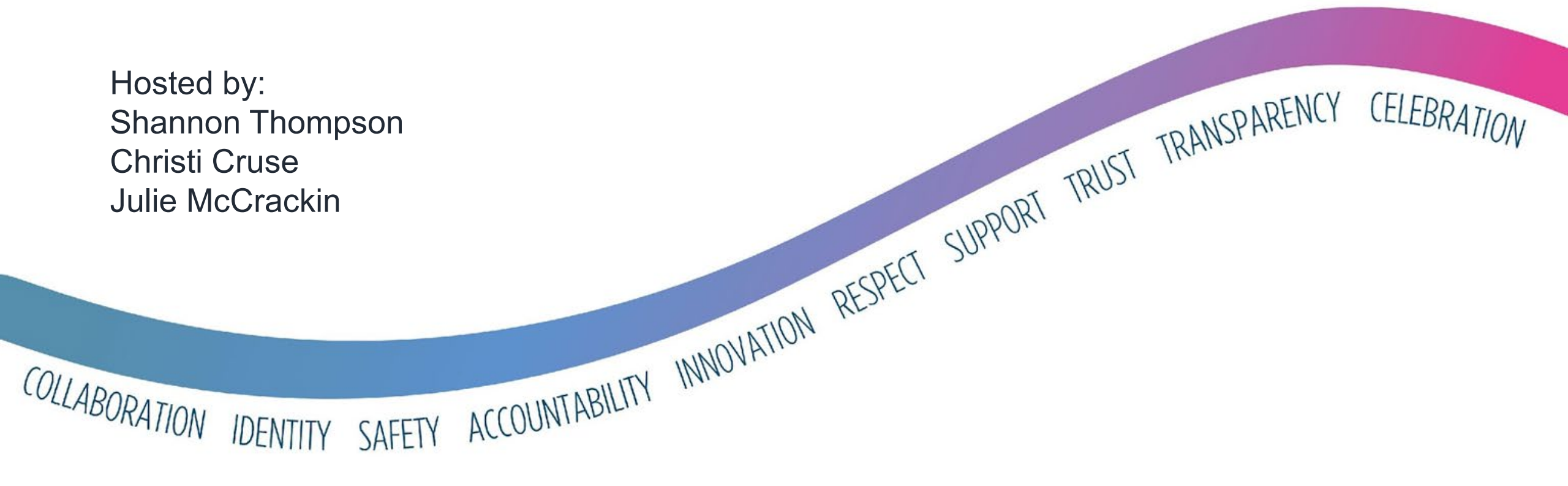


# Transition Planning

Supporting students as they transition into school, from one school to another, and from school upon graduation

Hosted by:  
Shannon Thompson  
Christi Cruse  
Julie McCrackin



# Land Acknowledgement

Simcoe County District School Board acknowledges that we are situated on the traditional land of the Anishnaabeg people. The Anishnaabeg include the Ojibwe, Odawa, and Pottawatomi nations, collectively known as the Three Fires Confederacy. We are dedicated to honouring Indigenous history and culture and committed to moving forward in the spirit of reconciliation and respect with all First Nation, Métis and Inuit people.

# Agenda

1. Why plan for transitions?
2. Transition to Kindergarten!
3. Elementary to secondary transitions
4. Transitions from secondary school



**Why plan for transitions?**

"Planning for transitions provides the foundations for successful transition experiences that help a student to learn to cope with change and adapt to a variety of settings. Transitions cannot be avoided, but helping a student to be prepared for and adjust to change and transition can help to reduce or avoid some of the anxiety and unusual or inappropriate behaviours that they may cause."


*(p. 37, Effective Educational Practices for Students with Autism Spectrum Disorders, 2007)*

# Ministry memos/policies related to transitions

**Policy Program Memorandum 140 (PPM 140)** - Incorporating methods of applied behaviour analysis (ABA) into programs for students with autism spectrum disorders (ASD)

- PPM 140 mandates that ABA strategies be used to help instruct and support students with ASD, including an individualized program, ongoing data collection, positive reinforcement, and generalization of skills.
- Principals are required to ensure that a plan for transition is in place for students with ASD.

