





Transition Planning for Students with Special Education Strengths and Needs

Flexible approaches, consultation with families/caregivers to consider students' individual identities, needs and circumstances that impact transitions, need to be considered in focusing scope and implementing transition strategies and supports for individual students. Collaboration and ongoing communication are essential to exploring options and determining workable strategies.

Our shared commitment is to keep students at the centre of special education programming and service planning including transition supports. Collaboration with families and caregivers is foundational to decision making to individualize the planning for each student.

This resource tool has been designed to support schools with transition planning. Focus is on the macro transitions that students may be moving through whether that be, for example, entry to school, program changes or secondary to adult pathways.

Examples of Key Transitions for Students:

- Entry to School
- School to School
- Class to Class
- Grade to Grade
- · Changes in School Support
- School to/from Community Program
- Elementary to Secondary
- Secondary to Post-Secondary
- School to Community Service
- School to Work
- Program Placement Change

Why Transition Planning is Important

A transition is defined as a process of change that requires attention and flexibility and may create vulnerability and worry. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together, and collaboration is essential.

Transitions include layers of planning including well-being and mental health considerations, leveraging strengths, bolstering strategies and supports in areas of anticipated challenge.

Supporting Transitions for Students

Supporting Transitions for Students with Special Education Needs (Ministry PPM 156)

This memorandum sets out the requirements for district school boards with respect to transition planning for students with special education needs, from Kindergarten to Grade 12.

Key points in PPM 156:

- Transitions occur both within the micro (within the day) and at significant key times such as entry to school, grades, programs, schools as well as elementary to secondary, secondary to post-secondary and through annual reviews which change student program placement.
- Principals are responsible for ensuring that transition plans are developed, implemented and maintained.
- Transition plans must be developed for all students who have an IEP, whether they are formally identified or not; Transition Plans are a part of the IEP itself.
- Transition plans must be developed in consultation with the parent(s)/caregiver(s), student (as appropriate), post-secondary institutions (where appropriate), and relevant community agencies or partners (as necessary).
- Transition plans will identify specific goals, support needs, actions to achieve the goals, roles, responsibilities and timelines.
- Ontario Regulation 181/98 states that for exceptional students who are age 14 years or over and who are not identified solely as gifted, the student's IEP must include a transition plan for transition from school to work, further education, and/or community living.
- For children and youth accessing support through Education Community Partnership Programs (ECPPs) provide programming which centres on treatment needs with educational wrap around. District staff and partner agency staff will work together in creating transition plans when entering in and moving from programs. In the Durham District School Board (DDSB), ECPPs are supported through Grove School. Transition Planning to/from Grove School Programs is specifically noted later in this document.

Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD) – PPM140

Memorandum PPM 140 provides a framework for school boards to incorporate the use of Applied Behaviour Analysis (ABA) into board practices, and instructional programming, for our students with Autism Spectrum Disorders (ASD).

Key points in PPM 140:

- Ensures the implementation of effective, evidence-based educational practices, to meet the individual needs of students with ASD.
- Intended to strengthen the collaborative relationships between students, families, schools and community partners.
- Requirements include:
 - 1. School boards must offer students with ASD special education programs and services, including, where appropriate, special education programs using ABA methods.
 - School boards must plan for the transition between various activities and settings involving students with ASD.
- Incorporating the principles of ABA into transition planning for our students with ASD will help to
 ensure a thorough assessment of student needs (via data collection and analysis), proactive planning
 measures, skill building for the student, reinforcement contingencies, fidelity of programming across
 staff supporting our students, monitoring of programming, and generalization of program to new
 settings/people, in order to facilitate a thoughtful transition process.

Although this particular memorandum highlights the effectiveness of implementing the principles of ABA within our practices for students with ASD, it should be noted the generalization of these strategies to students throughout the board (identified or non-identified students), has also been embedded throughout our educational practices.

Educator Support Guide to Transition Planning:

The Educator Support Guide for Transition Planning, a Ministry of Education – Learning for All K-12 initiative, is 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 IEP. Please refer to brochure on page 6.

