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## **SECTION 18: COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES**

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### **Transition Planning**

The Renfrew County District School Board recognizes the value of co-ordinated communication and planning for all students. A student's strengths as well as physical, emotional, and learning needs are considered when determining and developing a transition plan. Support and planning may be required for transitions:

- into school
- between grades
- daily
- as a result of changes in school support
- when moving from school to school or from an outside agency/facility to a school
- from elementary to secondary
- from secondary to the next appropriate pathway

It is the responsibility of the principal, school staff, special education central staff, local community services and the parents to help ensure the success of these transitions.

As per PPM (Policy/Program Memorandum) 156 (effective Sept. 2, 2014) a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC, including those identified solely on the basis of giftedness. The transition plan is developed as part of the IEP.

*Please Note:* At the discretion of the board, a transition plan may also be developed for students who receive special education programs and/or services, but do not have an IEP and have not been identified as exceptional.

### **Transitions to School**

In the early spring, and with permission from parents, our community partners (eg. CCAC, OCTC, Developmental Services, Renfrew County Integration Services, etc.) identify students with special needs that will start school the following September. Some of these students will be starting school for the first time and others may be coming in from other school boards. A case conference is held in April or May at the school to assist the school special education team in preparing to receive this student. At this case conference anyone involved with the child's development is invited. Typically, any of the following people would attend:

- Occupational Therapist
- Physiotherapist
- CCAC Case Manager
- Behavioural Consultant (Family & Children's Services)
- Developmental Support Worker
- Daycare
- OCTC

- Parents
- Principal
- special education teacher assistant (if the student will have access to one)
- classroom and/or special education teacher
- Supervising Principal for Special Services or Special Education Consultants

Minutes are taken that identify the child's needs, and list an action plan to be completed before entry to school.

The Renfrew County District School Board supports the activities of the Healthy Babies, Healthy Children Committee, the Early Years Centre, and the Pre-School Speech and Language Program.

### **Transition Planning for Students with Autism (ASD)**

Currently, the Renfrew County District School Board works in partnership with the Children's Hospital of Eastern Ontario Autism Spectrum Disorder School Support Program to implement the Connections for Students model, to support students transitioning out of CHEO's Intensive Behavioural Intervention (IBI) Autism intervention program and into school.

In accordance with PPM 140, the Renfrew County District School Board has an Applied Behaviour Analysis (ABA) Coordinator who helps facilitate seamless transitions for students with an ASD.

### **Integrated Transition Planning**

Improving transition planning for young people who have met the definition of having a developmental disability and are 14 years of age or older (and will likely require MCSS funded adult developmental services at age 18 or older) is a priority area of collaboration between the ministries of Children and Youth Services (MCYS), Community and Social Services (MCSS) and Education (MOE). As a result of this joint initiative, a new protocol for Integrated Transition Planning was implemented in the 2014-2015 school year. This planning includes an annual transition meeting during which the youth's strengths and needs, progress and services are reviewed and their transition goals established. The school provides a facility for co-ordinating services and information regarding the child's educational and/or related needs. Young people with developmental disabilities are encouraged to explore all appropriate, potential community and post-secondary activities that meet their needs and aspirations. In addition to the student and their family, the integrated transition planning meetings involve the team of professionals which supports the student's development within the school, home and in the community. This may include the teacher, school support staff, special education central staff, and local community services. An integrated transition plan, which includes the transition page in the student's IEP, is provided to the parents (and student if 16 and older) and a copy placed in the student's Ontario Student Record (OSR). Integrated Transition Planning provides an important opportunity to work collaboratively to support both short term and long term transition goals for the student.

Agencies in Renfrew County that can be of assistance in transition planning include:

**Community Living – Upper Ottawa Valley**

894 Pembroke Street West, Box 1030, Pembroke, ON K8A 5P8

Telephone: (613) 735-0659

Fax: (613) 735-1373

Web: [www.communitylivingupperottawavalley.ca](http://www.communitylivingupperottawavalley.ca)

**Madawaska Valley Association for Community Living**

19491 Opeongo Line E, Box 1178, Barry's Bay, ON K0J 1B0

Telephone: (613) 756-3817

Fax: (613) 756-0616

Web: [www.mvacl.ca](http://www.mvacl.ca)

**Community Living – Arnprior**

106 McGonigal St. W.

Unit 100

Arnprior, ON K7S 1M4

Telephone: 613-623-4955

Fax: 613-623-6176

[www.clrcs.com](http://www.clrcs.com)

**Community Living Renfrew County South**

In Renfrew: 326 Raglan Street South, Renfrew, ON K7V 1R5

Telephone: (613) 432-6763

Fax: (613) 432-9465

Web: [www.clrcs.com](http://www.clrcs.com)

Developmental Services

Family & Children's Services of Renfrew County

464 Isabella Street

Pembroke, ON K8A 5T9

Executive Director: Arijana Tomicic

Contact: Marianne Taylor, Manager, Developmental Services

Telephone: 613-735-6866 x 4120

[Marianne.taylor@fcsrenfrew.on.ca](mailto:Marianne.taylor@fcsrenfrew.on.ca)

**Champlain Community Care Access Centre**

1100 Pembroke Street East,

Pembroke, ON K8A 6Y7

Telephone: (613) 732-7007 or 1-888-421-2222

Fax: (613) 732-2051

Web: [www.ccac-ont.ca](http://www.ccac-ont.ca)

**Developmental Services Ontario**

**Eastern Region**

200 – 150 Montreal Road

Ottawa, ON K1L 8H2

Telephone: 1-855-376-3737

Fax: 1-855-858-3737

Email: [admin@dsoer.ca](mailto:admin@dsoer.ca)

# SPECIAL EDUCATION TRANSITION PLANNING SCHEDULE

## **FIRST TRANSITION - Pre-School to School**

Case Conference and IPRC to admit the new student into JK, SK or Grade 1. School and parent invites community agencies involved in pre-school programming to share important information about the child so appropriate support can be initiated in the school setting.

**A Transition Plan is begun in the IEP and updated regularly to reflect student need.**

## **SECOND TRANSITION - Elementary to Secondary**

A fall meeting is held in the final year of elementary school to discuss proposed secondary program opportunities and options. At the spring IPRC meeting with all partners, the sending school (elementary) shares important information about the student's strengths and needs and receiving school (secondary) outlines special education services available in their school. Outside community agencies are invited to attend and share input into student needs and provide insight into future plans associated with the child.

**A Transition Plan as part of the IEP is a 'working document' reflecting ongoing changes.**

## **THIRD TRANSITION - Secondary to Post-Secondary Experience**

During the grade 9 year, a fall meeting is held to establish goals for secondary school. Community agencies are invited to share. Updates to the transition plan are ongoing. In the final year of secondary school, the transition team meets to review post-secondary options and plans. They assess that all possible transition information and supports are in place. The Integrated Transition Planning protocol further supports transitions for students with developmental disabilities.

\*External admissions/transitions are addressed on an individual basis.