## **PPM 156 - Supporting transitions for students with special education needs**

- Transition plans are to be developed for all students who have an IEP
  - **Integrated Transition Protocol (ITP) 2014**  
(Collaborative plan for youth 16+ with an Intellectual Disability)
- 

# All students experience many changes or transitions as part of their school life.

- **Big ‘T’** transitions (entry into school, changing grades, moving from elementary school to secondary school, and beyond)
- **Small ‘T’** transitions (day to day changes, classroom to the yard or the gym, changing subjects and tasks, and changes to the regular class routines)

It is common for students with special education needs to find transitions challenging and require additional preparation and support through the transition.

Support is described/provided in a number of ways, including in the Individual Education Plan (IEP) and other documents

*(p. 14, SCDSB Parents Guide to Special Education)*



# Transition resources and tools available on the SCDSB website

## Kindergarten

### Welcome to a Wonderful Journey of Learning

It is our shared responsibility to ensure that your child's first school experience will be a time remembered with joy and a sense of accomplishment. Simcoe County District School Board Kindergarten teachers and early childhood educators strive to provide enriched, varied, exciting, and positive learning experiences for all students. We wish you and your child a warm welcome and a future of exciting learning experiences.

Check out our ['Welcome to Kindergarten' booklet](#).

For more information on childcare programs available in our schools, visit the [Before and After School Programs](#) section.

### 2024-25 Kindergarten Registration

#### Is your child turning FOUR in 2024? If so, it is time to register for Kindergarten!

Simcoe County's public schools will begin registering children for Kindergarten for the 2024-25 school year in January. Visit our [registration page](#) for information on how to register using the online registration application. Upon completion of the online form, the school will contact you to finalize the registration.

To find your local public school, use the [Home School Locator tool](#). For more information about your home school, including contact information, use our [School Search](#). If you require support in identifying your home school, contact our Planning and Enrolment department at (705) 734-6363 x11326.

Each school holds a Kindergarten orientation session in the spring. Learn more about the sessions and find out when your child's school is holding theirs on our [Kindergarten orientation page](#).

We look forward to learning and growing with you and your child! In the meantime, please explore the activities, resources and videos on this page that will give you and your child an idea of what to expect when your journey with the SCDSB begins!

For more information on the registration process and documents needed to register, see our [Frequently Asked Questions](#) below.

### Kindergarten CONNECTIONS

Will your child be turning four in 2024? If so, the SCDSB invites you to Kindergarten Connections! This is a monthly newsletter informing families of everything they need to know about preparing their child for school, as well as registering them for Kindergarten in the SCDSB. Subscribe now by clicking the button above!

Missed a month? Browse previous newsletters below:

- [December 2023](#)
- [November 2023](#)
- [October 2023](#)

