



Section B - Standard 8

Transition Planning

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Transition Planning

As per [Policy/Program Memorandum \(PPM\)156 \(2013\)](#), a transition plan must be developed for all students who have an Individual Education Plan (IEP), whether or not they have been identified as exceptional by an identification, placement, and review committee (IPRC), including those identified as exceptional solely on the basis of giftedness. As per [Policy/Program Memorandum \(PPM\)140 \(2007\)](#), principals are required to ensure that a plan for transition is in place for students with autism spectrum disorders (ASD).

The transition plan is developed as part of the IEP. The transition plan must be developed in consultation with the parent(s)/guardian(s), the student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary.

For students who have an IEP, the transition plan must be reviewed as part of the review of the IEP. The discussions and planning that take place as part of the review will be used to update the transition plan.

Why Plan for Transitions?

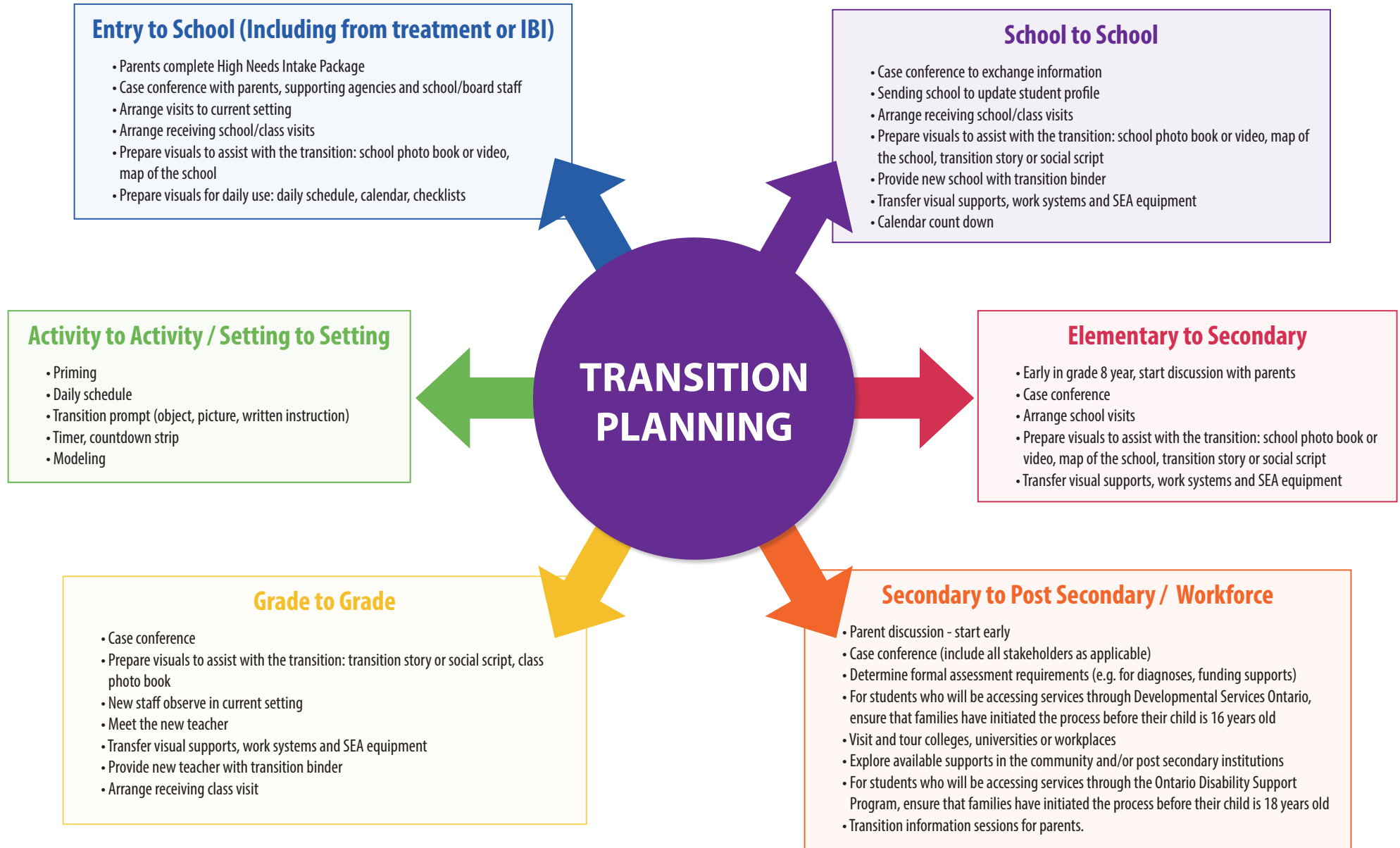
At the Kawartha Pine Ridge District School Board (KPR), we recognize that in the school environment, transitions happen at various stages and with varying frequency for students. Some transitions occur on a regular basis between activities and settings within the routines of the school day. Other transitions, such as class excursions, occur less frequently. Significant transitions such as entry to school, between grades, programs and divisions, from elementary to secondary school, between schools and from secondary school to the post-secondary destination happen periodically, are more complex, and include significant changes to many aspects of a student's routines.

Planning for transitions provides the foundation for successful transition experiences that help a student learn to cope with change, develop skills, 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 resultant behaviours that they may cause.

Transition planning should begin well in advance of the expected change for the student. The planning can be complex and requires communication and coordination between those who will be involved in the transition process. Effective planning for significant transitions usually includes parent(s)/guardian(s) and staff from the school, school board, and community agencies or institutions who are and who will be involved with the student. For example, it is important to begin planning for exit from Learning and Life Skills programs at age 21 when students are 16 years of age, because they will transition from youth to adult supports at age 18 from the Ministries of Child, Community and Social Services and Health and Long-term Care.

Parent(s)/Guardian(s) should be involved in the sharing of information, collaboration, planning, and processes that may be required to ease or facilitate significant transitions for a student. Parent(s)/Guardian(s) can help to identify changes to routines or settings that may be difficult for the student.

TRANSITION PLANNING FOR ALL STUDENTS WITH SPECIAL NEEDS, K - 12



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