A Note About Integrated Transition Planning for Students with Intellectual and/or Developmental Disabilities

The Ministries of Children and Youth Services, Community and Social Services, and the Ministry of Education have created the memorandum entitled, "Integrated Transition Planning for Young People with Developmental Disabilities" (D.O.D January 28, 2013). The goal of this memorandum is to provide

school boards with protocols that would lead to the development of a single integrated transition plan for every young student with a developmental disability.

As highlighted within this document, integrated transition planning for youth with developmental disabilities includes collaboration between the student and their families, service providers, and school boards. The common goal of this collaborative team is to ensure for a smooth transition to work, further education, participation in life activities, and/or community living, based on the individual student, their strengths/needs, and their own personal transition goals. Our Transition Coordinator team can be activated to provide support to students and families.

Mental Health and Well-Being

The pandemic continues to have a major impact on all students and their respective families, especially students who were vulnerable and/or at risk prior to the pandemic, i.e., students with special needs associated with specific medical and/or psychological conditions, including educational limitations, as well as those with individual/family mental health needs. The impact of this pandemic may have resulted in an elevated stress response in one or more individuals in the family. The mental health of students will be influenced by both pre-pandemic stressors as well as the stressful period of dealing with the variety of issues/hardships associated with the pandemic.

Working in collaboration with parents/caregivers, school teams and community partners, it is necessary to identify students with a heightened level of anxiety and/or possible signs of traumatic response. These students and their families may need support from the school and other systems (medical, mental health, etc.) to cope adequately during any transition period. Many of these students already may have been flagged for attention based on their prior academic histories and developmental trajectories. However, additional students may require supports on numerous levels. Support may be required on a short-term basis or for a prolonged period, depending on factors associated with the individual student, their family, community, and supports available to them.

Working in collaboration with school teams and Inclusive Student Services, it may be helpful to operationally define the level of support for student needs to be responsive to the tiered level of support required. Examples of tiered responses to student needs are noted on the next page. This framework can help school teams differentiate between individual student setting events and risk factors. It also allows school teams to continue to be attuned to the key features of our students who are struggling.

The capacity of students to cope adequately with the transition back to school is influenced by individual and family-based factors as affected by the pandemic and other experiences and their associated changes in routines, economic status, access to supports and personal vulnerabilities. It will also be influenced by factors associated with the staff and the organization of the school that intends to welcome the student back to school. The student's ability to adjust during the transition period needs to be viewed within a larger context, including the system of the school and the community, and the extent to which all these systems have been negatively impacted by the pandemic and other stressors over a prolonged period of time.

Transition Team PLANNING OPTIONS

GOAL 1 To identify strategies required to support the transition for students with an IEP.	Transitions Entry to School	Possible Actions - Consider development of IEP and Safety Plan • Arrange visit to current setting (day-care, home, etc) • Arrange classroom/school • Prepare visuals to assist with the transition: school photo book or video, map of the school • Classroom/school 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 A IPP plans transferred to new school • Contact representatives from outside agencies who are to be involved with student (e.g. • • Communicate with receiving school staff and parents/guardians regarding transition issues and/or supports (i.e. School inform 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 class • Create a checklist to gather materials required for each class • Provide a transitional object (e.g. fidget toy, familiar object) a of comfort • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice route from class to class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice routine for entering each class • Provide opportunity to practice route for entering each class • Provide opportunity to practice route for entering each class • Provide opportunity to practice route for entering each class • Provide opportunity to practice route for entering each class • Provide opportunity to practice route for entering each class • Provide opportunity to practice route for entering each class • Provide opportunity to practice route for entering each class • Provide opp
GOAL 2 To develop a transition plan in collaboration with a student's transition team.	Transitions Class to Class	Possible Actions - Identify strategies that are successful and share them with new staff • Have receiving staff observe student an 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 in schedule (visual, electronic) • Conduct specific training for new staff (e.g. lifting, toileting, augmentative communication devices, as 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 r school's environment while considering the student's programming needs • Have receiving team observe student and programmin elementary school • Organize student visit to receiving environment
GOAL 3 To implement strategies and determine next steps.	Transitions Secondary to Post Secondary	Possible Actions - Ensure that student is an active participant with knowledge of their learning needs • Update assessment inform as appropriate • Assess student's ability to self-advocate and provide opportunities to practice skills if needed • Ongoing guidance special education support re: goal setting and career planning, scholarship availability for students with IEP, and the college/univer application process • Investigate available financial supports (e.g. Bursaries, scholarships, OSAP etc.) • Guidance and Special Edu 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 determ appropriate documentation of disability is in place to ensure student/family meets criteria for appropriate community supports • Comparent/guardian with local associations (e.g. Community Living, DSO. etc) • Invite the agency Case Manager to transition meeting 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 Insu Card, resume) • Practice responses to job interview questions • Provide opportunities for simulated employment skills (e.g. apply to online) • Pursue summer/part-time employment in area of strength and interest • Participate in workplace experiences • Expl possible career choices