### Take a look inside a day of Kindergarten!



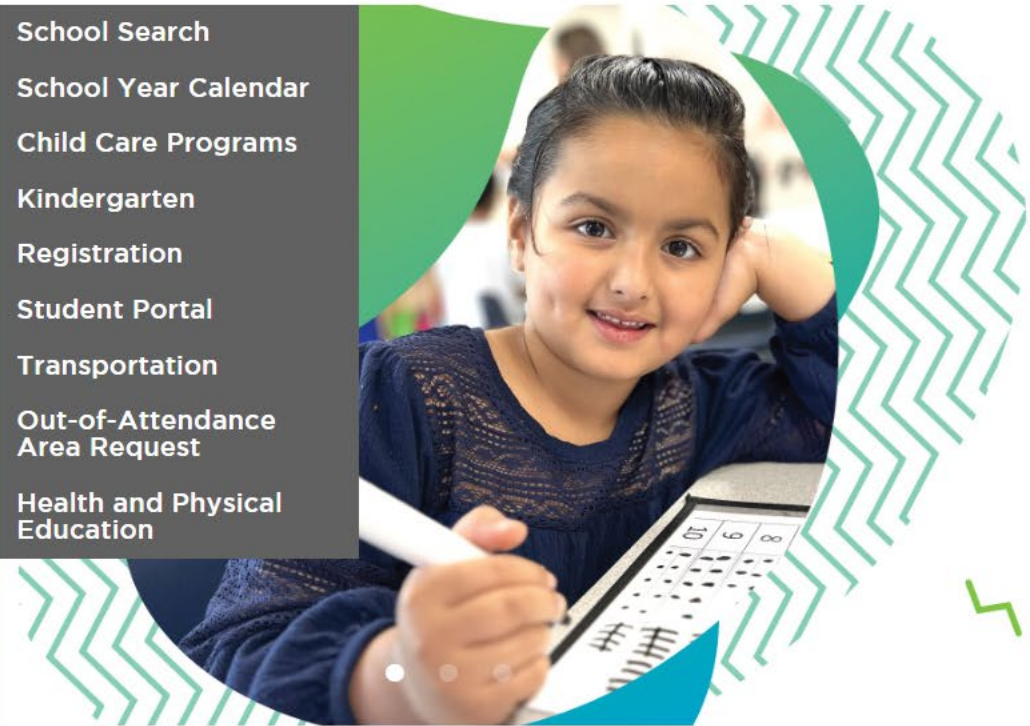


# Transition into Kindergarten

[Home](#)[Join Our Team](#)[Contact Us](#)[Subscribe](#)[Register](#)[Staff Website](#)[ELEMENTARY ▾](#)[SECONDARY ▾](#)[ADULT LEARNING ▾](#)[COMMUNITY ▾](#)[BOARD ▾](#)

## Kindergarten registration is now open!

Do you have a child who is turning four in 2024? If invite you to register your child for Kindergarten!

[Learn more](#)[Planning for School >](#)[Indigenous Education >](#)[Parent >](#)[Safe Schools >](#)[Special Education >](#)[Athletics](#)[Dress Code](#)[Multilingual learning](#)[EQAO](#)[French as a Second Language](#)[International Languages](#)[Outdoor Education](#)[Use of Technology for](#)[School Search](#)[School Year Calendar](#)[Child Care Programs](#)[Kindergarten](#)[Registration](#)[Student Portal](#)[Transportation](#)[Out-of-Arrival Area Request](#)[Health and Physical Education](#)

## Transition timelines...



# Transition timelines

Sharing information is essential to support transition.

Information can be shared between early intervention and school services (with consent) and the child's shared electronic record (if exists) may be accessed using the Children's Treatment Network (CTN).

With consent, a copy of student profile and/or Transitional Integrated Program Plan (TIPP) may be shared with the school.

March

# Student Profile

- Provides an overview of individual strengths, needs, and anticipated level of support required for a child entering school (i.e., eating).
- Provides additional information related to safety, self-regulation, and accessibility.
- Organizations such as EarlyON begin to offer getting ready for Kindergarten programs. Watch for opportunities within your community to sign up.

The form is titled "Student Profile" and "Profil de transition préscolaire". It includes logos for Simcoe County Resource Consultation Services and Empower Simcoe. The form is divided into several sections with yellow headers:

- Student / Élève** and **DOB/Date de naissance** fields.
- School and Location / École et endroit** and **Shared Record / Dossier Partagé** fields.
- A section for learning preferences: "Which mode of learning would you prefer for your child/family at this time?" with options for In-Person/En personne, Remote/À distance, CTN Hosted OT/PT, and CTN Hosted AAC.
- Parents/Guardians / Parent/tuteur** and **Kindergarten/ maternelle ou jardin:** fields, including checkboxes for Year One / maternelle and Year Two / jardin.
- Phone/Téléphone** and **Childcare Program/Garderie** fields.
- Address/Adresse** and **Childcare Program Address / Adresse de la garderie** fields.
- Language spoken at home/ Langue parlée à la maison** section with a checkbox for "Does the child speak french/ Est-ce que l'enfant parle en français".
- Maternal Language/Langue maternelle** field.
- Resource Consultant/ Infant Child Development Worker** section with fields for name, email, and phone, and a checkbox for "Has the Resource Consultant/Infant Child Development Worker met the child in-person?".

