

INTEGRITY  
RESPECT  
STUDENT DRIVEN SERVICES  
COMPASSION  
THE RIGHT  
OF ALL  
STUDENTS  
TO BE INCLUDED  
COLLABORATION  
LEADERSHIP

# Planning “Elementary to Secondary School” Transitions

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A Guide for Parents and Educators



**Simcoe County**  
District School Board

# **“ELEMENTARY TO SECONDARY”** **TRANSITIONS**

"The problem isn't finding out where you are gonna go – it's figuring out what you are gonna do once you get there that is!"

- Mandy Moore (A Walk to Remember)



Planning “Elementary to Secondary” Transitions  
for Students with Special Education Needs:  
A Guide for Parent/Guardian(s) and Educators

The mission of the Simcoe County District School Board (SCDSB), serving diverse, growing urban and rural communities in the Huronia and Georgian Bay region, is to ensure students reach their full potential to become responsible and contributing members of an ever-changing global society through quality programs which develop the skills of lifelong learning in a safe, caring environment enhanced by community support.

Source: S.C.D.S.B. Mission Statement

## Unity

By Cleo V. Swarat

Original poem found in "Thoughts in Poetry" self-published in 1948

I dreamed I stood in a studio  
And watched two sculptors there,  
The clay they used was a young child's mind  
And they fashioned it with care.

One was a teacher:  
the tools she used were books and music and art;  
One was a parent  
With a guiding hand and gentle loving heart.

And when at last their work was done,  
They were proud of what they had wrought.  
For the things they had worked into the child  
Could never be sold or bought!

And each agreed she would have failed  
if she had worked alone.  
For behind the parent stood the school,  
and behind the teacher stood the home!

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## **Introduction**

Entering school for the first time, moving from elementary to secondary and graduating from secondary school can be challenging transitions for all students, but can be especially challenging for students with special education needs and their parent/guardian(s). The guide was created to provide an overview of the processes and supports available to students and their parent/guardian(s) to enable a collaborative approach to transition planning for students with special education needs.

Transitions can be defined as either being Big “T” or Little “t”. Examples of Big “T” transitions are: into school, elementary to secondary, between schools, out of school into post secondary activities. Examples of Little “t” transitions are: moving from group work to individual work, changing classes, and field trips.

The school teams in Simcoe County District School Board work collaboratively with parent/guardian(s), students, and community agencies to support students’ transitions throughout their school career.

This guide provides information to parent/guardian(s) on:

1. Special Education in SCDSB
2. Roles of transition team members
3. Documents used for planning transitions
4. Elementary to Secondary Transitions
5. Little “t” transitions – discussion on resources which can support students in making the Little “t” transitions.
6. Suggestions on how to become involved in the transition process
7. List of community agencies and resources parent/guardian(s) can turn to for more support

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## **SPECIAL EDUCATION in SCDSB**

### SCDSB Special Education Statement of Beliefs

Based on our belief in **respect, leadership, integrity, collaboration, compassion, student driven services and the right of all students to be included**, we advocate that:

- All students have equitable opportunities to learn and participate in inclusive school communities. They are supported in developing and maintaining relationships, and participating in freely chosen activities and groups that result in a sense of belonging.
- Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect.
- Students' strengths and special education needs are identified and responded to early, as this is paramount to their growth and development. Based on best practices and research the SCDSB will adopt proactive, innovative practices to promote individual student capacities and gifts while addressing their special education needs.
- Education services are delivered using a collaborative and flexible process centered on the strengths and needs of the students, inclusive of family, school, and community, and based on the best learning outcomes for the student. The student's “voice” is key to all decisions made on behalf of and with the student.

The Simcoe County District School Board is committed to providing the most appropriate educational opportunities for all students in an environment that enables all students to reach their goals, some of which are self defined.

Students' unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate with dignity and respect. To accomplish this, a range of programs and services are offered, wherever possible, in neighbourhood schools. First among these is placement in a regular class with appropriate special education services to meet the needs of the student when this is consistent with parental preference.

