

STUDENTS

H-WCDSB POLICY MANUAL

TRANSITION PLANNING FOR IDENTIFIED STUDENTS

S.P.12

POLICY

1. In keeping with the Ministry of Education's implementation of Regulation 181/98 (as amended by Regulation 137/01) that apply to the transition plan as part of a student's Individual Education Plan (IEP), the Board shall implement a process for the transition of all exceptional students 14 years of age or older and who are not identified solely as gifted.
2. Transition planning is the preparation of a student from school to work, to further education, and/or community living.
3. A transition plan for identified students is a school's written plan to assist the student in making a successful transition from school to work, further education, or community living.
4. The Regulation stipulates that a committee conducting a review of the identification or placement of a student must, with the written permission of the student's parent, consider the student's progress with reference to his or her IEP, including the transition plan.
5. Within 30 school days after the placement of the student in the program, the principal shall insure that the plan is completed and a copy of it sent to the student's parent and, where the student is 16 years of age or older, the pupil.

REGULATIONS

1. Education Act, Regulation 181/98 (as amended by Regulation 137/01, S. 6 (4) (5) (6)(7)(8), S. 7(4)(5)(6)(7), S. 8.
2. Individual Education Plans: Standards for Development, Program Planning, and Implementation (2000) (Ministry of Education)
3. Transition Planning: A Resource Guide (2002) (Ministry of Education)

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PROCEDURES

ROLE OF THE BOARD

1. Assist school principals and transition planning teams by providing services and resources centrally.
2. Provide in-service to staff.
3. Maintain links with other organizations, e.g. **Community Living Hamilton**.

ROLE OF PRINCIPAL

1. Develop and maintain, in accordance with the regulation, consultation with:
 - the parent (and the student, if age 16 or over) and
 - such community agencies and post secondary educational institutions as the principal considers appropriate.
2. Ensure that the transition plan:
 - takes into consideration Identification and Placement Review Committee (IPRC) and/or Special Education Tribunal program and service recommendations (if any);
 - is completed within 30 school days of the commencement or confirmation of the student's placement, with a copy sent to the parent of the student and the student, if age 16 or older;
 - is filed in the student's Ontario Student Record (OSR); and
 - follows a three-phased implementation process as outlined in "The Transition Planning Process for Individual Students" as described in the "Transition Planning: A Resource Guide (2003) (Ministry of Education)

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3. Establish an in-school Transition Planning Team comprised of:
 - the student, family members, and the student's support network;
 - school staff and other school/Board support staff; and
 - as appropriate and needed, representatives of organizations that will provide supports after the student leaves school.

4. Make available "The School to Community Transitional Planning: Parent's Guide to the Community/Work Experience Program and the Process for Transitional Planning" (Hamilton-Wentworth Catholic District School Board) resource booklet to those parents whose children have been identified as exceptional and/or are in the transition from a secondary program. This guide shall be used throughout the student's secondary program.

BM 1 June 04, 2 June 09

RELATED BY-LAW(S): 7.02; 10.01

RELATED BOARD COMMITTEE(S): Religion, Family Life & Instructional Services
Special Education Advisory Committee

POLICY REVIEW DATE: Five (5) years