

DRAFT



Transition Planning for Students with Special Education Strengths and Needs

Programming During Distance Learning SPRING 2020

During distance learning, our commitments to collaboration with families and student voice remain foundational to special education programming and services. There are many unknowns at this time, what remains constant is a dedication to individualizing the planning for each student.

During school closures, rigour and scope of transition planning is impacted. Amended individualized transition planning will occur within larger, whole class, school and district adjustment to support students in moving through changes such as end of year and start of year cognizant of the range of impacts of COVID-19 and school closures. Flexible approaches, and consultation with families 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.

This resource tool has been designed to support schools with transition planning within the period of distance learning. 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 Changes

WHY TRANSITION PLANNING IS IMPORTANT

A transition is defined as a process of change and change requires attention and flexibility and creates vulnerability and anxiety. From our youngest students to our most senior staff, we are challenged as we navigate this particular transition together.

Include reference to 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) <http://www.edu.gov.on.ca/extra/eng/ppm/ppm156.pdf>; 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, between grades, between programs, school to school, 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.
- Individual Education Plans (IEP) must be developed for all students who have an IEP, whether they are exceptional or not, and are a part of the IEP.
- 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 students in care/and treatment, custody, and correctional facilities, the document entitled Guidelines for Approval of Educational Programs for pupils in government approved care and/or Treatment Custody and Correctional Facilities (2005-2006) outlines how the facility and the board that is providing the educational program will work together in creating transition plans for students in these facilities.

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 for 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
 2. 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 nonidentified students), has also been embedded throughout our educational practices.

EDUCATOR SUPPORT GUIDE TO TRANSITION PLANNING:

The Educator Support Guide for Transition Planning <http://www.edugains.ca/resourcesSpecEd/IEP&Transitions/BoardDevelopedResources/TransitionPlanning/SupportGuides/EducatorSupportGuideforTransitionPlanning.pdf>, 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.

Transition Team PLANNING OPTIONS	Possible Actions	Common Actions
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 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	Common Actions <ul style="list-style-type: none"> • 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 parent/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
GOAL 2 To develop a transition plan in collaboration with a student's transition team	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 parent/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, holding, 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 • Contact parent/guardian with local associations (e.g. Community Living, DSD etc.) • Invite the agency Case Manager to transition meeting • Identify transition community partners from outside the school that would help the family and student	
GOAL 3 To implement strategies and determine next steps	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	

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.

MENTAL HEALTH AND WELL-BEING

The COVID-19 period has had 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 at the time of re-entry to school 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, school teams and community partners, it is necessary to identify students who will be re-entering the school system 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 the transition period back to school. 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 in the Appendix. 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 its 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.

EXAMPLES OF MENTAL HEALTH AND WELL-BEING TIERED SYSTEMS OF SUPPORT:

Low Risk Students: irrespective of age or grade level, students may require support for the first time of 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 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) 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.

Moderate Risk Students: 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 school closures 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.

High Risk Students: 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 at the DDSB, and community and/or medical support, possibly even crisis intervention.

TRANSITION PLANNING KEY CONSIDERATIONS

- Ensure staff update the transition plan within the Individual Education Plan (IEP) for students whose transition plan will be amended because of distance learning.
- Determining all parties to be involved in the transition planning (e.g., student, family/ caregivers, community partners, school staff, Inclusive Student Services team members).
- Identifying team leads at sending school and receiving school (use checklist in SERT OneNote binder for guidance).
- Ensuring for student involvement in the transition process, when appropriate.
- SEA equipment transfers.

- Where school visits are not able to be provided due to physical distancing, a video tour may be used to introduce students to a program space or school setting.
 - 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 MEDICAL CONDITIONS REQUIRING ACCOMMODATION

- Plan utilizing the advisement of public health and the family/student's medical team
- 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 (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 PPE
- Required SEA
- 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

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.). During distance learning, transition books for students will be a key communication piece as physical visits to the school/classroom will not be possible. Their use cannot be stressed enough as a key transition tool at any time, but especially during distance learning, 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.

School teams are advised to follow Safe Schools guidelines when creating and sharing school-based videos. For example, recording only specific areas of the school and ensuring consideration for privacy/confidentiality of students.

