

TRANSITIONS FOR STUDENTS WITH SPECIAL EDUCATION NEEDS

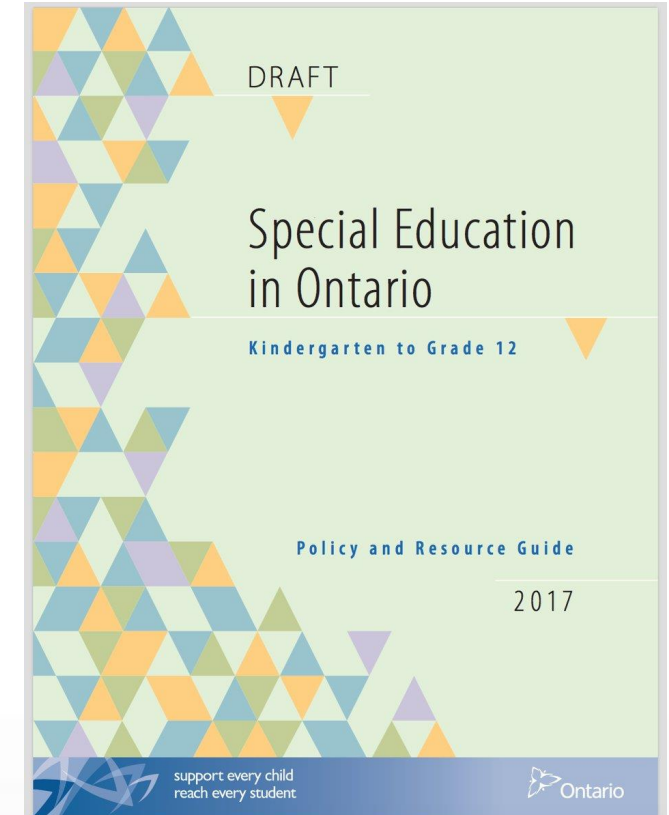
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creativity

possibility

Develop/update and implement transition plans for all students with special education needs to ensure the move to a new school is a positive one.

- *The transition plan is a detailed and coordinated plan designed to assist the student in making successful educational transitions.*
- *A transition plan is required for all students Kindergarten to Grade 12, who have an IEP, and applies to all the key transitions that students make in the course of their education.*

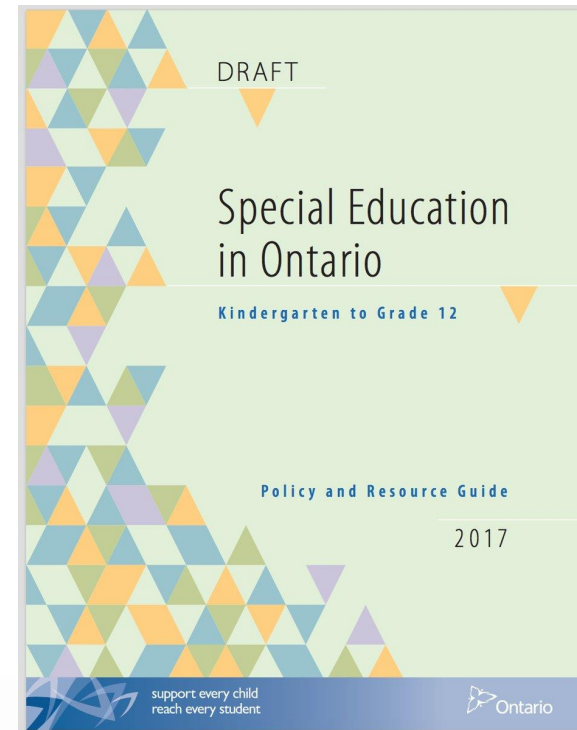


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HWDSB **Transition Plan Development & Review**

All transition plans must be:

- *developed as part of the student's IEP;*
- *developed in consultation with the parent(s)/guardians, the student (as appropriate), and relevant community agencies and/or partners, as necessary;*
- *reviewed as part of the review of the IEP, and the results of each review should be used to update the transition plan.*