While the needs of most students can be met in a regular class, some students require specialized placements. Information about specialized placements can be found in the SCDSB Special Education Plan on the public website: [www.scdsb.on.ca](http://www.scdsb.on.ca).

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“Transition planning is necessarily a collaborative activity, involving the team of people who will provide support in assisting the student to achieve his or her goals.”

Transition Planning: A Resource Guide, 2002

### **Transition Team**

Transition team members may include:

- Parent/Guardian(s)
- Student, if deemed appropriate
- Principal, or designate
- Classroom Teacher(s)
- Special Education Resource Teacher
- Community agencies
- Receiving school’s: Special Education Resource Teacher, Guidance Counsellor, Student Success Teacher
- Board support staff

### **Roles and Responsibilities**

Special Education Advisory Committee (SEAC)

- members of SEAC link parent/guardian(s) to information about programs and services related to specific areas of exceptionality.
- information about SCDSB’s SEAC can be found on the board’s public website at [www.scdsb.on.ca](http://www.scdsb.on.ca)

The Simcoe County District School Board (SCDSB):

- supports the transition planning process in all schools
- provides professional development opportunities to staff regarding existing support agencies, employment supports and post-secondary supports
- establishes and maintains connections with local and regional community agencies

The School Principal

- follows regulation 181/98 which designates that the Principal is responsible for ensuring that IEP transition plans are developed and maintained in accordance with the regulation (see page 7 for details).

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- ensures that the process includes consultation with parent/guardian(s), student, community agencies, and post-secondary institutions as deemed appropriate.

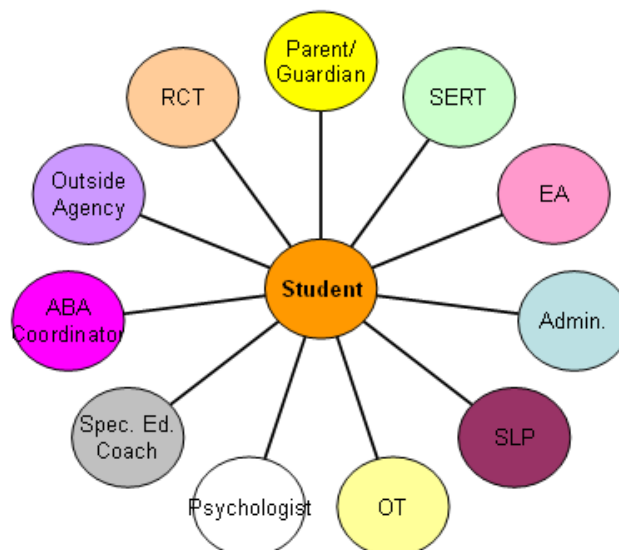
**The School Team**

- works with all people involved with the student to plan a successful transition. While some students may require minimal support, other students with high or complex needs will require family members and other persons in their support network, along with school staff, to play a key role in developing and implementing the transition plan
- may invite interdisciplinary team members (Psychologist, Speech and Language Pathologist, Student Success, Hearing Resource Teacher, Vision Resource Teacher, Special Education Coach, Program Consultant, ASD-SSP Consultants, etc.) to become involved
- maintains open communication with parent/guardian(s) throughout transition and beyond

**The Parent/Guardian(s)**

- attend and participate in team meetings around transitions
- explore with your son/daughter education, career, or community pathways that would be attainable
- explore making applications on behalf of your son/daughter who requires health-care, social services or community agencies supports
- identify outside transition partners who can work with the team
- consider initiating a transition folder (personal profile) outlining strengths, needs and programming considerations
- prepare students for transitions as they present themselves
- maintain communication with school to express cares and concerns

## The ‘Dream Team’ for Comprehensive Planning



Please refer to “Glossary of Terms” on page 24 for an explanation of the acronyms.

