

GOAL 1

To identify strategies required to support the transition for students with an IEP.

GOAL 2

To develop a transition plan in collaboration with a student's transition team.

GOAL 3

To implement strategies and determine next steps.

Transition Team PLANNING OPTIONS

Transitions Entry to School	Possible Actions - Consider development of IEP and Safety Plan • Arrange visit to current setting (day-care, home, etc) • Arrange visit to classroom/school • Prepare visuals to assist with the transition: school photo book or video, map of the school • Classroom/school scan of learning materials, resources and space
Transitions School to School	Possible Actions - Arrange receiving school/class visits • Arrange transfer of OSR with updated IEP, and transition plan • All About Me/IPP plans transferred to new school • Contact representatives from outside agencies who are to be involved with student (e.g. CCAC) • Communicate with receiving school staff and parents/guardians regarding transition issues and/or supports (i.e. School information, transportation, timetable, equipment)
Transitions Class to Class	Possible Actions - Create a daily schedule to prepare moving from class to class • Prompt (visual, verbal) 5 minutes prior to the end of class • Create a checklist to gather materials required for each class • Provide a transitional object (e.g. fidget toy, familiar object) as a source of comfort • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class
Transitions Grade to Grade	Possible Actions - Identify strategies that are successful and share them with new staff • Have receiving staff observe student and meet the student to review programming needs • Arrange a visit for the student prior to school starting
Transitions Changes in School Support	Possible Actions - Introduce student to new staff in the classroom • Provide social script • Work through routines as indicated in individual schedule (visual, electronic) • Conduct specific training for new staff (e.g. lifting, toileting, augmentative communication devices, assistive technology) • Facilitate any job mentoring/shadowing experiences for school staff • Inform parents of change in personnel
Transitions Elementary to Secondary	Possible Actions - Identify and document strategies that are successful and share with new staff • Gather information about the receiving school's environment while considering the student's programming needs • Have receiving team observe student and programming in elementary school • Organize student visit to receiving environment
Transitions Secondary to Post Secondary	Possible Actions - Ensure that student is an active participant with knowledge of their learning needs • Update assessment information as appropriate • Assess student's ability to self-advocate and provide opportunities to practice skills if needed • Ongoing guidance and special education support re: goal setting and career planning, scholarship availability for students with IEP, and the college/university/trade application process • Investigate available financial supports (e.g. Bursaries, scholarships, OSAP etc.) • Guidance and Special Education staff to provide information about all university and college transition programs
Transitions School to Community	Possible Actions - Explore student interests, skills, abilities, needs and appropriate self-advocacy skills • Review OSR and determine if appropriate documentation of disability is in place to ensure student/family meets criteria for appropriate community supports • Connect parent/guardian with local associations (e.g. Community Living, DSO. etc) • Invite the agency Case Manager to transition meeting • Identify transition community partners from outside the school that would help the family and student
Transitions School to Work	Possible Actions - Complete Individual Pathway Plan (IPP) • Complete job readiness skills (application form, apply for Social Insurance Card, resume) • Practice responses to job interview questions • Provide opportunities for simulated employment skills (e.g. apply to jobs online) • Pursue summer/part-time employment in area of strength and interest • Participate in workplace experiences • Explore possible career choices

Common Actions

- Establish transition team to support the planning. It will include parents/guardians, school staff, the student (where appropriate) and can also include school board staff, health care workers, community workers and others who support the student
- Arrange special transportation as required
- Arrange transfer of equipment
- Provide new staff with a contact list and/or appropriate resources
- Arrange for peer supports and student awareness activities
- Gather information regarding student's strengths and interests using OSR
- Incorporate self advocacy into the student's IEP
- Ensure that the student's voice in the All About Me Portfolio/Individual Pathway Plan (IPP) is incorporated into the transition planning process
- Educate student and staff about the student's strengths and needs and the use of accommodations, assistive technology and learning strategies that are applicable for his/her learning
- Determine resources/professional training opportunities that may be required for staff
- Organize materials to support student in transition (social scripts, visuals, photos, equipment transfer)
- The transition plan must be stored in the OSR
- Inform parents/guardians of any significant changes that will impact the transition plan
- A transition plan is required for all students with an IEP, however, there may be times where the transition plan may indicate that no action is required at this time

Glossary

All About Me Portfolio (K-6)

This portfolio contains evidence of a student's learning in education and career/life planning (e.g. materials, information, and personal reflections) as noted in Creating Pathways to Success (MOE).

Developmental Services Ontario (DSO)

DSO is the single point of access for Adult Developmental Services and the primary contact for information about developmental services and supports. The DSO provides information for individuals regarding links to available services and supports.

Individual Education Plan (IEP)

An IEP is a written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs that affect the student's ability to learn and to demonstrate learning. The IEP lead is the school staff member, determined by the principal, to coordinate the student's IEP including the transition plan.

Individual Pathways Plan (IPP Gr. 7-Graduation)

Starting in grade 7 and building on their All About Me (K-6) portfolio, students will document their learning in education and career/life planning in a web-based Individual Pathways Plan (IPP).

Macro Transition

Significant transitions such as entry to school, between grades and division, from elementary to secondary, and from secondary to postsecondary destination happen periodically, are more complex and include significant changes to many aspects of a student's routine. (From "Effective Education Practices for Students with ASD" Ministry of Ontario, p. 36).

Micro Transition

Transitions that occur on a regular basis between activities and settings within the routines of the school day. (From "Effective Education Practices for Students with ASD" Ministry of Ontario, p. 36).

Ontario Disability Support Program (ODSP)

The Ontario Disability Support Program helps people with disabilities who are in financial need pay for living expenses, like food and housing.

