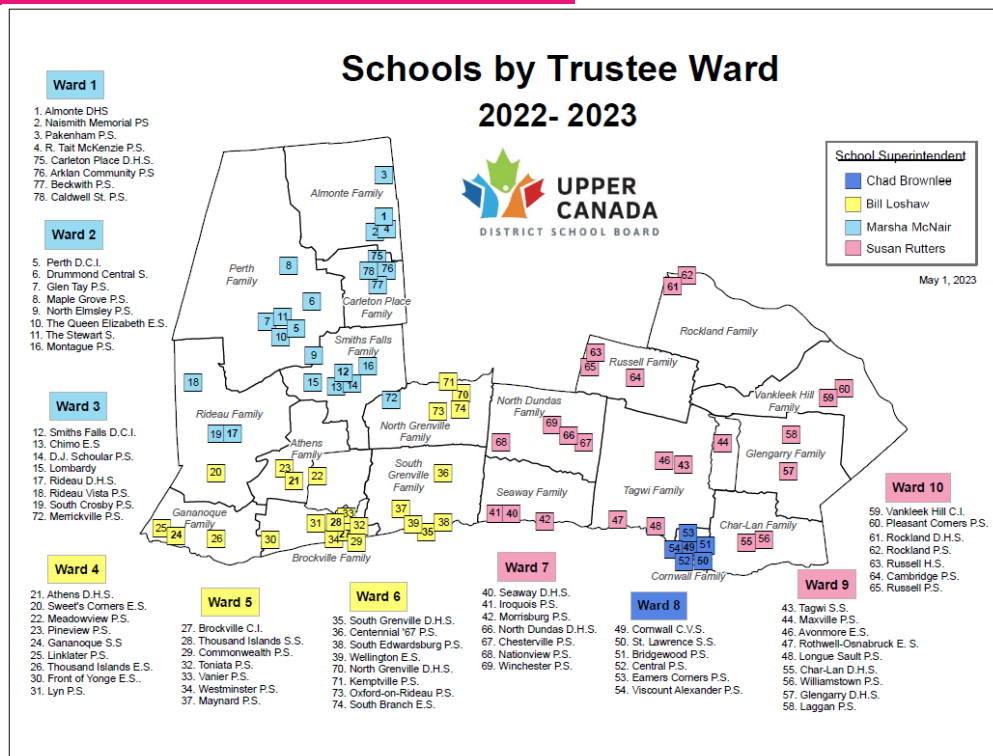


How do I reach board staff?



Superintendent	Family of Schools	Special Education Superintendent, and Principal of Special Education
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A Guide for Parents, Guardians and Students
Transitions

Sources: Ontario Ministry of Education, *Transition Planning: A Resource Guide 2002* ; Planning Entry to School: A Resource Guide 2005; PPM 140

Transitions

Students encounter many transitions throughout their educational career and in their lives beyond school. "Macro" transitions can involve entry and re-entry to school, class to class, grade to grade and school to work. "Micro" transitions can include activity to activity, staff to staff, etc. Transitions require careful planning. The UCDSB supports transition planning for all students. Transitions are complex and include significant changes to many aspects of student routines.

There are many types of transitions...

"All students can succeed."
Learning for All, 2013

Entry to School



The goal of planning for entry to school is to help children to adjust smoothly to a new school setting, to enjoy learning, and to develop a positive attitude toward education. A good start to school improves a child's chances of success from school entry to graduation.

An entry to school plan should provide adequate time for children and parents to learn and practice the skills and routines that will facilitate a successful move to elementary school. Transition plans for some children may require more careful collaboration and coordination.



In-School

Transitions happen between grades and divisions, and from elementary to secondary school. These transitions are complex and include significant changes to many aspects of a student's routines. Some transitions occur on a regular basis between activities and settings within the structure of the school day. Other transitions occur less frequently. Planning for all of the transitions in a student's school day helps the student to cope with change and to adapt to a variety of settings.

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"We believe in the pursuit of learning while building a strong sense of caring and respect for all." UCDSB Character Always

If you wish to receive this parents' guide in Braille, large print, or audio-cassette format, please contact the board at the address or telephone number shown on the last page of this guide.

Beyond High School

The transition from school to work, post-secondary education, as well as community living and involvement can be particularly challenging for some students. Successful transitions require a collaborative approach involving the student, the school-based team, parents, employers, community agencies and providers of post-secondary education.

The transition plan must include the following elements:

- Specific **goals** for the student's transition to post-secondary activities. The goals must be realistic and must reflect the strengths, needs and interests of the students;
- The **actions** required, now and in the future, to achieve the stated goals;
- The **person or agency** (the student, parents, educators, providers of specialized support and services, community agencies) **responsible** for / involved in completing or providing assistance in the completion of each of the identified actions;
- **Timelines** for the implementation of each of the identified actions.

Complex Transition Planning

In more complex situations, or for change-of-school transitions, planning meetings and orientation opportunities will be arranged with the student, parents, and sending and receiving school to address:

- Identify Transition Team members and lead contact from **each** school;
- Address daily schedule or course selection;
- Discuss intensity, duration and frequency of support required;
- Review the Student Transition Portfolio review;
- Develop the **I.E.P.** (academic program, modifications, accommodations and alternative programming);
- Discuss routines, micro transitions during school day;
- Plan for unstructured times - breaks, lunch;
- Discuss transportation requirements;
- Discuss environmental supports;



Policy Program Memorandum 140 (PPM 140)

This Ministry of Education Memorandum directs Principals to ensure that transition plans are in place for students with Autism Spectrum Disorders. Applied Behavioural Analysis (ABA) methods must be used to support transitions, where appropriate.

Policy Program Memorandum 156 (PPM 156)

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 IPRC and including those identified as gifted. The transition plan is developed as part of the IEP.

Integrated Transition Planning

The purpose of the "Integrated Transition Planning for young people with developmental disabilities" framework is to build on and improve the continuum of transition supports through a collaborative planning process with the ministries of Children and Youth Services (MCYS), Community and Social Services (MCSS) and Ministry of Education (EDU).

Individual Education Plans

Collaborative planning for a student's transitions must be formally documented in the student's IEP with input from the student, parent(s)/guardian(s), the principal, school staff, community agencies, and postsecondary institutions, as appropriate. The plan should reflect the student's strengths, needs, interests and goals for their future.

Student Transition Portfolio (STP)

The UCDSB uses a Transition Portfolio in addition to the IEP to help facilitate and document the transition process. This portfolio information may be assembled in a secure binder or in a secure digital "notebook" or app. The portfolio is managed by the Principal, classroom teacher and Learning Resource Teacher.

The Student Transition Portfolio (STP) contains three essential components:

- Relevant information critical to individualized programming and **health & safety &/or behaviour support planning**;
- **Transition Team information:** Team member contact form, meeting minutes, documentation;
- **Student Programming information:** student schedule; samples or descriptions of visual schedule, structured work system and independent tasks; IEP tracking data; on-going work samples, etc.

The STP is an integral support for all micro and macro transitions. When all stakeholders are actively involved in collaborative transition planning and STPs are well-developed and maintained, the student is better equipped to successfully navigate changes to settings and routines.

For More Information . . .

<http://www.edu.gov.on.ca/eng/parents/planningentry.pdf>

<http://www.transitionresourceguide.ca>

<http://www.edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf>

Parent Notes and School Contact Information

