

A Guide for Parents, Guardians and Students Transitions

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

Transitions

Students encounter many transitions throughout their educational career and in their lives beyond school. Transitions can involve entry to school, class to class, grade to grade, elementary to secondary and school to work. A transition requires careful planning. The SGDSB supports transition planning for all students. Transitions are complex and include significant changes to many aspects of a student's routines.

There are many types of transitions...

Entry to School

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

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



Inside this guide

In-School

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

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Beyond High School

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

The transition plan must include the following elements:

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

Transition Planning

In more complex situations, transition planning meetings will be arranged with the receiving school and parents to discuss topics such as:

- identifying a school contact and connection
- scheduling of subjects
- intensity, duration and frequency of support required
- I.E.P. revisions
- academic program modifications and accommodations
- alternative programming
- routines, transitions during school day
- plan for unstructured times - breaks, lunch
- transportation requirements
- environmental supports
- schedule for staff training



Policy Program Memorandum 140 (PPM 140)

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

Policy Program Memorandum 156 (PPM 156)

PPM 156 states that a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as gifted. The transition plan is developed as part of the IEP

Individual Education Plans

Collaborative planning for a student's transition is formally documented in the student's IEP with input from the student, parent(s)/guardian(s), the principal, school staff, community agencies, and postsecondary institutions, as appropriate. The plan should reflect the student's needs and goals for his or her future.

Creating Pathways to Success

An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013

Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools, Policy and Program Requirements, Kindergarten to Grade 12, 2013 describes a comprehensive education and career/life planning program for Kindergarten to Grade 12 designed to help students achieve their personal goals and become competent, successful, and contributing members of society. *Creating Pathways to Success* supercedes *Choices Into Action: Guidance and Career Education Program Policy for Ontario Elementary and Secondary School, 1999*. The new policy's goals are to:

- ensure that students develop the knowledge and skills they need to make informed education and career/life choices through the effective application of a four-step inquiry process;
- provide opportunities for this learning both in and outside the classroom; and
- engage parents and the broader community in the development, implementation, and evaluation of the program, to support students in their learning.



For More Information . . .

<http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.pdf>

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

[Creating Pathways to Success](#) (PDF, 983 KB)

[Education and Career/Life Planning Program Fact Sheet](#) (PDF, 360 KB)



Parent Notes and School Contact Information

