student will fill out application forms for post-secondary programs	Student, Parents, Guidance Counsellor	Grade 12 (before deadlines)

## Secondary School to Community

### Individual Education Plan – Transition Examples

<b>Long term goal:</b>		
<ul style="list-style-type: none"> <li>• Student will prepare for transition from secondary education to daily living</li> <li>• Student will develop the skill necessary for transition from school to the community</li> <li>• Student will continue to explore and work towards a long term supported living plan</li> <li>• Student will prepare for successful transition to summer programs</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will become familiar with accessing a grocery store	Student, Parent, Special Education Teacher, Support staff	Ongoing
Student will become familiar with community supports available for finding housing options	Student, Parent, Special Education Teacher	Ongoing
Student will become familiar with reading, understanding and filling out a tenant rental/lease agreement	Student, Parents	June
Identify student's desired post-secondary goals and aspirations	Student, Parent, Guidance Counsellor, Special Education Teacher	Ongoing
Identify community or adult services that may assist the student in achieving his/her post-secondary goals	Student, Parent, Special Education Teacher	Ongoing
Identify, arrange for, and coordinate eligibility for disability support program services after high school	Student, Parents	Ongoing
Provide information regarding accessing resources within the community (e.g. Community Living, Twin Lakes, DSO, etc.)	Guidance Counsellor, ERT, Special Class Teacher	Ongoing
Student will participate in work experience placements to build employability skills	Student, Work Experience Teachers, Guidance Counsellor, Special Education Teacher	Ongoing
Student will explore opportunities within the community (e.g. workshops, courses, groups, etc.)	Student, Parent	Ongoing
Student will participate in community outings (i.e. grocery shopping, taking public transit to local facilities, mailing letters)		



## Students who do not require a Transition Plan

### Individual Education Plan – Transition Examples

If the student has no particular need of support during transitions, the transition plan should state that no actions are required. When transition needs are identified for the student, school board staff must ensure that a transition plan is in place that addresses those needs.

<b>Long term goal:</b> <ul style="list-style-type: none"><li>• Student will independently transition from class to class</li><li>• Student will independently transition outside to recess and back to class after recess</li><li>• Student will independently transition to and from the bus</li></ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
No actions are required at this time		Review each semester/year

# Blank Working Document

## Individual Education Plan – Transition Examples

Long term goal:

- Student will...
- 

Action	Responsibility	Timeline

## Resources/Supporting Documents

1. **PPM 156** (September 2014) *Supporting Transition for Students with Special Education Needs*
2. **PPM 140** (May 2007) *Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)*
3. *Effective Educational Practices for Students with Autism Spectrum Disorders 2007*, Ontario Ministry of Education, [www.edu.gov.on.ca](http://www.edu.gov.on.ca)
4. *The Individual Education Plan – A Resource Guide 2004*, Ministry of Education, [www.edu.gov.on.ca](http://www.edu.gov.on.ca)
5. *Transition Planning – A Resource Guide 2002*, Ministry of Education, [www.edu.gov.on.ca](http://www.edu.gov.on.ca)
6. *Planning for Transitions – A Checklist for Children with ASD*, Special Education Department at Brant Halidmand Norfolk Catholic District School Board
7. *Individual Education Plan Transition Examples*, Thunder Bay Catholic District School Board
8. *Connections – A guide to transition planning for parents of children with a developmental disability*, Rae Roebuck & Judy Coultres-MacLeod, Toronto and Central East Region, May 2010
9. *Transition Planning for Students with Special Needs: The Early Years through to Adult Life*, Student Services, Nova Scotia Department of Education