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## **Documentation**

For the SCDSB, 3 documents are used in order to plan for transitions:

1. Individual Education Plan (IEP)
2. Planning a Transition Strengths and Needs Committee (SNC) meeting record
3. IEP Transition Plan

## **The Individual Education Plan (IEP)**

The IEP is a written plan describing the special education program and/or services required by a student, based on a thorough assessment of the student’s strengths and needs. An IEP is developed for every student identified as exceptional by an Identification, Placement and Review Committee (IPRC). In addition, an IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. Additional information about IEPs can be found on the SCDSB public website: [www.scdsb.on.ca](http://www.scdsb.on.ca) or on the Ministry of Education’s website: [www.edu.gov.on.ca](http://www.edu.gov.on.ca).

## **Planning a Transition SNC meeting record**

The Planning a Transition SNC meeting record documents the discussion from a transition team meeting. This record is used to plan Big T and Little “t” transitions. The document provides school teams with suggested topics and areas to guide the discussion. As well, it provides a section to outline the plan of action, responsibilities, and next steps. At the end of the meeting, a next meeting date should be set to review the plan and discuss what has been working and what needs to be changed. Parent/guardian(s) are integral members of this process and the information they bring to the table should be documented using this meeting record. This record will be housed in the student’s Ontario Student Record (OSR). Parent/guardian(s) can request a copy of the minutes.

## **IEP Transition Plan**

For students with exceptional learning needs who have an IEP, there is a section entitled “Transition Plan” in the IEP. The Ministry of Education requires the IEP of all exceptional pupils, age 14 or older, to include a transition plan (the exception to this is students who are identified as Gifted). It is specific to the Big “T” transition of graduating secondary school and entering post-secondary activities, whether it is into

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university, college, world of work or the community. The plan outlines post-secondary goals for the student and serves to coordinate the activities of different individuals and agencies to support the student through the transition process. It specifies realistic goals, outlines the actions to be taken, identifies who is responsible for the actions and indicates the approximate timelines for these actions. The approach to planning is student-centred with attention to the Ontario Curriculum or any specific pathway tailored to the students’ needs and goals. This plan is reviewed at least once per year and updated. Parent/guardian(s) input into the creation of this document is extremely valuable in order to develop a comprehensive plan.

## **Elementary to Secondary Transition**

Adolescence is a period of change in a young person’s life in terms of social, emotional and physical development. These changes can be cumbersome on both the individual and parent/guardian(s). Moving from an elementary school to a secondary school setting can add to this stress. Developing a comprehensive and integrated transition plan for students can ease anxiety and decrease stress for both the student and parent/guardian(s).

*Students should be well prepared for entry into grade nine.* Planning for the transition from elementary to secondary school should ideally begin during the student’s *grade 7* school year or at least, in *September* of his/her *grade 8* school year. Parent/guardian(s) and school staff from both the elementary school and the high school should work together to develop transition plan to support the student with their entry to high school.

In order to begin the transition process, elementary schools will plan and host a “Planning a Transition” SNC with the purpose of outlining a timeline for the student’s transition to secondary school. All registration information for secondary schools will be sent home with the student along with course options sheets over the course of the student’s grade 8 school year.

Tips for the transition:

- Planning ahead helps with a smooth transition to the school system.
- It is suggested that you start discussing this process early in the year with your son/daughter to help provide lots of time for planning.
- Your school contact, family support worker, or a friend may help you and accompany you to meetings.
- Rehearse the travel route to the high school.
- Depending on your child’s ability level, consider pre-teaching any skills that may be required in the new school setting (e.g. using a lock for a locker), where to go for help, and moving around independently (changes such as moving from classroom to classroom for each period should be explained and taught to the child).
- Thought should be given to the new daily school routines (contact your child’s school for specific details).

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Questions to consider prior to the transition:

- What are my wishes, goals and expectations for my son/daughter?
- What are my son/daughter(s) strengths and needs?
- What does my son/daughter enjoy doing?
- How does my son/daughter communicate his/her needs, wishes and interests?
- How does my son/daughter interact with other students?
- How does my son/daughter learn?
- What strategies have proven to be most effective for my son/daughter?
- Are there recent assessments and/or reports about my son/daughter that I want to share?

