

# 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.



www.bgcdsb.org  
799 16 Avenue  
Hanover, ON, N4N 3A1



www.bwdsb.on.ca  
351-1 Avenue North  
Chesley, ON, N0G 1L0



www.dcdsb.ca  
650 Rossland Road West  
Oshawa, ON, L1J 7C4



www.pvnccdsb.on.ca  
1355 Lansdowne Street West  
Peterborough, ON, K9J 7M3



www.smcdsb.on.ca  
46 Alliance Boulevard  
Barrie, ON, L4M 5K3



www.yrdsb.ca  
60 Wellington Street West  
Aurora, ON, L4G 3H2

## Writing Team

www.durham.edu.on.ca  
400 Taunton Road East  
Whitby, ON, L1R 2K6



www.kprschools.ca  
1994 Fisher Drive  
Peterborough, ON, K9J 6X6



www.scdsb.on.ca  
1170 Highway #26  
Midhurst, ON, L0L 1X0



www.tidsb.ca  
300 Country Road 36  
Lindsay, ON, K9V 4S4



www.ycdsb.ca  
320 Bloomington Road West  
Aurora, ON, L4G 0M1



## Related Links

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

# 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:

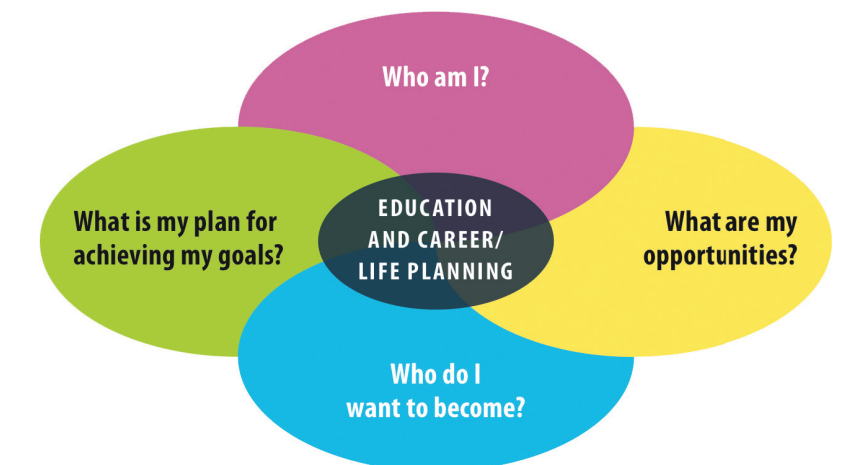
- entry to school
- grade to grade
- school to school
- elementary school to secondary school
- secondary school to post-secondary pathway

**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.