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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

Examples of Mental Health and Well-Being Tiered Systems of Support:

Tier 1 Supports: Irrespective of age or grade level, students may require support for return to school because of the increased level of change and stress experienced over the COVID period, with possible associated hardships facing their families. For example: a Grade One student who is leaving home after five months of not being at school in person and is experiencing some separation anxiety and/or worries about the parent's health; a Grade Nine student who experiences a heightened level of anxiety of facing a new school and new friends, in the context of parents losing their jobs due to COVID-19. These students will need a supportive team of staff at the school who are working collaboratively with them (and parents/caregivers) to help them adjust to being back at school. Psychological Services and/or Social Work may not be required at this stage of the student's transition back to school.

Tier 2 Supports: Students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, combined with pre-existent concerns about their functioning. For example: a student who is formally identified and supported with an IEP before the pandemic because of a history of academic and behavioural difficulties; upon return, worries are exacerbated regarding failing grades and other stress points, e.g., family transitions. This student may need Psychological Services and/or Social Work at the DDSB and possibly services in the community.

Tier 3/Tier 4 Supports: Students may require support for the return to school because of the increased stress level experienced over the COVID period with associated hardships facing the whole family, but who have historically displayed a range of mental health symptoms and corresponding behaviours. They may have had ongoing family-based stressors which have led to the involvement of professional assistance (legal, medical, mental health) and/or community-based support. This student needs coordinated services from Psychological Services and Social Work support at the DDSB, and community and/or medical support, possibly even crisis intervention.

Every DDSB school has a mental health team with staff from Psychological Services and Social Work. This <u>video</u> was created to provide students with information about connecting with their school's mental health team.

Transition Planning Key Considerations

- Determining all parties to be involved in the transition planning (e.g., student, family/caregivers, community partners, school staff, Inclusive Student Services team member(s)).
- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).

- Ensuring student involvement in the transition process, when appropriate.
- SEA equipment transfers.
- A limited video tour may be used to introduce students to a program space or school setting. School teams are advised to follow Positive School Climate guidelines when creating and sharing schoolbased videos. For example, recording only specific areas of the school and ensuring consideration for privacy/confidentiality of students.
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed Captioning for students who are Deaf/Hard of Hearing.
- Introduction videos of staff:
 - Audio strategies for students who are Blind/Low Vision.
 - Closed Captioning for students who are Deaf/Hard of Hearing.
- Personal Protective Equipment (PPE) requirements.
- Determining the most appropriate transition plan for individual students (e.g., starting with half days and increasing to full days, based on ongoing assessment of transition plan).
- Priming our students ahead of time for the transition that will occur, explore possible mental health concerns.
- For students with very specific, structured programming, ensuring that staff at the receiving school are trained to implement to the same programming, and behavioural responses, for purposes of consistency, and safety.
- Ensuring the physical space accommodates student needs (e.g., wheelchair accessible for students with mobility difficulties; creating a space in the classroom for students with self-regulation needs, etc.).

Specific to Students with Prevalent Medical Conditions Requiring Accommodation

- Plans of care utilizing the advisement of public health and the family/student's medical team must be developed.
- · Consider routines around disinfecting classroom, equipment, etc.
- Consideration of additional PPE that may be required for staff and students, based on public health recommendations.
- Consider policy around partnerships with community partners such as Occupational Therapists, Physiotherapists and/or Nursing support who may be supporting at school (e.g., with Developmental Programs).

