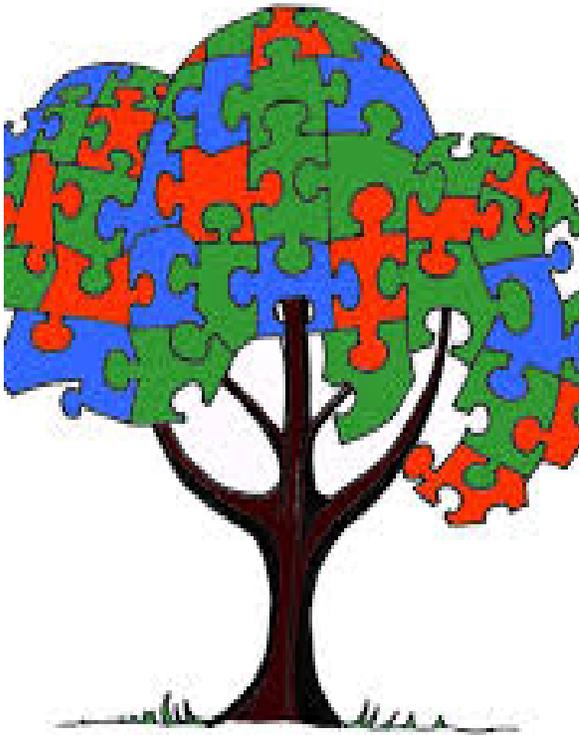


## Transition Plans



Education in Advocacy Inc.

### Ministry Guidelines

The school principal is responsible for ensuring that student transition plans are developed, implemented, and maintained in accordance with Ministry guidelines.

A transition plan must be developed for all students who have an I.E.P whether or not they have been identified as exceptional by an Identification, Placement, Review Committee (IPRC) and including those identified as exceptional solely on the basis of giftedness.

The transition plan is developed as part of an IEP. At the discretion of the board, a transition plan may also be developed for other students requiring special education programs and or services that do not have an IEP and have not been identified as exceptional.

All transition plans must be developed in consultation with the parents, the student (where appropriate), the postsecondary institution (where appropriate) and relevant community agencies and our partners, as necessary.

The transition plan must be reviewed as part of the review of the IEP.

This happens twice per year as required by the Ministry of Education.

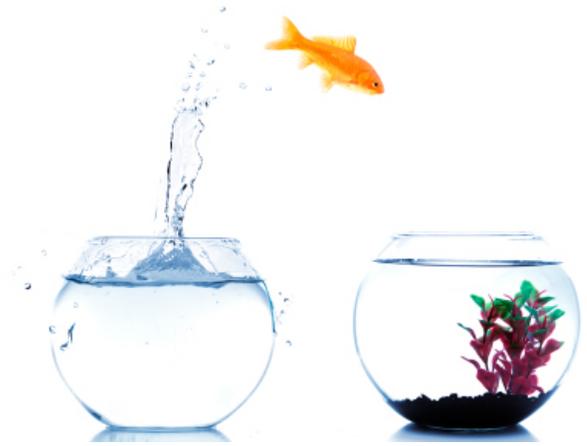
The physical, emotional, and learning needs of the student are considered when developing a transition plan, to determine if the student requires support when making transitions. If the student has no particular need of support during transitions, the transition plan should state that no actions are required. When transmission 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, 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.

## Types of Transitions

- initial 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 intermediate or secondary school
- from school to the next appropriate pathway



## The NCDSB Pathway

The above guidelines were presented to all school board in February 2013, and the expectation was that the requirements would be implemented in September of 2014. Before the last Ministry Memorandum (PPM 156) transition plans were required to be developed for all exceptional students over 14 who were not solely gifted (Ontario Regulation 181/98), and for all students that had been identified within a board as ASD (Policy No. 140). This change required many more students to have a transition plan as part of their IEP.

NCDSB has taken the following steps/measures:

- Principals were initially informed of the changes during a principals' meeting, and the upcoming requirements were explained and discussed.
- A working group of Resource Teachers came together to explore the components of the transition plan by looking at Ministry documents, advocacy groups, and what other school boards were doing.
- This working group created sample action items for common needs that represented the majority of students in their schools. These action lists were shared to all RTs to help provide consistency and to provide a starting point for individualization.

- A text box was added to the transition plan in order for the teacher to provide additional information that the upcoming teacher could use to help ease the transition. These ideas are not academic in nature, but information about the child’s interests, routines and personality that will help the receiving teacher / school.
- Parents were informed of the addition of the transition plan to the IEP by written correspondence from the school board office.
- Parents were contacted by school Resource Teachers to seek their input. This contact was either completed through a phone call and/or writing communication.
- All IEPs for identified students included a transition plan.
- All IEPs (identified & non-identified) included a transition plan.

## NCDSB Transition Plan

### Transition Plan

The information provided in this document is meant to provide support to the teacher during the transition process. Teachers are required to read all related documents in the OSR, including the IPRC Statement of Decision, IEP and most recent psychological and educational assessments.

**Student:** John Doe

**School Year:** 2015-2016

**Team Member(s):** list all

**Current Grade:** 6

**IPRC Identification(s):** Communication: LD

**Placement:** Regular Class with Resource Assistance

**Description of Transition:** Transition to grade 7

**Transition Goals:** To provide a seamless transition to grade 7, to ensure their appropriate supports and strategies are in place, to provide ongoing opportunities for interpersonal and social skills development, and to prepare \_\_\_ for a successful school year.

Actions	Responsibility	Timeline
Compile SEA technology and notified the board of its location in preparation for the upcoming school year.	Resource Teacher	June 2016

Determine a designated area where the student can regroup and calm if necessary	Classroom Teacher Principal Resource Teacher	September 2016
Identify a peer mentor whom the student can reach out to if he is having a difficult time adjusting	Classroom Teacher Resource Teacher	September 2016
Have student participate in Orientation Day planned by the receiving school in order to become familiar with the surroundings, programs and staff.	Classroom Teacher	May 2016

**Characteristics of the Student as a Holistic Learner**

John is a gentle, shy student who loves baseball, building things and reading. He excels at drawing, and responds very well to verbal praise. He has a great sense of humour, and will joke around when he feels comfortable. He enjoys helping the younger students, and is very compassionate to others. It will be important for all staff to recognize situations that might cause John anxiety, in order to prepare him appropriately. Attempting to build a quick rapport will help him to be successful, and will help him feel comfortable in his new school. His favourite team is the Blue Jays.