April

# Transitional Integrated Program Plan (TIPP)

The TIPP:

- Is a report written with your participation by members of the Early Intervention (EI) team. It documents each child's present development and recommends strategies to achieve short- and long-term goals in the school setting.
- Includes additional details related to strengths, interests, and necessary transition supports.
- Aims to provide the school team with strategies that can be used immediately to promote a successful school transition, and may provide useful information if an IEP is needed.

Transitional Integrated Program Plan (TIPP)

Child's Name: \_\_\_\_\_  
DOB: \_\_\_\_\_  
School: \_\_\_\_\_  
Parent/Guardian: \_\_\_\_\_  
Phone: \_\_\_\_\_  
C/Fax #: \_\_\_\_\_

School Transition Date:  
September 2025  
Kindergarten  
 Year 1  
 Year 2

Early Intervention  
Team Members  
(name/role/agency/contact):  
Resource Consultant  
Sanjour County Resource  
Consultation Services  
(P00)  
Infant & Child Development  
Wishes (ICDW)  
Empower Service  
(P00)  
Occupational Therapist

Parent/Guardian  
Concern/Vision: \_\_\_\_\_  
Child's Strengths: \_\_\_\_\_  
Special Interests: \_\_\_\_\_  
Regulation Strategies: \_\_\_\_\_  
Diagnosis: \_\_\_\_\_  
Date of Assessments: \_\_\_\_\_

Psychological	Medical	Speech and Language	Occupational Therapy	Physiotherapy/Other
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____
_____	_____	_____	_____	_____


Priority Needs in TIPP:  Communication  Physical  
 Social Skills  Sensory  
 Independence  Safety

Additional Information: \_\_\_\_\_



May/  
June

# School transition meeting

- A school transition meeting is scheduled for the family and EI team to have the opportunity to highlight the strengths of the child and to develop a plan to accommodate their needs.
  - School staff may take this time to discuss and clarify recommended strategies.
  - This meeting also provides the opportunities to discuss referrals from EI and sets the foundation for a positive relationship between the family and school team.
- 

# EarlyON Child and Family Centres Simcoe County

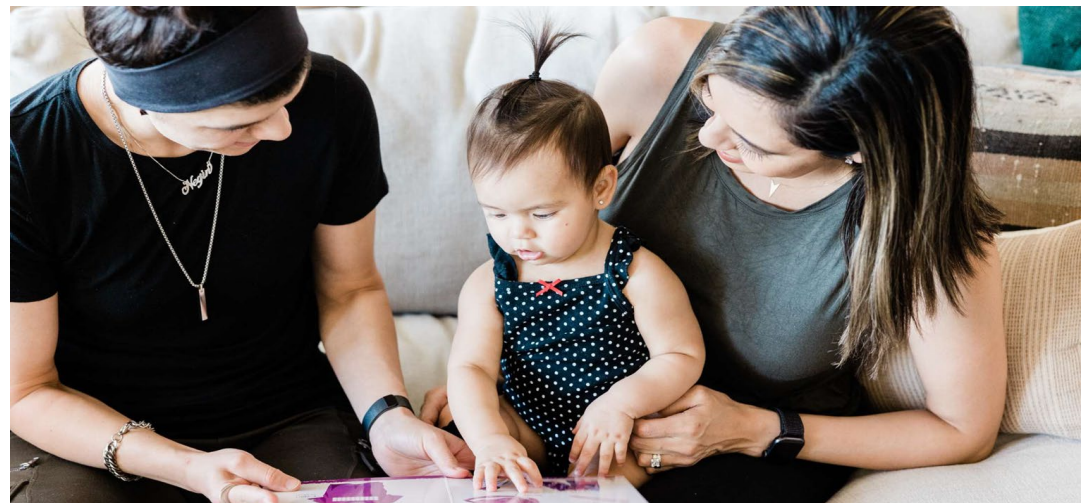
EarlyON Child and Family Centres offer a range of **free** core services to parents/guardians with children **0 to 6** years of age, which can assist them in their parenting or caregiving role.

Screening and referral services also available!