School Teams may Consider Strategies such as:

Transition (e)Binders

Transition (e)binders are a comprehensive tool outlining all the relevant, and specific information about the student, and their programming at school. The sending school/teacher often creates an (e)binder for the receiving school/teacher, as a resource to prepare for the student transitioning between the two environments, ensuring continuity and consistency of programming and routines. Different platforms in which these can be created include a OneNote binder, google docs and shared via google drive, etc.

Suggested considerations to include in a transition (e)binder are (if applicable for the student):

- Introduction to the student (e.g., current information).
- Parent/Caregiver Survey (Strategies for Teaching based on Autism (STAR) has a great resource).
- Daily living skills (e.g., eating, road safety/awareness, personal hygiene).
- Reinforcement Preferences (e.g., reinforcing items) and thorough description of reinforcement systems (e.g., "Student utilizes a token economy system. They work for 5 marbles and can cash in for...").
- Challenging behaviour (e.g., operational definition, antecedents/triggers, consequences, etc.).
- Behaviour Escalation Continuum (and reference to Behaviour Safety Plan, if applicable).
- · Identified replacement behaviours/skill building opportunities.
- Required Personal Protective Equipment (PPE) for staff supporting students.
- Required Specialized Equipment Allocation (SEA) for both technology and other equipment.
- Visual Schedule including photos when possible and examples.
- Work System including photos when possible and examples.
- Routine for transitions (e.g., "Provide a verbal countdown when transitioning between activities in the classroom...").
- Additional spaces the student may access (e.g., teacher table, calming corner, etc.).
- Programming (e.g., academic levels, reference to IEP, if applicable).
- Self-Regulation and/or Social Skill Curriculum tools.
- Daily School Entry & Exit Routine.
- Copies of any data collection which the school may use.
- Occupational Therapy (OT)/Physiotherapy (PT) recommendations.

Tip: When possible, it is also suggested that school teams include photographs or samples of what these structures look like (e.g., a picture of the students work station, token board, etc.) specific to the individual student.

Transition Books/Videos for Students

Transition books are a key transition tool for students who have a variety of transition needs (e.g. ASD, anxiety, mobility considerations, etc.). Transition books for students should be a key communication piece. Their use cannot be stressed enough as a key transition tool at any time, to reduce anxiety and allow students to know what to expect in their new setting, whether that be within the same school building or if they are changing schools.

What to include in a transition book for students:

- Images of the outside of the school building, including yard/playground.
- Tactile maps for students who are visually impaired.
- Their entry door.
- Office.
- Library.
- Gym.
- · Calming spaces.
- Location of washrooms the student is likely to use most frequently.
- Non-structured spaces (e.g. alternate spaces at recess).
- Relevant staff members (admin, SERTs, teachers, EAs, custodian, office staff).
- Classroom (may include door of classroom, student's hook/locker area, layout of the room, individual work spaces, etc.).

Considerations for format of transition books for students:

- Digital Book (Google Slides).
- Video: Closed Captioning for students who are Deaf/Hard of Hearing and/or Descriptive Video for students who are blind/visually impaired.
- Hard Copy book(s) can be sent to students (following public health guidelines).
- Braille and audio versions needed for students who are blind/visually impaired.
- Transportation Planning (for example "Taking the Bus" social story).
- Images of the outside of the school building, including yard/playground.
- Tactile maps for students who are visually impaired.

Planning for Specific Transitions - Entry to School

First time school registration from home - students with accommodation needs

School Transition to Kindergarten (Great Beginnings) websites, videos, personal contacts from classroom educators to students (emails, phone calls, postcards); Linking to teams such as Speech Language or Social Work when appropriate (as they usually attend Great Beginnings events). Ensure all activities are inclusive and accessbile to all students and families.

- Educator awareness of students with special and specific needs (e.g. vision, hearing, communication, physical, emotional, medical diagnoses).
- How much information can be gathered ahead of time, Inclusive Student Services (ISS) team members can help reach out to families before and get as much of an understanding as possible, kids likes, strengths, skills (help make environment more welcoming).
- Virtual greetings from Administrators, Special Education Resource Teachers (SERTs), Inclusive Student Services (ISS) team. Social media can be leveraged in many ways.
- Parent/caregiver survey re: questions/concerns.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- Discussion with the Canadian National Institute for the Blind (CNIB) Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry regarding summer/home and community skills training.