Possible action items to develop a comprehensive transition plan:

- Attend a “Planning a Transition SNC” to be held at the receiving school in which you can discuss your child’s strengths and needs and clarify roles and responsibilities for yourself, school staff and any others involved.
- Consider providing the school Principal with a portfolio that includes current assessments, samples of your son/daughter’s work, elementary school reports, and a description of strategies used at home. Consider adding any goals that you may have for your child’s future after secondary school. This will assist the school staff in designing a program that will best meet your child’s needs, while building upon their strengths.

### Selecting a Graduation Pathway

Students graduate with one of the following:

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

### Requirements for an Ontario Secondary School Diploma (OSSD)

In order to earn an OSSD a student must:

- earn 30 credits (18 compulsory and 12 optional credits);
- complete 40 hours of community involvement activities;
- complete the provincial literacy graduation requirement (OSSLT)

# What do you need to graduate?

## 18 compulsory credits

Students must earn the following compulsory credits to obtain the Ontario Secondary School Diploma:

- 4 credits in English\*
- 3 credits in mathematics
- 2 credits in science
- 1 credit in Canadian history
- 1 credit in Canadian geography
- 1 credit in the arts
- 1 credit in health and physical education
- 1 credit in French as a second language
- 0.5 credit in career studies
- 0.5 credit in civics

Plus one credit from each of the following groups:

New

- 1 additional credit in English, or French as a second language, or a Native language, or a classical or an international language, or social sciences and the humanities, or Canadian and world studies, or guidance and career education, or cooperative education\*\*

New

- 1 additional credit in health and physical education, or the arts, or business studies, or cooperative education\*\*

New

- 1 additional credit in science, or technological education, or cooperative education\*\*

In addition to the compulsory credits, students must complete:

- ✓ 12 optional credits\*\*\*
- ✓ 40 hours of community involvement activities
- ✓ the provincial literacy requirement

\*A maximum of 3 credits in English as a second language (ESL) or English literacy development (ELD) may be counted towards the 4 compulsory credits in English, but the fourth must be a credit earned for a *Grade 12* compulsory English course. \*\*A maximum of 2 credits in cooperative education can count as compulsory credits. \*\*\*May include up to four credits achieved through approved Dual Credit courses.

Source: Ministry of Education, [www.edu.gov.on.ca](http://www.edu.gov.on.ca)



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Requirements for an Ontario Secondary School Certificate (OSSC)

The Ontario Secondary School Certificate will be granted on request to students who leave school before earning the Ontario Secondary School Diploma and who have earned a minimum of 14 credits, seven of which satisfy the compulsory credit requirements.

Compulsory Credits (total of seven)	Optional Credits (total of seven)
two credits in English	seven credits selected by the student from available courses
one credit in Canadian geography OR history	
one credit in mathematics	
one credit in science	
one credit in health and physical education	
one credit in the arts or technological education	

Note: Students are not required to complete Community Involvement Hours or pass the OSSLT.

Requirements for an Ontario Secondary School Certificate of Accomplishment

Students who leave school before fulfilling the requirements for the Ontario Secondary School Diploma or the Ontario Secondary School Certificate may be granted a Certificate of Accomplishment. This certificate may be a useful means of recognizing achievement for students who plan to take certain vocational programs or other kinds of further training. Students who return to school to complete additional credit and non-credit courses will have their transcript updated, but will not be issued a new Certificate of Accomplishment.

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## Selecting a Course Pathway

### Definition of a Credit

A credit is granted in recognition of the successful completion of a course that has been scheduled for a minimum of 110 hours. A half credit may be granted for each 55-hour part of a 110-hour ministry developed course. Credits are granted to students by the principal of a secondary school on behalf of the Minister of Education.