These centres welcome all families to participate in quality programs that:

- help strengthen adult-child relationships
- support parent/guardian education
- foster healthy child development

*Look for the Getting Ready for K program in your area*



**EarlyON**  
Child and Family Centre  
**ON y va**  
Centre pour l'enfant et la famille

**Ontario** 



# EarlyON Child and Family Centres are located across Simcoe County

- Barrie, Innisfil, and Bradford area:  
[www.empowersimcoe.ca/earlyon-programs](http://www.empowersimcoe.ca/earlyon-programs)
- Collingwood and Alliston area:  
[www.e3.ca/earlyon/](http://www.e3.ca/earlyon/)
- Midland and Orillia area:  
[www.earlyonsimcoenorth.ca](http://www.earlyonsimcoenorth.ca)
- French language services:  
[www.lacle.ca](http://www.lacle.ca)



# Entry to school program (OAP)



To participate, your child must:

- Have a diagnosis of Autism Spectrum Disorder (ASD)
- Be registered with the Ontario Autism Program (OAP) and have received an invitation to participate from the OAP
- Be between three to six years old as of Dec. 31, 2024
- Be entering school (Kindergarten or Grade 1) for the first time in September 2024

Your child is not eligible if they are receiving core clinical funding/have an OAP funded active behaviour plan, or have already started attending school.



# Whats next?

## **How do I learn more about the entry to school programs?**

Information can be found online at [www.ysanetwork.ca/entry-to-school/](http://www.ysanetwork.ca/entry-to-school/).

Register to attend one of the family information sessions hosted by YSAN. To view dates and sign up, please visit the website listed above.

## **How do I register my child for entry to school through YSAN?**

Please email [OAPintake@ctnsy.ca](mailto:OAPintake@ctnsy.ca), call 1-866-377-0286, or use the online registration form on the website.

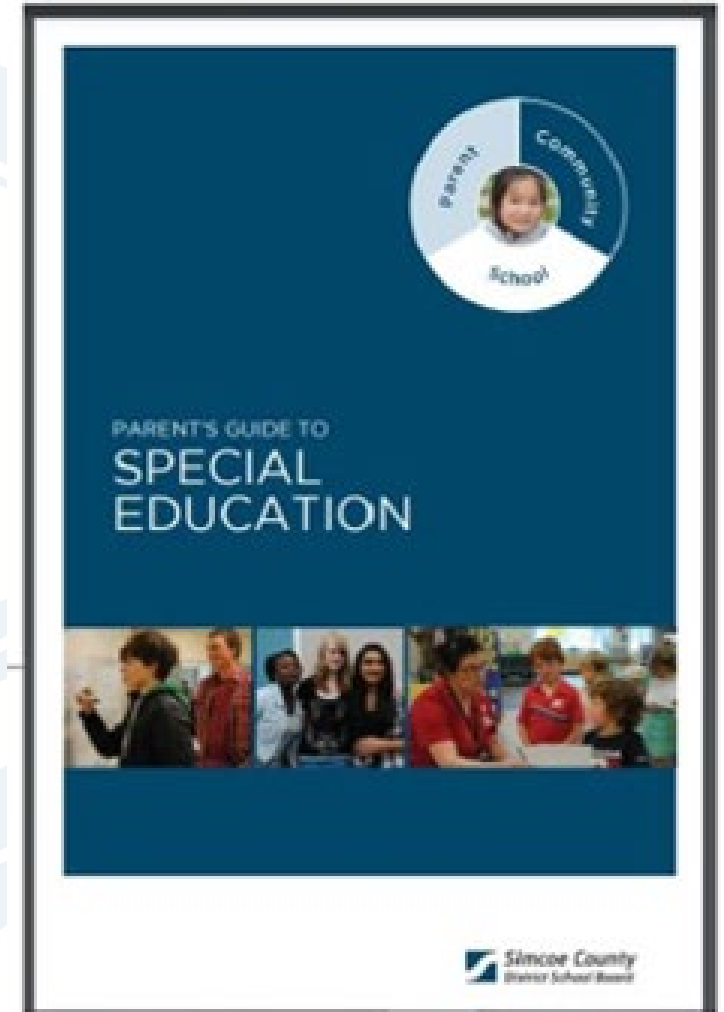
# Safety

- Schools are committed to ensuring the safety of your child. Discuss any safety concerns you may have with your school team at the transition meeting
- Some children need additional support to adjust to Kindergarten; school teams may address these through a variety of accommodations, including:
  - additional supervision
  - stop signs posted, alarms/bells on doors
  - fenced play yard
  - hand-in-hand transitions
  - social narratives
  - positive behaviour support plans and reinforcement systems
  - IEP goals
  - medical plan
- Where a student's behaviour poses an ongoing risk of injury to self/others, a plan for safety may be developed under the direction of the principal to support the student. Support plans can be developed at any time and are reviewed regularly