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, OneNote)
- 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 can be sent to students (following public health guidelines)
- Braille and audio versions needed for students who are blind/visually impaired

PLANNING FOR SPECIFIC TRANSITIONS

Entry to School

First time school registration from home - students with accommodation needs

Without community access to school buildings:

- School Welcome to Kindergarten (WTK) 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 WTK events)
- 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 admin, SERTs, ISS team
- Parent 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 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

With limited community access to school buildings:

- 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
- Discussion with the CNIB Daily Living Specialist, DDSB Orientation & Mobility Specialist and family (practicing skills) prior to entry re: summer/home and community skills training
- Set up loaner sound field system in class for who are Deaf or hard of hearing and train teaching staff on use
- Connect with ISS teams to support the steps for anxious, overwhelmed students/families.

CONSIDERATIONS FOR STUDENTS WITH SPECIAL EDUCATION STRENGTHS & NEEDS TRANSITIONING FROM COMMUNITY SUPPORTS

Transition from Campbell School – Grandview Children’s Centre

- Educator awareness of student’s specific needs
- Conversations with staff from Campbell School and families regarding student-specific needs and learning style (e.g. medical, SLP / OT/ PT, 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 WTK 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/Hearing Resource Team for students with those supports through Campbell’s Children’s School
- Ensure a list of SEA equipment is included/ discussed
- 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
- Conversations with staff and families regarding student-specific needs and learning style (e.g. medical, SLP / OT/ PT, Vision and Hearing assessment and reports)
- 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 WTK 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 Infact 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, 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 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 DHH-FM equipment moved to new classroom and left unplugged, teacher trained on use

With limited community access to school buildings:

- 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
- Community route to and from school trained by the Orientation and Mobility Specialist
- Students who are DHH- equipment moved to new classroom, teacher trained on use
- Transition and introduction video 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, etc.
- ISS teams to support students/families mental health and well-being

To/From Provincial Demonstration Schools

Without community access to school buildings:

- Many of the initial transition steps for students who are a candidate for provincial demonstration schools were completed before March Break
- The first of two transition meetings were held prior to 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
- 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

With limited community access to school buildings:

- If schools are open prior to school starting in September, a school visit should be considered for students returning to a new DDSB school from a provincial demonstration school

Between School Boards

Without community access to school buildings:

- As above
- Transition and introduction video 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

With limited community access to school buildings:

- As above
- Transition and introduction video 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, etc.

***considerations about requesting OSRs and registering at the new DDSB school during distance learning*

CLASS TO CLASS/GRADE TO GRADE

WITHOUT COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Students who are 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
- Transition and introduction video 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, 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.
- ISS teams able to reach out ahead of time to make connections, explore any mental health concerns.

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- 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
- Students who are DHH - FM equipment moved to new classroom, teacher trained on use
- SEA equipment moved to new classroom
- Consider hosting a visit to the new classroom with the new teacher if schools are open before September
- Transition and introduction video 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, etc.

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 works (scheduling, exams, work completion) differently than elementary, survey grade 8 students re: questions/concerns and have question/answer video with guidance, encourage family/student to drive/walk around the school, explore the school website.
- 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 assignment with an older student to explain how secondary works and how it worked during 2019-2020 distance learning, buddy assignment with an adult mentor
- Community route to and from school trained by the Orientation and Mobility Specialist
- Virtual meet/greet with guidance, admin
- SEA equipment moved to new school and set up
- Students who are DHH - FM equipment moved to AR room or semester classrooms and left unplugged, teachers trained on use
- SW/PSYCH 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

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Video/other information about how secondary works (scheduling, exams, work completion) differently than elementary. Visits, tours ahead of September
- 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/entry door/classroom visit with no other students in the room prior to beginning, for orientation and safety purposes
- Community route to and from school trained by the Orientation and Mobility Specialist
- SEA equipment moved to new school and set up
- Students who are DHH - FM equipment moved to AR room or semester classrooms, teachers trained on use
- SW/Psych to address mental health challenges

PROGRAM PLACEMENT CHANGES

<p>From Regular Class Placement to Special Education Placement</p>	<p>Without community access to school buildings:</p> <ul style="list-style-type: none"> • Conversations (transition meetings) with previous educators regarding student's needs and learning style, 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. <ul style="list-style-type: none"> • (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 <p>With limited community access to school buildings:</p> <ul style="list-style-type: none"> • 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
<p>From Special Education Placement to Regular Classroom Placement</p>	<p>Without community access to school buildings:</p> <ul style="list-style-type: none"> • Conversations with previous educators regarding student's needs and learning style, 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. <ul style="list-style-type: none"> • (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 <p>With limited community access to school buildings:</p> <ul style="list-style-type: none"> • 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 Day Treatment Program (e.g., Grove School)

Without community access to school buildings:

- 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 regarding student's needs and learning style, 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)
- 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
- Community route to and from school trained by the Orientation and Mobility Specialist

With limited community access to school buildings:

- 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

SECONDARY TO POST-SECONDARY

WITHOUT COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- 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
- Community route to and from school trained by the Orientation and Mobility Specialist

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- 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
- 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.