### Types of Courses

Four types of courses are offered in Grade 9 and 10:

- *Academic* courses taken throughout secondary school can lead to university/college and university courses in senior grades
- *Applied* courses taken throughout secondary school can lead to college and workplace courses
- *Locally Developed* courses may be offered for students who are working below grade level. These courses are intended to enable students to gain the necessary skills required to be successful in applied and workplace level courses. Locally developed courses are courses that meet educational needs not met by provincial curriculum policy documents. Students who need additional support in academic core subjects (English, mathematics, science and history) may count up to 6 Locally Developed courses as compulsory courses in grades 9 and 10.
- *Open* courses are designed to prepare students for further study in certain subjects and to enrich their education generally.
- Students can choose to take courses from different types.

In Grade 11 and 12, courses are offered to prepare students for their postsecondary destinations:

- *University preparation courses* are designed to equip students with the knowledge and skills they need for entrance to university.
- *University/College preparation courses* are designed to equip students for entrance to university and college programs.
- *College preparation courses* prepare students for college programs and related careers. Many apprenticeships require College level courses as a minimum.

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- *Workplace courses* prepare students for direct entry into the workplace or admission to some apprenticeship programs and other training programs.
- *Open courses* are appropriate for all students and are not linked to any specific postsecondary destination.

### Substitutions for Compulsory Courses

To meet individual student’s needs, principals may replace up to three compulsory courses (or the equivalent in half courses). Each substitution will be noted on the student’s Ontario Student Transcript.

### **Role of Student Success Teachers**

The Secondary Student Success Teacher has many roles within a school that may include the following: track the progress of students at risk of not graduating; support school-wide efforts to improve outcomes for students struggling with the secondary curriculum; re-engage early school leavers; provide direct support/instruction to these students in order to improve student achievement, retention, and transitions.

Working together with Guidance and Special Education staff, the Student Success Teacher is an essential part of an integrated service and team approach to support students at risk through links to in-school, board, community and other resources. These teachers also establish communication strategies with schools in the area and the identification of incoming at-risk students.

### **Transition Calendar**

The Simcoe County District School Board has developed a possible timeline for Elementary to Secondary School transitions. This timeline has been shared with school staff. Please note: the timeline will be individualized for each student.

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Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<ul style="list-style-type: none"> <li>○ Identify a transition planning team</li> <li>○ Discuss transition planning with family and student during an SNC</li> <li>○ Identify an individualized timeline and set target dates</li> <li>○ Grade 8 students visit the home secondary school</li> </ul>	November	<ul style="list-style-type: none"> <li>○ Elementary school team</li> <li>○ Parent / Guardian(s)</li> <li>○ Student</li> </ul>	<ul style="list-style-type: none"> <li>○ SNC with action of setting “Planning a Transition” SNC date</li> </ul>	<ul style="list-style-type: none"> <li>○ Elementary Principal</li> <li>○ Elementary SERT</li> </ul>
<ul style="list-style-type: none"> <li>○ Gather information about the secondary school</li> <li>○ Share information gathered from “Planning A Transition” SNC with the secondary special education department</li> <li>○ Grade 8 teachers complete online transition profile for special education students.</li> </ul>	December	<ul style="list-style-type: none"> <li>○ Elementary SERT and RCT</li> <li>○ Secondary SERT</li> </ul>	<ul style="list-style-type: none"> <li>○ “Planning a Transition” SNC</li> </ul>	<ul style="list-style-type: none"> <li>○ Elementary school team to contact Secondary Special Education department to inform of special education needs transitions</li> </ul>
<ul style="list-style-type: none"> <li>○ Secondary SERT to visit the Elementary school to assist with option sheets</li> </ul>	January	<ul style="list-style-type: none"> <li>○ SERT and RCT</li> <li>○ SERT</li> <li>○ Secondary Special Education Lead</li> <li>○ Student</li> </ul>	<ul style="list-style-type: none"> <li>○ “Planning a Transition” SNC</li> <li>○ Order form for binder</li> </ul>	<ul style="list-style-type: none"> <li>○ Secondary SERT</li> <li>○ Elementary SERT</li> </ul>