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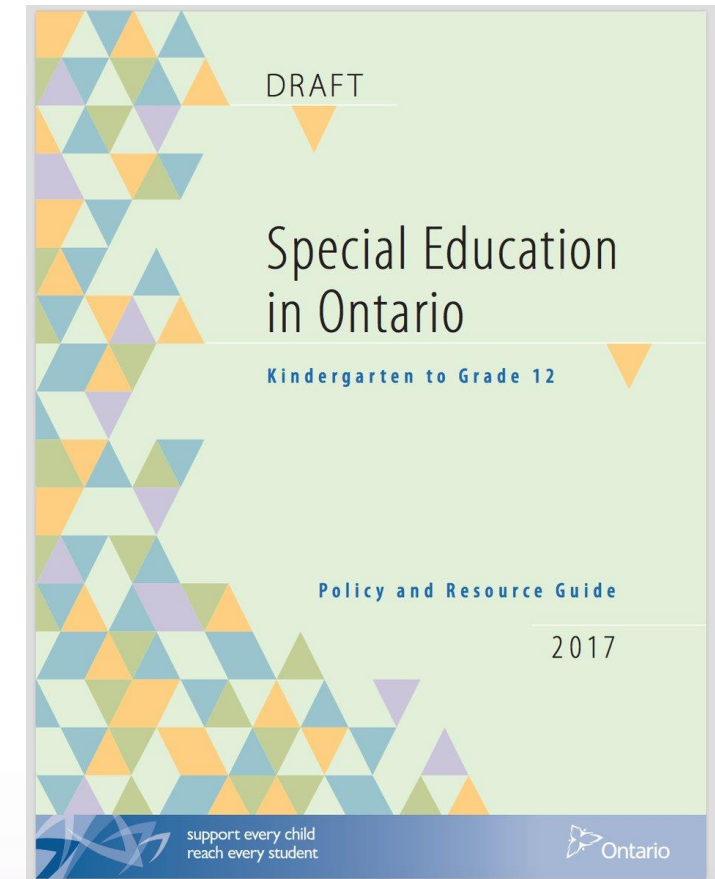
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Transition Plans will include:

- *specific goals for the student's transition*
- *the strategies to be used and the actions required, now and in the future, to achieve the stated goals*
- *the person or agency 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*



From Ministry of Education

The school principal is responsible for ensuring the coordination and development of the plan. The following people may be part of the transition planning team:

- *Principal*
- *Parent/Guardian*
- *Learning Resource Teacher*
- *Teachers*
- *Student*

TRANSITION PLAN No Yes

Long-term Goal(s):

Student will work toward earning a Ontario Secondary School Diploma and to pursue post secondary apprenticeship opportunities in the area of construction or landscaping (graduation June 2016) .

Actions	Person(s) Responsible for Actions	Timelines
Complete Essential (locally developed) courses in Mathematics and English to close the gap in skills and determine if Applied studies is suitable.	Student, parents, teacher, SERT	Grade 9 and 10
Remediation in Language in preparation for the EQAO Literacy Test. Explore use of AT/IT supports for assessment and use in class daily.	SERT, remediation teacher	Grade 9-ongoing
Select a variety of cooperative education courses and programs in senior years to determine interests and aptitudes in workplace settings. Record reflections in Individual Pathway Plan (IPP).	Student, parents, co-op teacher, guidance counsellor	Gr 10 ongoing
Explore possible alternative pathways to reach post secondary goals (apprenticeship).	Student , parents, guidance	Grade 9 ongoing
Initiate contact with community employment agencies to assist finding part time employment for after school and summers.	Student, parents, CYC, ODSP partner	Grade 10
Attend school (co-op department) and board sponsored (OYAP) work experience fairs and presentations. Explore options and store information in the IPP.	Student, parents, SERT, co-op teacher, guidance counsellor	Annually
Participate in job shadowing opportunities annually to determine interests and potential co-op placements.	SERT, co-op teacher, employers, guidance counsellor	Grade 9 ongoing
Prepare skills portfolio as part of the IPP process in preparation for post-secondary requirements.	Student, guidance, parents, career education teacher	Grade 10 to grad

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HWDSB ADDITIONAL SUPPORTS

Additional resource people may provide support to school personnel in implementing specific aspects of the plan. The following are examples of school board staff that may be involved in specific aspects of transition planning.

Special Education Staff: Special Education Consultants, Autism and Neurodevelopmental Services, Communication Services . . .

Mental Health Staff: Social Workers

Program Staff: English-as-a-Second Language Teachers, Literacy and Numeracy Teachers . . .

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- Preparing visual or picture communication symbols
- Creating of social stories
- Identifying and moving specialized equipment
- Planning visits to new locations for students to become familiar with the building
- Scheduling meetings with parents of young people in special classes

- Review of current IEPs and transition plans for students attending Delta and Sir John A. MacDonald Secondary Schools
- Identify and communicate school placements to parents for students in special classes 19-20 school year
- Update the transition plans with input from stakeholders
- Involve relevant system staff to support the goals or strategies included in the transition plan e.g. Speech-Language Pathologist to assist the school teams in understanding what picture-communication symbols will be helpful
- Implement the transition plan

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QUESTIONS

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