- Set up loaner sound field system in class for students who are Deaf or Hard of Hearing and leave unplugged, train teaching staff on use.
- Connect with Inclusive Student Services (ISS) teams to support the steps for anxious, overwhelmed students/families.

Considerations for Students with Special Education Strengths and Needs Transitioning from Community Supports

Transition from Campbell Children's School – GrandviewKids

- Educator awareness of student's specific needs, including specialized equipment.
- Conversations with staff from Campbell Children's School and families regarding student-specific needs and learning style (e.g. medical, Speech Language Pathologists (SLP)/Occupational Therapists (OTs)/ Physiotherapists (PTs), Vision and Hearing assessment and reports).
- Conversation with families regarding their concerns and goals for their child at school.
- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.
- Ensure Campbell's Children's School families are aware of Great Beginnings virtual events/resources at their receiving school.
- · Discuss transportation needs for individual students who may have mobility needs.
- Ensure communication between SLPs/OTs/PTs/Vision Resource Team (VRT)/Hearing Resource Team (HRT) for students with those supports through Campbell's Children's School.
- Ensure a list of SEA equipment is included/discussed. OT/PT can submit SEA recommendations as part of pre-registration to support urgent heatlh and safety needs.
- Kindergarten communication of learning and IEPs have been shared with receiving schools.

Transition from Infant and Child Development Program – Durham Health Department

- Conversations with Infant and Child Development staff who are currently supporting these children
 and families regarding student-specific needs and learning style, include ISS teams for mental health
 support.
- Conversation with families regarding their concerns and goals for their child at school.

- · Educator awareness of student's specific needs, including possible equipment.
- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP/ OT/PT, Vision and Hearing assessment and reports). SEA recommandations can be submitted as part of pre-registration for urgent health and safety needs.
- Consideration of student specific needs (e.g. communication, physical, hearing etc.) during the Welcome Message. Including the supports needed by these students in the message.
- Ensure families are aware of Transition to Kindergarten virtual events/resources at their receiving school.
- Discuss transportation needs for individual students who may have mobility needs.
- Ensure communication between SLPs/OTs/PTs/VRT/HRT for students with those supports.

Transition from Infant Hearing Program (IHP)

- Conversations with IHP staff who are currently supporting these children and families regarding student-specific needs and learning style.
- Conversation with families regarding their concerns and goals for their child at school.
- Educator awareness of student's specific needs and hearing equipment.
- School training on interpreter use (where applicable) and FM equipment.

Entry to School

First Time School Registration from home - Students with Accommodation Needs

Without community access to school buildings:

- Conversations with previous educators regarding student's needs and learning style, Inclusive Student Services (ISS) supports involved with student.
- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video about new school, teacher, classroom, administrative staff, etc:
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- For students who have Autism Spectrum Disorder (ASD) and/or other social communication challenges - ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Community route to and from school trained by the Orientation and Mobility Specialist.

- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- Students who are Deaf/Hard of Hearing (DHH) equipment moved to new classroom and left unplugged, teacher trained on use.
- Inclusive Student Services (ISS) teams to support students/families mental health and well-being.

To/From Provincial Demonstration Schools

- Many of the initial transition steps for students who are a candidate for provincial demonstration schools are completed before March Break.
- As this point, the second transition meeting for students returning to the DDSB has been postponed or cancelled.
- School teams can reach out directly to the provincial school teacher to obtain transitional information (i.e. current instructional levels).
- Interviews for admission and transition from Provincial Demonstration Schools (e.g. Sagonaska, Trillium and Amethyst) will be or have been held virtually.
- Students and families should know in the first couple of weeks in June whether they are offered a placement at the provincial school for the next school year.
- Once placement is offered, transition planning next steps are determined between the family and the demonstration school.
- If a student is returning from a provincial school, follow transition procedures for students who are transitioning within the DDSB. Subsequent virtual transition meetings may occur between the sending provincial school and the receiving DDSB school.
- A school visit should be considered for students returning to a new DDSB school from a provincial demonstration school.