SCHOOL TO WORK – IN PREPARATION FOR POTENTIAL ON-SITE WORK EDUCATION NEXT YEAR

Note: Not all existing work placements may be available, and all will need to be vetted for their health and safety measures in place. The Work Education team will be working with community employers on safety measures for students with a foundation of adherence to local health department protocols and expectations.

WITHOUT COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- 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; any health and safety measures in place for public transportation will need to be reviewed and rehearsed with support prior to independently taking public transportation
- Student work placements will need to be explored for health and safety protocols in place at the work site; identify any PPE that may be required, provide rehearsal opportunities prior to work placement to ensure student is prepared to safely put on/remove any PPE and is well versed in proper handwashing techniques
- Students will also need to understand what social distancing protocols are in place at any work sites and how to follow them (eg. Lines on the floor, signage, etc.)
- Our DDSB work sites (eg. Portable Packaging/Falby shredding) will have updated health and safety protocols in place that will need to be reviewed with staff and student participants

WITH LIMITED COMMUNITY ACCESS TO SCHOOL BUILDINGS:

- Students who are blind/visually impaired require a worksite, yard and entry 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
- In-class vs. Work placement timelines and schedules will need to be adjusted for limited access; currently Mondays are in-class, Tues-Thursday are at work experience
- Students will need specific training around health and safety protocols for within their work experience placements (eg. PPE use, handwashing, social distancing, etc.)
- Our DDSB work sites (Portable Packaging/Falby shredding) will need explicit schedules of when open and who is accessing; schedules to be shared with Facilities, Health & Safety and school administration to monitor access and ensure deep cleaning

ADDITIONAL RESOURCES FOR EDUCATORS

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

SUPPORTING TRANSITION PLANNING

- Supporting Transition Planning for Students with Autism

SUPPORTING TRANSITIONS TO ADULTHOOD FOR INDIVIDUALS WITH AUTISM – AUTISM ONTARIO

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

TRANSITIONS TO POST SECONDARY PATHWAYS FOR STUDENTS WITH AUTISM – EDUGAINS

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

- Supporting Transition Planning for Students with Developmental Disabilities

TRANSITION PLANNING FOR CHILDREN WITH DEVELOPMENTAL DISABILITIES – SURREY PLACE

www.surreyplace.ca/documents/Resources/Transition%20Planning.pdf

- Supporting Transition Planning for Students with Hearing Impairments

CANADIAN HEARING SOCIETY – TRANSITIONS

www.chs.ca/transition-planning

VOICE FOR DEAF AND HARD OF HEARING CHILDREN – EDUCATOR RESOURCES

www.voicefordeafkids.com/

- Supporting Transition Planning for Students with Learning Disabilities

Video Resources

[Click here to watch the LD@school webinar, “Transition Planning and Pathways for Students Transitioning to Post-Secondary”.](#)

[Click here to visit the LDAO website and access a resource entitled, “Transition Planning Resource Guide for Students with Learning Disabilities”.](#)

[Click here to open the online resource, “Resource Guide for Students with Disabilities: Transition to Post-Secondary Education”](#)

[Click here to access the practice-informed summary, “Post-Secondary Transition Planning for Students with LDs”, written by Cindy Perras.](#)

[Click here to watch the webinar, “Transition Planning and Pathways for Students Transitioning to Post-Secondary: The Importance of Planning with the End in Mind”, presented by Ryan Machete.](#)

[Click here to view a video on how grade 8 students at Sagonaska Demonstration School created self-advocacy pamphlets to support their transition to grade 9.](#)

[Click here to access the Ministry of Education document, “Creating Pathways to Success”, which supports career/transition planning from K - grade 12.](#)

[Click here to read a success story about a student with LDs](#)

- Supporting Transition Planning for Students with Physical Disabilities

EASTER SEALS ONTARIO - TRANSITIONS

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