# Special Education in the SCDSB

The Parent's Guide to Special Education is intended to help you understand the special education supports and services offered in the SCDSB. These may include any or all of the following:

- additional support (provided by the special education resource teacher [SERT] and/or special education team member)
- an IEP
- specialized equipment and/or assistive technology (AT)
- a special education class placement



# **Elementary to secondary transitions**

## **Grade 8 to Grade 9**



# Transition timelines

- December:** Course selection sheets go home
- January:** Course selection
- Winter:** Transition meetings for all students with IEPs
- Spring:** IPRCs
- June:** Timetables distributed
- End of August:** Grade 9 Orientation Day (if applicable)  
Transition visits for some students with special education needs
- Sept. 3, 2024:** First day of school

# Roles in secondary school

- Administration
- Guidance Counsellors
- Student Success Teachers
- SERTs
- Social Worker/ CYW
- Graduation Coaches for Indigenous, Black and LGBTQ students

# Which pathway should I choose?

1. De-streamed

2. Locally Developed

3. Specialized programs

Learning Centre

ISP

Life Skills

ASD

# Differences between elementary and secondary Learning Centres

## Elementary Learning Centre

- Students from any grades (typically 2-8)
- Typically receive support for literacy, numeracy, and alternative programming
- Attend the Learning Centre for 51 per cent and regular classroom for other portion of day

## Secondary Learning Centre

- Students generally work significantly below grade expectations in both language and math
- Consideration of adaptive skills
- Receive support for literacy, numeracy, and alternative goals
- Attend the Learning Centre for two periods and take two credit-bearing courses
- Students are working toward an Ontario Secondary School Certificate (OSSC)



# Secondary pathway options

- Certificate of Accomplishment (COA)
- Ontario Secondary School Certificate (OSSC)
- Ontario Secondary School Diploma (OSSD)

# Certificate of Accomplishment (COA)

## Requirements

- attendance up to the age of 18 (students with an IEP can remain until the year they turn 21)
- no credit requirement

## Post-secondary pathways

- workplace
- community

# Ontario Secondary School Certificate (OSSC)

## Requirements

- total of 14 credits
- seven compulsory credits
- no requirement of 40 hours community service
- no requirement of Grade 10 Literacy Test

## Post-secondary pathways

- workplace
- apprenticeships
- college

# Ontario Secondary School Diploma (OSSD)

## Requirements

- total of 30 credits
- 18 compulsory credits
- 12 electives
- 40 hours community service
- successful completion of literacy requirement
- at least two eLearning courses \*exemption upon parent/guardian request

## Post-secondary pathways

- workplace
- apprenticeships
- college
- university

# Takeaways

- There are many placement and pathway options available for post-secondary
- Communication between the student, parents/guardians, elementary, and secondary teams will ensure appropriate placement
- Pathways and placements can change as the student's strengths, needs, and goals shift

# Transitions from secondary school



# Successful transitions to post-secondary activities

- Early and ongoing planning
- Regular communication with transition team members
- Designing an individualized and comprehensive transition plan

# Post-secondary education

## **Transition plans for all students with an IEP**

- Document post-secondary transition goals

Examples: Scholarships, bursaries, post-secondary accommodations to support specific learning needs

## **Advanced placement courses**

- Grade 11/12 students
- University pathway

## **Dual credits**

- Grade 12 students
- College pathway

*Source: [www.scdsb.on.ca](http://www.scdsb.on.ca)*



# Post-secondary education/world of work

- Technological education and skilled trades programs
- Cooperative education
- Ontario Youth Apprenticeship Program (OYAP)
- Specialist High Skills Major (SHSM)



Source: [www.scdsb.on.ca](http://www.scdsb.on.ca)

Take a look inside our **technological education** spaces.