Between School Boards

- A school visit should be planned for any student moving schools as an opportunity to build connections and address worries.
- Transition and introduction video/resources developed and shared about new school, teacher, classroom, administrative staff, etc.
- Students who have ASD and other social communication challenges ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces.
- ISS team available to make early connections, explore mental health concerns, provide information if new to the area.

Class to Class/Grade to Grade

- Students who are Deaf/Hard of Hearing (DHH) –FM equipment moved to new classroom and left unplugged, teacher trained on use.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- SEA equipment moved to new classroom, if still appropriate for use.
- Transition and introduction video/resources about new school, teacher, classroom, administrative staff, etc., developed and shared.
- Students who have ASD and other social communication challenges ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Use of transition e-binder for in-school transitions as well ensure communication of strengths and needs and programming recommendations between sending and receiving teacher takes place.
- Inclusive Student Services (ISS) teams able to reach out ahead of time to make connections, explore any mental health concerns.
- Consider hosting a visit to the new classroom with the new teacher if schools are open before September.

Elementary to Secondary – Grade Eight to Grade Nine Transitions

Without community access to school buildings:

- Priming our students ahead of time with video/other information about how secondary experience is different than elementary (e.g., routines, schedules, work completion, exams).
- Encourage student/family/caregiver to drive/walk around the school, explore school website.
- Multiple opportunities for grade 8 visits/tours transition activities to secondary schools.
- Students who have ASD and other social communication challenges ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Students who are blind/visually impaired require a school yard and entry door visit with no other students prior to beginning, for orientation and safety purposes.
- Buddy student with an older student to share their high school experience and respond to questions appropriate for peer response.

- · Community route to and from school trained by the Orientation and Mobility Specialist.
- Meet/greet with key staff including Guidance and Administration.
- SEA equipment moved to new school and set up, if still appropriate for use.
- Students who are DHH FM equipment moved to Academic Resource (AR)/Learning Hub or semester classrooms and left unplugged, teachers trained on use.
- Consult with Social Work and Psychological Services to support/manage stress and anxiety in students and families, provide information regarding getting back to routines, expectations.
- Considerations about what Grade 9 day will look like, ensure student/family/caregivers have a key contact with as questions arise.

Program Placement Changes

From Regular Class Placement to Special Education Placement

Conversations (transition meetings) with previous educators student and family regarding student's strenghts, needs, learning style, and any ISS supports involved with student.

- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video/resources created about new school, teacher, classroom, administrative staff, etc.
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- · Community route to and from school trained by the Orientation and Mobility Specialist.
- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

From Special Education Placement to Regular Classroom Placement

- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.
- Personal connection with family/caregivers and student (e.g. phone call, email, letter/postcard to student) is strongly recommended.

- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.
 - Descriptive video needed for students who are Blind/Low Vision.
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges ensure language is clear, specific, simple sentences and not too fast; video presentations use visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Community route to and from school trained by the Orientation and Mobility Specialist.
- Students who are blind/visually impaired require a school/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes.

To/From Community Program - Including Grove School (Education Community Partnership Programs - ECPP)

- Ensure consents have been attained for the communication of information between community agencies and DDSB staff.
- Consent for intake should be completed for students coming from a community program to allow ISS staff to support the transition.
- Ensure all relevant team members are informed and involved in the transition planning (e.g. Grove teacher, community agency staff, psychological services staff, etc.)
- Conversations with previous educators student and family regarding student's strengths, needs, learning style, and any ISS supports involved with student.
- Personal connection with family and student (e.g. phone call, email, letter/postcard to student).
- Transition and introduction video/resources created and shared about new school, teacher, classroom, administrative staff, etc.,
 - Descriptive video needed for students who are Blind/Low Vision
 - Closed captioning needed for students who are Deaf/Hard of Hearing.
- Students who have ASD and other social communication challenges ensure language is clear, specific, concise, simple sentences and not too fast; video presentations use clear visuals to show the relevant parts of the new class, routine, work spaces, etc.
- Students who are blind/visually impaired require a school yard/entry door/classroom visit with no other students prior to beginning, for orientation and safety purposes.
- Community route to and from school trained by the Orientation and Mobility Specialist.

