

Transition Planning Tool



Student name:

Current school and program/teacher:

Incoming school and program/teacher:

Designation/Diagnosis at time of intake:

Languages Used in the Family:

Indigenous Ancestry:

Please complete the following PRIOR to Transition Meeting:

- Current Case Manager to complete **PART A and B** in collaboration with the student, school team, including classroom teacher/EA
- Contents of Green/Blue binder with most recent assessments/work samples updated- to be given to next year's case manager
- Share any work binders/projects that can be shared for continuity of learning in September

Part A: Student Profile-Elementary

**Information accurate as of _____ (date the form is completed).
Please reference CIMS for current information

Supplementary Plans/Specialists being accessed:

- | | | |
|---|---|--|
| <input type="checkbox"/> IEP | <input type="checkbox"/> Behaviour Support Plan | <input type="checkbox"/> Safety Plan |
| <input type="checkbox"/> Occupational Therapist | <input type="checkbox"/> Physiotherapist | <input type="checkbox"/> Speech Language Pathologist |
| <input type="checkbox"/> Vision Teacher / Hearing Teacher | <input type="checkbox"/> Counsellor | <input type="checkbox"/> Medical Alert Plan |
| <input type="checkbox"/> Nursing Plan | <input type="checkbox"/> Other: | |

Communication

Family's preferred method of communication:

Student main modes of communication: (eg: pic symbols, visual schedule, AAC devices)

Non - Verbal Communication		
Behaviours observed: “This is what I do”	Intent/What it means: “This is what I am trying to tell you”	How to respond: “What can you say and/or do” 1. Identify behaviour 2. Interpret behavior 3. Respond
Example: Disengage from lesson/doesn't appear to be listening.	I'm not focused, I probably need a break.	<ul style="list-style-type: none"> ● Ask if they're paying attention, if they needs a break. ● Give them the option to stay in class and listen OR go for a break and come back.

Snapshot the student's day (current school year): include morning and afternoon routines, PT/OT/medical/toileting/functional academic routines and routines for inclusive practice, sensory, vision, technology, transition and work experience routines:

Developmental Profile with Strategies That Help the Student be Successful:

Dressing: (i.e. needs help with tying laces)
Meal Time/Eating: (i.e. eats lunch in the classroom, needs help with opening containers, etc)
Toileting: (i.e., scheduled, independent)
Hygiene Needs: (i.e. reminders to use deodorant)
Specialized Equipment: (i.e., mobility, vision, hearing)
Gross Motor: (i.e. coordination)
Fine Motor: (i.e. printing, typing, grip, grasp)
Sensory: (i.e., uses noise cancelling headphones)
Preventative measures:

Part B: Student Voice

- the following was completed by interviewing the student and writing on his/her/they behalf
- the following was completed by the school team on the student's behalf

Some Background Information:

In this section, please choose two prompts to share about:		
	Thoughts from the student:	Thoughts from the team:
Something important to me about my culture is... An activity that I enjoy outside of school time is... A detail I think will help the next year's teachers get to know me... Other...		

Looking Back:

This year...		
	Thoughts from the student:	Thoughts from the team:
I enjoyed school most when...		
I had trouble at school when....		
the thing that most helped me learn was...		
my favourite teachers were... because...		
Other...		

Looking Ahead:

Next year...		
	Thoughts from the student:	Thoughts from the team:
I think a club/activity that has something to do with____would be interesting...		
I am most excited about...		
I am most worried or stressed about...		
Other...		

What I really want you to know about me as a learner is:

1. My strengths and interests are...
 -
2. My stretches are...
 -
3. When I do my school work I need...(e.g. time, quiet place, examples...)
 -
4. Other...
 -

First Day/Week of School Plan:

1. How are you feeling about your first few days of school in September?
 -
2. What does the school need to know to make sure you feel - Safe? Connected? Successful?
 -
3. What plans could we put in place to help make your transition to school successful?
 -

Part C: Transition Planning

Purpose of the Transition Meeting: to share information about the student with the next year's team, plan visits to the high school (where applicable), and develop a plan for the first week of school

During the meeting:

All transitions:

- Review Transition Plan: Part A and B (please complete in advance)
- Where appropriate, plan for the case manager to create an individualized social script, including pictures of important people and places for next year.
- Plan for the instruction of organization skills and tools (i.e., how to use a laptop, how to use Google Drive). Discuss any supplies that will likely be needed for September.
- Where appropriate, plan for instruction of organizational skills to support the secondary context (i.e, writing in an agenda, reading a high school schedule, lockers...

Planning for Visits (typically but not limited to secondary transitions)

- Confirm (and schedule) number of visits in May/June/August (see Transition Checklist form) in particular for high school transitions
- Decide which school routines to focus on teaching during the visits
- Where appropriate, plan for caregiver & student to visit school and school grounds in summer. Connect with School Administration and Case manager to plan for this.

Transition Meeting Date: _____

Attendees (as appropriate):

Elementary team

- Student
- Elementary Case Manager
- EA/CYCW
- Classroom Teacher(s)
- Elementary Principal/ Vice-Principal
- Speech and Language Pathologist
- Hearing/Vision Teacher
- District Behaviour Specialist

Secondary team (where applicable)

- Secondary Case Manager
- Secondary Principal/ Vice-Principal
- Indigenous Success Advocate
- School Counsellor
- School Psychologist

District team

- District Counsellor
- Elementary Coordinator
- Secondary Coordinator
- District Principal – Elementary
- District Principal – Secondary

Outside of school

- Parent
- MCFD
- Outside Agency:

Plan for May-August:

- Please ensure this section is informed by Part B as well as the Transition Checklist*
- List dates of visits & staff who will be accompanying them to the secondary school*

First Day/Week of School Plan:

- Please ensure this section includes information from Part B, and the Transition Checklist*
- Once complete please review plan with student for further input and revision***