Ontario School Record (OSR)

A secure student file where copies of the IEP and transition plan will be stored.

PPM 156

Policy and Program Memorandum 156: Supporting Transitions for Students with Special Needs outlines that a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional. All transition plans must be developed in consultation with the parent(s), the student (as appropriate), the post secondary institution (where appropriate) and relevant community agencies and/or partners. This PPM comes into full implementation in September 2014.

Transition Plan

The 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.

Transition Planning

A coordinated set of activities that prepare students for change (From "Effective Education Practices for Students with ASD" Ministry of Ontario, p. 208).

Transition Team

The team may include various school, board, family, and community contacts. School staff should involve the student and family to identify additional team members.



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Related Links

Entry to School Transition Plan	http://www.edu.gov.on.ca/eng/parents/planningentry.pdf
Creating Pathway to Success	http://www.edu.gov.on.ca/eng/document/policy/cps/creatingPathwaysSuccess.pdf
Individual Pathways Plan (IPP)	http://www.edu.gov.on.ca/eng/policyfunding/memos/april2013/CreatingPathways2013.pdf
Individual Education Plan (IEP)	http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/iepresguid.pdf
Transition Planning within the IEP	http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.pdf
Supporting Transitions for Students with Special Education Needs	http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf
Transition Plan Incorporating ABA for Students with ASD	http://www.edu.gov.on.ca/extra/eng/ppm/140.html
Connections for Students	http://www.ontariodirectors.ca/ASD/asd-resources-en.html
Transition to School Program from Care, Treatment, Custody or Corrections (CTCC) Programs	http://www.edu.gov.on.ca/extra/eng/ppm/85.html
Transition Plan for Young People with Developmental Disabilities	http://www.edu.gov.on.ca/eng/policyfunding/memos/jan2013/TransitionPlanDevelop.pdf
Special Education Funding Guidelines Special Incidence Portion	http://www.edu.gov.on.ca/eng/funding/1415/2014_15_SIP_Guidelines.pdf
Student Action Plan (SAP) - Expelled	http://www.edu.gov.on.ca/extra/eng/ppm/142.pdf
Student Action Plan (SAP) - Suspended	http://www.edu.gov.on.ca/extra/eng/ppm/141.pdf
Supervised Alternative Learning Plan (SALP)	http://www.edu.gov.on.ca/eng/policyfunding/SAL2011English.pdf
Individual Plan for Students with Anaphylaxis	http://www.ontla.on.ca/web/bills/bills_detail.do?locale=en&BillID=135
Provision of Support Services	http://www.edu.gov.on.ca/extra/eng/ppm/81.html
Orientation Program: Transition from Grade 8 to Grade 9	http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf
Exit Program	http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf
School-to-Work Transition Program	http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf
Student Success Teacher and Team	http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf
Ontario Schools: Kindergarten to Grade 12 Anaphylaxis Policy: Sabrina's Law	http://www.edu.gov.on.ca/eng/document/policy/os/ONSchools.pdf

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Educator Support Guide for Transition Planning

A transition brochure developed by the Barrie Region Boards to assist educators in writing and implementing meaningful transition plans for students from Kindergarten to Graduation who have an Individual Educational Plan (IEP).

TRANSITIONS

GOAL 1

To identify strategies required to support the transition for students with an IEP.

GOAL 2

To develop a transition plan in collaboration with a student's transition team.

GOAL 3

To implement strategies and determine next steps.

What is the Transition Plan?

A transition plan is a guide which outlines the daily, short term and long term changes in a student's programs.

PPM 156 states that "A transition plan must be developed 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."

The transition plan is reviewed and updated as part of the IEP review process. The transition plan addresses the physical, social/emotional and learning needs of the student as they move through their academic career.

Macro transitions may include:

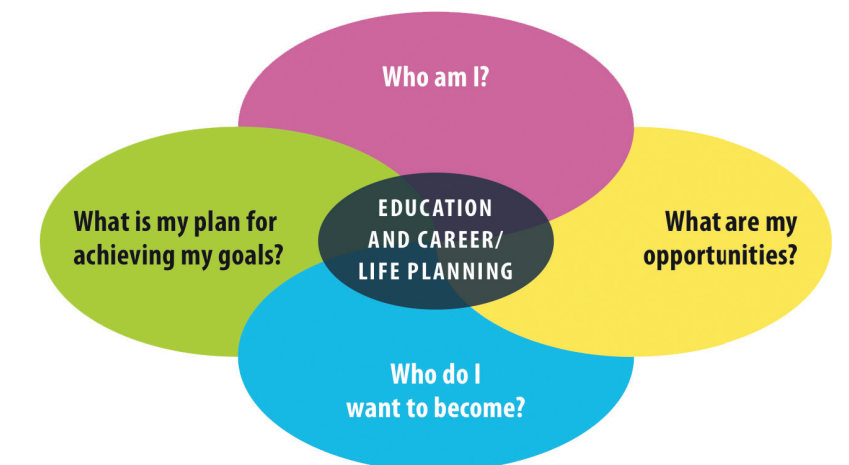
- entry to school
- grade to grade
- school to school
- elementary school to secondary school
- secondary school to post-secondary pathway

Micro transitions are day to day transitions including activity to activity and class to class.

Contained within the transition plan are:

- individual goals
- actions required to achieve those goals
- identified individuals responsible for the actions required
- specific timelines for completion

All About Me & IPP Guiding Questions



The "All About Me (K-6) portfolio and the Individual Pathways Plan (IPP Gr 7 to Graduation) which are required for all students, may be used as a source of information when developing the IEP and transition plan. Transition planning is a team approach that involves consultation with the parents and/or guardians, the student (where appropriate) and can involve school board support staff, school staff, health care workers, community workers and others who support the student.