

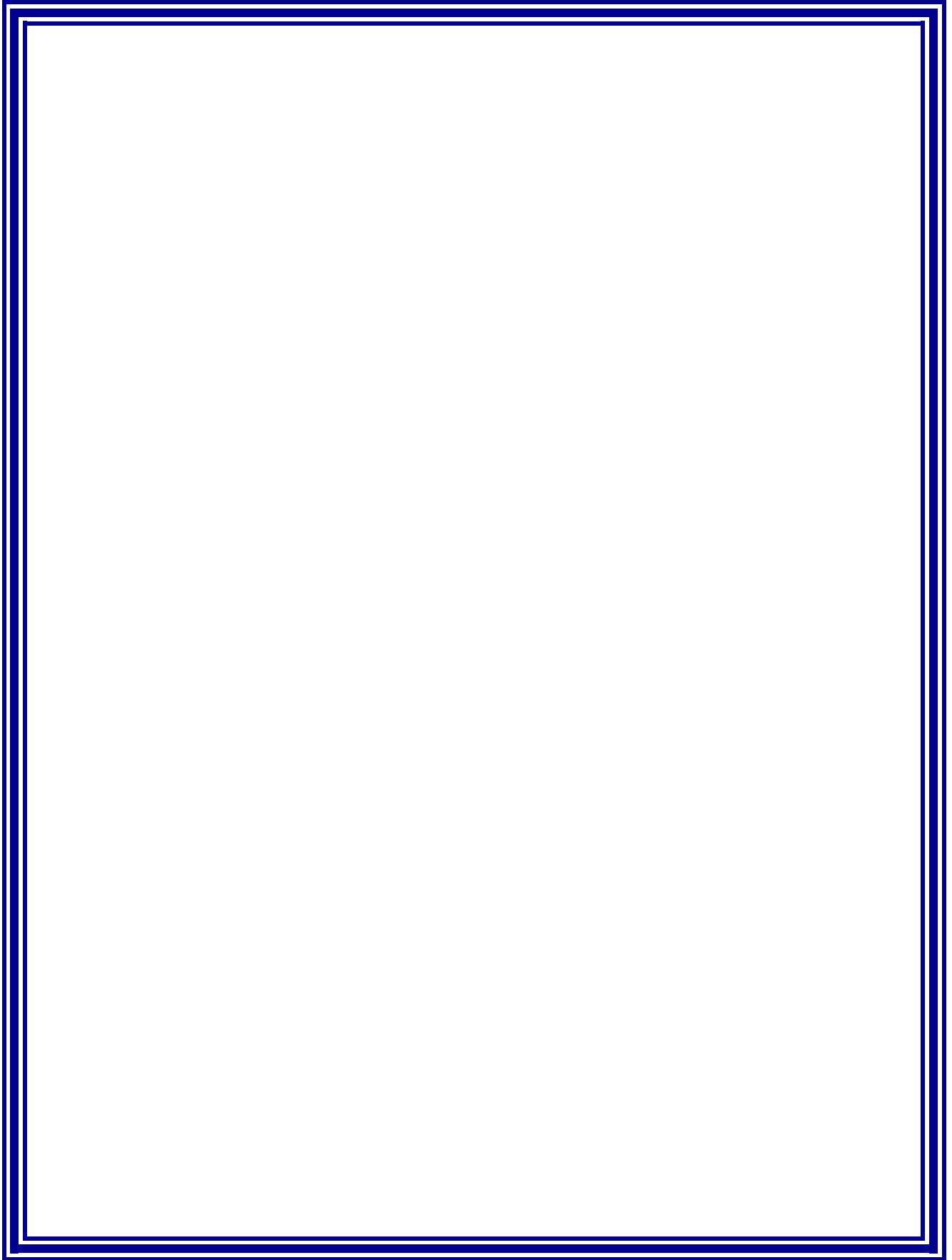
A Guide to **TRANSITION PLANNING**

School District #42
Maple Ridge-Pitt Meadows



This *Transition Planning Guide*:

- contains **information** and **forms** for **ALL** grade 7 students transitioning to grade 8.
- contains **resources** to assist school teams through the transition process for students who require moderate or significant support moving from elementary to secondary school.



ACKNOWLEDGEMENTS

The ***Guide to Transition Planning Guide*** was originally prepared by the Transition Advisory Committee in February 2008.