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Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<ul style="list-style-type: none"> <li>○ Transition planning meeting with parents, student, Elementary and Secondary school teams for a “Planning a Transition” SNC</li> <li>○ Share current IEP, most recent report card and IEP Transition Plan with Secondary School</li> <li>○ Order an Orientation or Transition Binder for the student from special education coach, if appropriate</li> <li>○ Students with special education needs visit the secondary school for a half day (including lunch) to learn more about home secondary school with elementary SERT</li> </ul>	February	<ul style="list-style-type: none"> <li>○ Secondary school team</li> <li>○ Student</li> </ul>		<ul style="list-style-type: none"> <li>○ Secondary School Team</li> </ul>
<ul style="list-style-type: none"> <li>○ Secondary SERT meets with outside agencies regarding specific students</li> </ul>	April	<ul style="list-style-type: none"> <li>○ Secondary SERT</li> </ul>		<ul style="list-style-type: none"> <li>○ Secondary SERT</li> </ul>
<ul style="list-style-type: none"> <li>○ IPRC’s held for Elementary to Secondary Transitions, if applicable</li> <li>○ Make arrangements to transfer SEA equipment to secondary school by completing the form on the staff website (see APM A 8530)</li> </ul>	April/May  * reminder packages have to be to the participants at least 10 days prior to the IPRC day	<ul style="list-style-type: none"> <li>○ Elementary and Secondary School Teams</li> <li>○ Parent / Guardian(s)</li> <li>○ Student</li> </ul>	<ul style="list-style-type: none"> <li>○ IPRC package and documentation</li> </ul>	<ul style="list-style-type: none"> <li>○ Elementary &amp; Secondary Principal to collaborate to set dates for IPRCs &amp; determine location</li> <li>○ Elementary SERT creates IPRC packages</li> </ul>

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Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<ul style="list-style-type: none"> <li>○ Student to visit the secondary school he/she will be attending in the Fall (number of visits are individualized based on student need)</li> <li>○ Transfer of SEA equipment needs to be completed on-line</li> </ul>	May/June	<ul style="list-style-type: none"> <li>○ Elementary and Secondary school teams</li> <li>○ Student</li> </ul>	<ul style="list-style-type: none"> <li>○ Following Action Plan from “Planning a Transition” SNC</li> </ul>	<ul style="list-style-type: none"> <li>○ Elementary and Secondary School Teams</li> </ul>
<ul style="list-style-type: none"> <li>○ Student may meet with Secondary SERT for a tour of school, make timetable changes, and review schedule.</li> <li>○ Secondary SERT to locate SEA equipment</li> </ul>	August/September	<ul style="list-style-type: none"> <li>○ Secondary SERT</li> <li>○ Student</li> </ul>		<ul style="list-style-type: none"> <li>○ Secondary SERT</li> </ul>

## **LITTLE “t” TRANSITIONS**

“The journey of a thousand miles begins with a single step.”

- Lao Tse



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**“Little t” Transitions**

Transitions happen before, during and after the school day. They range from the bus ride to school to moving between locations in the school (e.g., going from the classroom to the library) to changing subjects (e.g., math to science) to exit routine at the end of the day. While these transitions may seem small, they can cause some students with special education needs to feel anxious and unsure. All students, but especially students with special education needs, tend to perform best when there is routine and the schedule is predictable.

In order to assist your child cope with these Little “t” transitions that occur throughout their day, you can:

- Establish a routine for getting ready for school.
- Practise with your child what he/she needs to do to get ready at the end of the school day (e.g., packing their bag).
- Ask the teacher for an outline of the course or a monthly schedule of the activities the class will be participating in and reviewing the schedule with your child on a regular basis.
- Share with the school team successful strategies you use at home to prepare your child for transitions.
- Attend a “Planning a Transition SNC.” If your child is struggling with Little “t” transitions at school, your school team may request your attendance at a “Planning a Transitions SNC.” Your input is invaluable to assist the school team in continuing to provide your child with a program to best meet his/her needs.