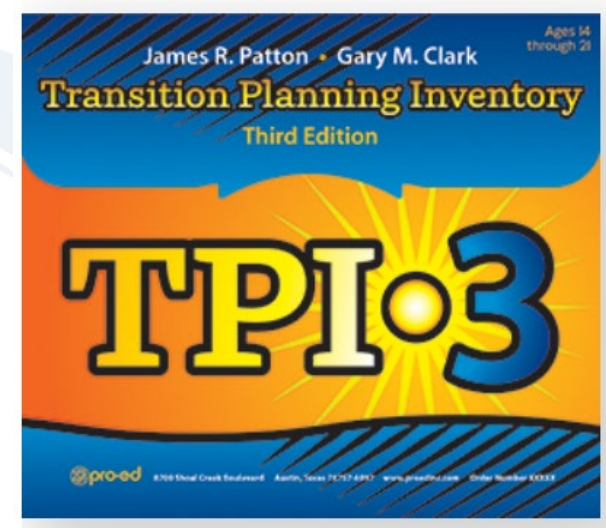
- Communications Technology
- Computer Technology
- Construction Technology
- Green Industries
- Hairstyling and Aesthetics
- Health Care
- Hospitality and Tourism
- Manufacturing Technology
- Technological Design
- Transportation Technology



# World of work/community life

## Transition Planning Inventory (TPI)

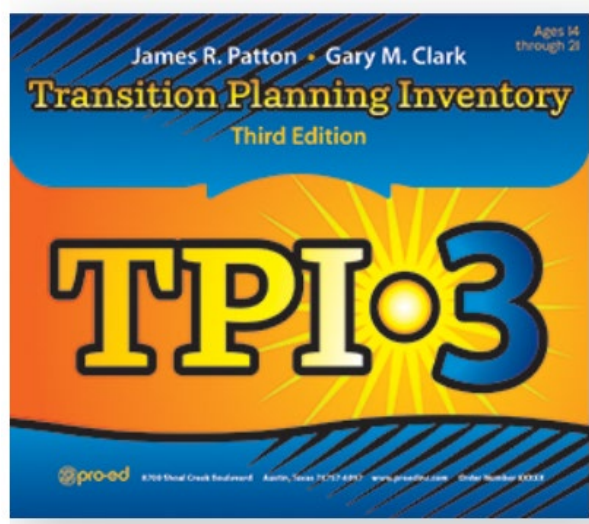
- School-based planning inventory
- Information gathered from the IEP team
- Develop plans and goals



# World of work/community life

## Transition Planning Inventory (TPI)

- School-based planning inventory
- Information gathered from the IEP team
- Develop plans and goals



# Integrated Transition Protocol

## (for young people with developmental disabilities)

- Developed by school and community agency
- Assists with creating goals in preparation for adulthood
- Student who is 14+ and meets the criteria for a developmental disability
- Transition planning flowchart
- Identifies transition objectives from ages 14-21
- Transition coordinator supports with applications to:
  - Developmental Services Ontario (DSO)
  - Ontario Disability Support Program (ODSP)

*Source: SCDSB Special Education Plan 2023-2024*

# Integrated Transition Protocol Continued

- Ensure all applications and sources of funding have been accessed
- If eligible for DSO, this may include:
  - support for community participation
  - supported employment
  - accommodations
- If eligible for ODSP, this may include:
  - income support
  - healthy and disability benefits
  - employment support

*Source: SCDSB Special Education Plan 2023-2024*

# Community Integration through Co-operative Education Ontario College Certificate Program (CICE Program)

- For students with diverse learning challenges
- Hold OSSD or mature student status (18+)
- Includes field placement
- Learning facilitators to provide support
- Application process

Source: [www.ontariocolleges.ca](http://www.ontariocolleges.ca)

# Takeaways

- Many available pathways
- Ongoing planning
- Know your team
- Advocacy



**Thank you!**

Question Period