The Guide was **revised in January 2010** with input from:

- Laurie Smith, Principal Student Support Services
- Risha Golby, Vice-Principal Student Support Services
- Ken Arkell, Elementary Facilitator Student Support Services
- Terry Lockett, Elementary Facilitator Student Support Services
- Deirdre Way, Secondary Facilitator Student Support Services
- Miriam Schellenberg, School Psychologist

The Guide was **revised in January 2012** with input from:

- Terry Lockett, Elementary Facilitator Student Support Services
- Deirdre Way, Secondary Facilitator Student Support Services

The Guide was revised in **February 2013** with input from:

- Sharon Malone, SD #42 School Psychologist
- Terry Lockett, Elementary Facilitator Student Support Services
- Deirdre Way, Secondary Facilitator Student Support Services

The Guide was revised in **February 2016** with input from:

- Volunteer Focus Groups (consisting of grade 7 classroom teachers, elementary and secondary counsellors, elementary and secondary support teachers, secondary administrators, CCWs) facilitated by the district transition coordinator (Gary Lozinski):
 - Grade 7 Information Collection Focus Group
 - Grade 7 Information Sharing Focus Group
 - Grade 7 Transition Activity Focus Group
- All elementary and secondary CCWs
- All elementary counsellors
- District helping teachers
- Grade 7 teachers with elementary support teachers
- Grade 8 teachers
- Safe and Caring Schools VP
- Senior Team members: Harry Dhillon and Shannon Derinzy

SECTION ONE

**Information, forms and resources
for ALL grade 7 students
transitioning to grade 8**

	ALL STUDENTS	Students requiring MODERATE support in transition	Students requiring SIGNIFICANT support in transition
SEPTEMBER OCTOBER NOVEMBER	<ul style="list-style-type: none"> Identify Transition coordinators: <ul style="list-style-type: none"> One at each elementary school Two (a counselor and support teacher) at each secondary school Block out the first 3 weeks after Spring Break as dates when transition meetings may occur. (i.e. Avoid planning large fieldtrips and activities) 	<ul style="list-style-type: none"> Elementary support teachers Include transition goal(s) in I.E.P. 	<ul style="list-style-type: none"> Elementary support teachers Include transition goal(s) in I.E.P.
PLEASE NOTE: High schools will not have confirmation of students attending the following year until after Spring Break; IEP, ICM and parent meetings will occur after that point. The designated contact for parents or support teachers who would like to arrange individual tours or visits prior to that time is the secondary principal .			
JANUARY	<ul style="list-style-type: none"> Transition coordinator orientation meeting 		
FEBRUARY	<ul style="list-style-type: none"> Grade 7 Transition form completion – Phase One: Grade 7 teacher fills out initial immediate information on Transition form on Page 1 		
MARCH	<ul style="list-style-type: none"> 'TRANSITION FORM' is completed and ready to share with secondary for <u>all grade 7 students</u> enrolling in grade 8 in September 	<ul style="list-style-type: none"> Grade 7 Transition form completion – Phase Two: Elementary school team (transition coordinator, counsellor, grade 7 teacher(s), CCW, EAs, admin, district psych...) meet to finalize sections 2 & 3 on the form and determine meeting needs 	
APRIL	<ul style="list-style-type: none"> Secondary schools have confirmation of registered grade 8 students after Spring Break. Transition coordinator Collaboration & Coordination meeting (Forms are shared and meetings between elementary & secondary staff are planned)... 	<ul style="list-style-type: none"> Transition meetings between those indicated on the Transition form occur... ...to collaborate on planning for students with support needs 	In addition... <ul style="list-style-type: none"> For students with intensive transition needs, begin secondary site visits with elementary-based adult support (Support teacher, EA, CCW...) following IEP transition goals & objectives PD Forms are collaborated on for incoming students Secondary School submits 'Personal Development' forms to LS for incoming students by mid-April Arrange specific intake meetings, IEP meetings and ICMS
MAY JUNE	<ul style="list-style-type: none"> 'Grade 8-for-a-Day' - All grade 7 students attend at secondary school 	<ul style="list-style-type: none"> Grade 8 Case Managers assigned by mid-May Case Managers initiate contact with parents 	In addition... <ul style="list-style-type: none"> Arrange for all equipment (computers, FM systems, etc.) to be transferred to secondary school as needed

SECTION TWO

*Resources for those grade 7 students
who require moderate or significant
transition support*

TRANSITION PLANNING GUIDE

For our students with special needs, the movement from home to school, one school or one level of schooling to another, and from school to independent or supported adult living requires careful planning. A coordinated plan, implemented well before the anticipated move, can ensure that students have the needed supports in place. The planning timelines and preparation vary according to the needs of the individual student.