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**Community Resources**

211 – Community Connection  
Alternate: 1-866-743-7818  
TTY: 1-888-435-6086

Candelighters Simcoe  
6 Emily Court  
Barrie, ON  
L4N 6B4  
(705) 737-4296

Catulpa Community Support Services  
165 Ferris Lane  
Barrie, ON  
L4M 2Y1  
(705) 733-3227

Central Community Care Access Centre  
Richmond Hill Office  
1100 Gorham Street Unit 1  
Newmarket, ON  
905 763 9928  
[www.ccac-ont.ca](http://www.ccac-ont.ca)

Children’s Treatment Network  
165 Ferris Lane  
Barrie, ON  
L4M 2Y1  
(705) 719-4795

Community Living Huronia  
339 Olive Street  
Midland, ON  
L4R 2R4  
(705) 526-4253 ex. 170

Deaf Access Simcoe  
340-80 Bradford St.  
Barrie, ON  
L4N 6S7  
(705) 728-3577

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E3 Community Services  
250-A Peel Street  
Collingwood, ON  
L9Y 3W2  
(705) 446-0816

Geneva Centre for Autism  
112 Merton Street  
Toronto, ON  
M4S 2Z8  
(416) 322-7877

Integration Action for Inclusion Ontario  
Local Chapter  
Mary Madaleno  
1911 Moonstone Rd. West  
Elmvale, ON  
L0L 1P0  
705-322-1648

Kinark Child and Family Services  
34 Simcoe Street  
Barrie, ON  
L4N 6T4  
(705) 726-8861

Learning Disabilities Association of Simcoe County  
76 Mulcaster Street, Second Floor  
Barrie, ON  
L4M 3M4  
(705) 726-5553 or 1-866-919-5372

Ontario Early Years Centre - Barrie  
72 Ross Street, Unit #11  
Barrie, ON  
L4M 3M4  
(705) 792-7878

Ontario Early Years Centre – Alliston  
13 Wellington Street West  
Alliston, Ontario  
L9R 1J3  
(705) 435-4308

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Ontario Early Years Centre - Orillia  
80 Colborne Street  
Orillia, Ontario  
L3V 2Y7  
(705) 325-1299

Ontario Early Years Centre - Collingwood  
250-A Peel Street  
Collingwood, Ontario  
L9Y 3W2  
(705) 446-0816

Ontario Early Years Centre – Midland  
356 King Street  
Midland, Ontario  
L4R 3M8  
(705) 526-9820

Simcoe Community Services  
39 Fraser Court  
Barrie, ON  
L4N 5J5  
(705) 726-9082

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Planning “Elementary to Secondary” Transitions  
for Students with Special Education Needs:  
A Guide for Parent/Guardian(s) and Educators

## Resources

Autism Spectrum Disorder (ASD) Resource Guide: A reference for school board staff, 2007, Kinark School Support Program and Simcoe County District School Board

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<http://www.edu.gov.on.ca/eng/tcu/students/disabilities/>

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**Glossary of Terms**

ABA – Applied Behaviour Analysis  
Admin. - Administration  
AIP – Autism Intervention Program  
ASD – Autism Spectrum Disorder  
CFS – Connections for Students  
COA – Certificate of Accomplishment  
EA – Educational Assistant  
HRT – Hearing Resource Teacher  
IBI – Intensive Behaviour Intervention  
IEP – Individual Education Plan  
K-TEA - Kaufman Test of Educational Achievement  
MCYS – Ministry of Child and Youth Services  
OSR – Ontario Student Record  
OSSC – Ontario Secondary School Certificate  
OSSD – Ontario Secondary School Diploma  
OSSLT – Ontario Secondary School Literacy Test  
RCT – Regular Classroom Teacher  
SEAC – Special Education Advisory Council  
SERT – Special Education Resource Teacher  
SCDSB – Simcoe County District School Board  
SLP – Speech and Language Pathologist  
Spec. Ed. – Special Education  
SNC – Strengths and Needs Committee  
SSP – School Support Program  
VRT – Vision Resource Teacher