Policy/Program Memorandum (PPM) 156: Supporting Transitions for Students With Special Education Needs
IEP e-Community

To register email:
alain.broux@ontario.ca

https://community.elearningontario.ca/index-en.asp
Ministry of Education Strategic Directions

**Overall Goals**

- Higher levels of student achievement
- Reduced gaps in student achievement
- Increased public confidence in publicly funded education

**Special Education Goals**

- Improve achievement and well-being of students with special education needs
- Increase capacity of schools to effectively meet the needs of all learners
- Support the development and implementation of effective Individual Education Plans (IEPs)
- Enhance collaboration among ministries, schools, families and community partners
- Improve balance between teaching and learning and required processes and documentation
- Enable transitions for students into, through and exiting from the system.

**NOTE:** These goals include students with special education needs.
Why Is Transition Planning Important?
Purpose of Transition Planning

Individualized transition plans:

• reflect a student’s strengths and needs
• support the building of student resiliency
• a valuable component of developing an individual student profile
• result in continuity of programs and services for students with special education needs; and
• support improved student achievement and well-being.

Policy/Program Memorandum (PPM) 156: Supporting Transitions for Students With Special Education Needs
Transitions

Guidelines for Educational Programs for Students in Government Approved Care and/or Treatment, Custody and Correctional Facilities (2014-15)

PPM 140

Integrated Transition Planning for Young People With Developmental Disabilities

Regulation 181/98

PPM 156
Requirements of PPM 156

• The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained.

• 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.

• At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services but do not have an IEP and have not been identified as exceptional.

• All transition plans must be developed in consultation with the parent(s), the student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.

• For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The results of each review should be used to update the transition plan.
Requirements of PPM 156 (con’t)

• The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. Students make transitions in a variety of contexts: upon entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway.

• 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.

• 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 must be stored in the Ontario Student Record (OSR) documentation folder.
Resources to Support Transition Planning
Transitions for Students With Special Education Needs
http://www.edu.gov.on.ca/eng/spotlight/june21-10.html
A Transition Plan

<table>
<thead>
<tr>
<th>TRANSITION PLAN</th>
<th>No</th>
<th>Yes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Long-term Goal(s):</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions</th>
<th>Person(s) Responsible for Actions</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Student Voice
Transitions for Students with Special Education Needs

Consolidation

Students use the same process to examine their own choices after secondary school, challenges they may face and resources they could access to support them. Peers provide feedback to build on ideas presented. Reflecting on their learning, students make powerful statements related to financial literacy, their future aspirations and opportunities.

Downloadable versions

Download with Closed Captions and Audio Descriptions: MOV (101 MB) | MP4 (404 MB)

http://www.psbnet.ca/eng/general/financial_literacy_WRMS.html
A Transition Plan

<table>
<thead>
<tr>
<th>Actions</th>
<th>Person(s) Responsible for Actions</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transition Plans

Think of other student profiles and the transition requirements that may be needed. For each profile how would you plan:

– the specific transition goals;
– the support needs;
– the actions required to achieve the goals;
– the roles and responsibilities; and
– the timelines.
Implementation of PPM 156

- School boards and community partners have developed a wide range of strategies, tools, and resources to provide effective transition planning for students.
- School boards are encouraged to continue to collaborate with community partners and to utilize these resources and supports when implementing the requirements for transition plans set out in this memorandum.
- Implementation September 2014
- In September 2013, the ministry provided school boards with funds to:
  - widen the use of an integrated process of assessment and instruction as described in *Learning for All, K-12 (Draft 2011)* through collaborative inquiry, focusing on educators “knowing your student” and “students knowing themselves as learners” as student self efficacy is key to their achievement and well-being;
  - foster continuous improvement of IEPs as a critical tool in driving student achievement and well-being for students with special education needs; and
  - develop a plan and identify effective practices to implement the requirements set out in *PPM 156*. 
Question and Answers
Links to Useful Resources

• *Education For All: The Report of the Expert Panel on Literacy and Numeracy Instruction for Students With Special Education Needs, Kindergarten to Grade 6*

• *Learning for All K-12 (draft 2011)*
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/learning.html

• *The Individual Education Plan (IEP), A Resource Guide*

• IEP Samples, and other Special Education Resources
  http://www.ontariodirectors.ca/

• *Planning Entry to School – A Resource Guide*
  http://www.edu.gov.on.ca/eng/parents/planningentry.html

• *Transition Planning: A Resource Guide*
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html

• *Shared Solutions- A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs*
  http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html
Links to Useful Resources

• **Effective Educational Practices for Students with Autism Spectrum Disorders**  

• **Caring and Safe Schools in Ontario: Supporting Students with Special Education Needs Through Progressive Discipline, Kindergarten to Grade 12**  

• **Special Education, Ministry of Education website**  
  [http://www.edu.gov.on.ca/eng/parents/speced.html](http://www.edu.gov.on.ca/eng/parents/speced.html)

• **Highlights of Regulation 181/98**  

• **Special Education Transformation: The report of the Co-Chairs with the Recommendations of the Working Table on Special Education**  

• **Special Education: A Guide for Educators**  