The School District #42 **Transition Planning Guide** contains resources to guide school teams through the transitioning process for students who require moderate or significant support moving from elementary to secondary school.

A transition plan is developed collaboratively with the school, student, their family and the agencies currently involved with the student. As well, agencies expected to be involved with the student and family, in the new setting are included in the transition planning. Specific expectations for the student will be identified in the plan.

Transition involves changes in:

- Time
- Length of day
- Location
- Support
- Staff
- Jurisdiction
- Timetables
- Routines
- Expectations
- Peer Groups
- Life style
- Transportation

Transitions are most effective when planning include:

- Discussions for transitions at school-based team meetings and/or IEP planning meeting
- Documentation of the plan
- The involvement of parents, students, all relevant school personnel, and any other agencies that the parents want involved
- Updating the IEP and ensuring that the transition plan is included
- Observing the student in the current setting
- Exploring possible future educational settings with the parents, student and current staff

CONSIDERATIONS FOR SUCCESSFUL TRANSITION PLANNING:

- IEPs for transitioning students need to include a transition goal that includes a written schedule and plan as to:
 - What is going to happen?
 - When is it going to happen?
 - Where is it going to happen?
 - Who else is going to be involved in the transition process?
 - How is it going to happen?

- Provide contact information for key home and school people.

- The transition team will share IEP information, and learning style information with the team of teachers at the receiving school. This will create a personal profile for that student.

- The student will be encouraged to be an active participant in the transition planning process.

- Use students already attending the incoming school as peer transition mentors for students with special needs.

- The transition process will include EAs/CCWs working with the student at the previous school as well as EAs likely to be working with the student at the receiving school.

- The plan will include a Plan B, including a named person in the school who will be the contact if the transitioning personnel leave the school.

- Develop a plan to be attached to the IEP in Grade 7 – (*see next page for Transition Planning Guide Tasks and Timeline Template*). Be sure to include equipment transfer and health care planning needs.

TRANSITION PLANNING - TASKS and TIMELINE CHECKLIST:

Use this checklist to make sure your Transition Guide Tasks and Timeline Template (see next page) deals with the following areas (if appropriate):

Have we . . .

- Considered the **Transferring of Equipment and IEP** – *specify in the transition plan what equipment will be transferred, and identify specific personnel to take responsibility for delivering and receiving equipment.*
- Provided necessary information regarding specialized equipment** (e.g. computers, toileting needs, augmentative communication equipment, etc.).
- Ensured continuity occurs in the delivery of school health support services**, such as physiotherapy, occupational therapy, or nursing support services.
- Ensured all medical issues, including medications and allergies, have been identified for medically fragile students, appropriate forms completed, and that appropriate health care plans are in place and communicated.**
- Identified transportation needs, if appropriate.**
- Alerted the Principal of the receiving school to make requests for building modifications, if necessary**
- Encouraged the student and the family to visit the receiving school once the placement has been made** (following Spring Break), in order to:
 - Introduce the student to the new school and some of the classroom teachers,
 - Prepare both the student and the teachers for a smooth transition,
 - Experience some of the routines of the new school,
 - Assess the physical set-up of the classroom(s)
 - Determine if changes are necessary prior to the student's entry (e.g., mobility around classroom, toileting facilities, seat/desk placement, etc.).
- Arranged for a “school buddy” in the receiving school during school visits, to assist the student in becoming acquainted with the school setting.** *This will be an opportunity to facilitate social connections and to develop beginning friendships among students with and without disabilities.*
- Arranged for the Support Teacher from the receiving school to visit the student in the current school setting, whenever possible.** *This gives the receiving school personnel an opportunity to meet the student and observe how he/she is supported in the present learning environment.*
- Arranged for visits and activities through at the secondary school where needed using elementary staff (eg. EA, CCW...) to support activity**