Secondary to Post-Secondary

- Students who are blind/visually impaired require a campus/entry door/classroom visit with no other students prior to beginning, for orientation and safety purposes.
- · Community route to and from school trained by the Orientation and Mobility Specialist.

School to Community

For students transitioning to community based programs, school teams are encouraged to communicate with student, family and community program team on a regular basis regarding transition supports and strategies well before the transition period occurs. The Transition Coordinator team can provide support.

School to Work-In Preparation for Potential On-Site Work Education Next Year

- Students who are blind/visually impaired require a worksite yard and entry door visit with limited people around prior to beginning, for orientation and safety purposes.
- Community route to and from worksite trained by the Orientation and Mobility Specialist.
- Students who are accessing work education experiences typically take public transit to/from the work site; public transportation will need to be reviewed and rehearsed with support prior to independently taking public transportation. (transit training)

Additional Resources for Educators

The following links are provided to support educators. This list in not exhaustive in considerations but is meant to highlight the tremendous resources available to support considerations and planning.

1. Supporting Transition Planning

Supporting Transition Planning for Students with Autism

2. Supporting Transitions to Adulthood for Individuals with Autism – Autism Ontario

autismontario.com/programs-services/under-18/family-supports/ transition-adulthood

3. Transitions to Post Secondary Pathways for Students with Autism – EDUGAINS

edugains.ca/resourcesSpecEd/SchoolLeader/ASD/ TransitiontoPostsecondaryPathwaysforStudentswithASD_TranslatingResearchintoPractice.pdf

Supporting Transition Planning for Students with Developmental Disabilities

4. Canadian Hearing Society – Transitions

chs.ca/transition-planning

5. VOICE for Deaf and Hard of Hearing Children – Educator Resources

voicefordeafkids.com/

Supporting Transition Planning for Students with Learning Disabilities

6. Supporting Transitions for Students with Special Needs (Ministry PPM 156) http://www.edugains.ca/resourcesSpecEd/PLF/IEP/PPM156_PPTwithNotes.pdf

7. Educator Support Guide for Transition Planning

<u>cse.google.com/cse?cx=008635593979376682327%3Afklszsccxei&q=educator%20support%20</u> guide&oq=educator%20support%20guide&gs_l=partner-generic.3...8097.13833.0.14223.0.0.0.0.0. 0.0..0.csems%2Cnrl%3D10...0....1.34.partner-generic..0.00

Video Resources

8. LD@school webinar, Transition Planning and Pathways for Students Transitioning to Post-Secondary

Idatschool.ca/transition-planning/

9. LDAO Transition Planning Resource Guide for Students with Learning Disabilities

access.resources.ldao.ca/main/documents/TransitionPlanningResource Guide4.pdf

10. Resource Guide for Students with Disabilities: Transition to Post-Secondary Education transitionresourcequide.ca/

11. Post-Secondary Transition Planning for Students with LDs written by

- Cindy Perras Idatschool.ca/post-secondary-transition-planning/
- 12. Transition Planning and Pathways for Students Transitioning to Post-Secondary: The Importance of Planning with the End in Mind presented by Ryan Machete

Idatschool.ca/transition-planning/

- 13. How Grade 8 students at Sagonaska Demonstration School created self-advocacy pamphlets to support their transition to Grade 9 Idatschool.ca/our-self-advocacy-pamphlet-journey/
- 14. Creating Pathways to Success which supports career/transition planning from K - Grade 12 edu.gov.on.ca/eng/document/policy/cps/CreatingPathwaysSuccess.pdf
- **15. Student with LDs Success Story** Idatschool.ca/success-story-danya/
 - Supporting Transition Planning for Students with Physical Disabilities

16. Easter Seals Ontario - Transitions

services.easterseals.org/family-information-resources/transition-planning/

17. Connect with your Mental Health Team

ddsb.ca/en/family-and-community-support/resources/Videos/Connect-with-your-Mental-Health-Team-video.mp4?wmode=transparent#DDSBWellBeing