

TRANSITION PLANNING FOR IDENTIFIED STUDENTS

S.P.12

POLICY

Transition planning is the preparation of a student from school to work, to further education, and/or community living.

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), **effective September 2014, the Board shall implement a process for the transition of all students with special education needs from Kindergarten to Grade 12. (PPM 156) In addition, school board staff must plan for the transition between various activities and settings involving students with Autism Spectrum Disorders. (PPM 140)**

DEFINITIONS

1. **An individualized transition plan for students with special education needs is a written plan that reflects student strengths and needs and provides the foundation for the student in making successful transitions from school to work, further education, and/or community living.**
2. 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/guardian, consider the student's progress with reference to his or her IEP, including the transition plan.
3. 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/guardian and, where the student is 16 years of age or older, the pupil.

PROCEDURES

ROLE OF PRINCIPAL

1. Develop and maintain, in accordance with the regulation, consultation with:
 - the parents/guardians (and the student, if age 16 or over) and
 - such community agencies and post secondary educational institutions as the principal considers appropriate.

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PROCEDURES cont'd

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 parents/guardians 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)
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.

REGULATIONS/POLICY PROGRAM MEMORANDUMS (PPM)

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)
4. **PPM 140 - Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)**
5. **PPM 156 – Supporting Transitions for Students with Special Education Needs**

STUDENTS

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TRANSITION PLANNING FOR IDENTIFIED STUDENTS

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BM 1 June 04, 2 June 09, 06 May 14

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