TRANSITION PLANNING TASKS and TIMELINE

Transition Plans for: **Sally Sample**

Date: **September 24, 201X**

Receiving School: Secondary School

TO BE DONE	WHEN	PERSON
Hold a transition planning meeting -develop timetable and program -establish long term goals -discuss strategies, plans and programs in place	October, 200X	_____ to organize with Secondary staff
Contact XXXX staff, arrange a visit for parents, if desired.	November 200X	Elementary team
Review and update IEP	by Nov. 200X	IEP team
Confirm transportation arrangements for school visits	February 200X	Elementary team
Begin incidental visits to the school i.e. leave Elementary School at 1:30 - have Mom pick the student up at 2:00 at Secondary. Begin by waiting in parking lot, then go into the school - check into classroom and leave.	1-3 days per week during March 200X (pending transportation)	SEA coordinated by Elementary support teacher and Secondary team
List transition skills needed: i.e. orientation to school, phone number, address, etc.	at IEP meeting	IEP team
Additional visits to school (increase time by leaving Elementary at 1:00 and have the student picked up Secondary by 2:00).	2-3 days per week during April 200X	SEA
Continue to develop transition skills and provide her with visuals to help orient her to her new school.	Ongoing	Classroom staff
Visits to future classroom - the student will visit her new class from 12:30 - 2:00 2-3 days per week, accompanied by her SEA.	May 200X	Secondary and elementary team coordinate
Provide in-service to new staff, if needed	May-June 200X	Elementary Support team
Prepare transition package - include summary of the student's strengths and needs, and pertinent information for new staff.	June 200X	Elementary Support team
The student will attend Secondary School, Program.	September 200X	Secondary staff

TRANSITION PLANNING – PERSONAL PROFILE

Student Name: _____

Current School: _____

Receiving School: _____

Ministry Category: _____

Adaptation strategies provided in IEP

Modifications in _____

STRENGTHS – What are the student’s areas of strength?

NEEDS – What is it important to know about the student’s needs? What are the key goal areas of the IEP?

PREFERENCES: What other students and activities does this student enjoy? What is their preferred learning style?

STRATEGIES: What strategies have proven to work best for this student?

TRIGGERS: What circumstances or activities may increase the chance of problems:

SAFETY CONSIDERATIONS and PERSONAL CARE: What considerations are important to know about the student's safety and personal care?

**EQUIPMENT and MATERIALS: What essential equipment and materials need to be transferred?
Has a person been designated in each school to organize this?**

CONSIDERATIONS WHEN VISITING THE SECONDARY SCHOOL:

(Refer to the sample "Secondary Visit Record" template)

Routine upon arriving - entry route into classroom (Mode of transportation).

Key locations in the building (washrooms, office etc.).

What opportunities does the school provide for in-school and community experiences?

Does the student have access to community recreational facilities?

What are the opportunities for interaction with peers?

What are the expectations regarding behaviour?

Are there teacher-specific routines the student should learn?

ADDITIONAL CONSIDERATIONS

DURING THE GRADE 7 VISITATION DAY:

Can the student visit his/her next year's classroom/home room and teacher/s?

If anxiety is an issue with student, have you considered ways and places the student may go to reduce anxiety during the day-long visit?

Have you considered how to manage the hallways between classes (they can be very crowded and loud)?

If special considerations are needed for feeding and/or toileting, do you know where and how this will be handled?

CHECKLIST of SECONDARY SCHOOL VISIT

This form can be used to track progress towards transition goals such as those listed below:

GOALS: **1. Highlight focus goals for this visit**
 2. Check box if student has successfully achieved independence

Secondary School Visited: _____

Student: _____

Date of visit: _____

SEA: _____

- Basic Orientation**
- Walks to school using planned route
- Walks home using planned route
- Enters school by correct door
- Goes straight to homeroom
- Uses appropriate voice level
- Walks appropriately in empty halls
- Walks appropriately in busy halls
- Responds to adult greeting
- Greets a teacher
- Signs in/out
- Uses an orientation map
- Describes/names areas of school
- Uses a locker and lock
- Opens locker combination
- Names his/her teacher
- Names his/her counsellor
- Makes an appointment
- Uses vending machine
- Orders lunch
- Handles money
- Sits and eats appropriately in the cafeteria
- Uses elevator

- Basic School Rules/Safety**
- Names two rules
 - Understands the concept of consequences for breaking rules
 - Verbalizes where to go when he/she has a problem
 - Role plays good choices resulting from peer pressure
 - Demonstrates saying "No"

What worked?

- Transition Visit**
- Easily locates:*
- Homeroom
 - Washroom
 - Counseling area
 - Office
 - Library
 - Gym
 - Designated gym change room
 - Cafeteria
 - Art room
 - Computer room
 - Home economics room
 - Theatre
 - Phone

- Other**
- _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

What didn't work?
