

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

# Planning “Entry to School” Transitions

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A Guide for Parents and Educators



**Simcoe County**  
District School Board

## **“ENTRY TO SCHOOL” TRANSITIONS:**

### 1. ENTRY TO SCHOOL

2. CONNECTIONS FOR STUDENTS: A transition model for students who are transitioning from Intensive Behavioural Intervention (IBI) to Applied Behaviour Analysis (ABA) methods in schools.

### 3. SCHOOL TO SCHOOL

“School is fun...We learn about neat things...We learn to read and write and about numbers. We learn about sharing and being kind.  
We do so many things...I love going to school.”

- Sydney, Kindergarten Student  
From audio file located at [www.scdsb.on.ca](http://www.scdsb.on.ca)

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

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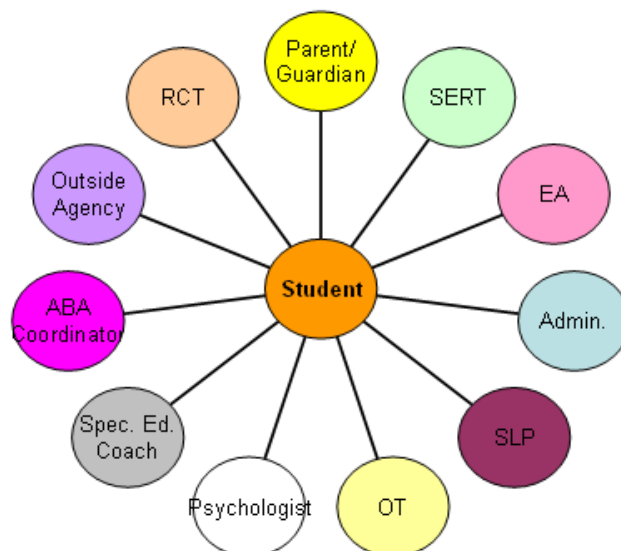
### The School Team

- 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 23 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 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

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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.

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## **Into School Transitions**

### 1. ENTRY TO SCHOOL

Children should be well prepared for entry into Kindergarten. Parent/guardian(s) and school staff should work together to develop a comprehensive transition plan to support the child with their entry to school.

To begin the process of entry to school, it is essential that parent/guardian(s) register their child at the home school. For information about the registration process and to learn which school your child would attend, please visit the Simcoe County District School Board public website at [www.scdsb.on.ca](http://www.scdsb.on.ca).

Tips for the transition:

- Planning ahead helps with smooth transition to the school system.
- It is suggested that you start this process early in the year in which you are thinking of enrolling your child in school (for September) to help provide lots of time for planning.
- The principal is your first contact at the school. He/she may assign another staff to be your contact within the school.
- Your school contact, family support worker, early intervention worker, or a friend may help you through this process and accompany you to meetings.
- If you choose to register your child in school, you may wish to get involved in school activities, even the school council.

Questions to consider prior to the transition:

- What are my wishes, goals and expectations for my child?
- What are my child’s strengths and needs?
- What does my child enjoy doing?
- How does my child communicate his/her needs, wishes and interests?
- How does my child play and interact with other children?
- How does my child learn?
- What strategies have proven to be most effective for my child?
- Are there recent assessments and/or reports about my child that I want to share?
- Who is currently involved with my child? What information may they have to share with the school team?

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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 will have the opportunity to 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 child’s work, preschool reports, and a description of strategies used at home. This will assist the school staff in designing a program that will best meet your child’s needs, while building upon their strengths.
- Arrange a visit to the school prior to school starting so your child can have a tour of the school and meet some of the school staff.

**Transition Calendar**

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

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Planning Entry to School Transitions Calendar  
for Children with Special Education Needs

Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<ul style="list-style-type: none"> <li>○ Early Intervention contacts the Principals in Special Education with the approximate number of upcoming transitions of students with special education needs. This information provides the initials of the students’ names and what schools they will be attending.</li> <li>○ Resource Teachers/Early Intervention Workers are asked to complete a profile of a student and sent to the Central Program Consultant in Special Education.</li> <li>○ A special education resource teacher from each school is identified to be the “Entry to School” contact.</li> </ul>	January/February	<ul style="list-style-type: none"> <li>○ Resource Teachers/Early Intervention Workers</li> <li>○ Principals of Special Education</li> <li>○ Central Program Consultant in Special Education</li> </ul>	<ul style="list-style-type: none"> <li>○ Student Profile for Pre-school Transition</li> </ul>	<ul style="list-style-type: none"> <li>○ Resource Teachers/Early Intervention Workers</li> </ul>
<ul style="list-style-type: none"> <li>○ School establishes formal registration dates for students entering school. Parent registers their child and identifies him/her as having special education needs. Parent complete entry questionnaire.</li> <li>○ Profiles of incoming students are distributed to the schools. This is done per area.</li> <li>○ General information meetings are held for parent/guardian(s)/guardians at the Early Intervention sites.</li> </ul>	February/March	<ul style="list-style-type: none"> <li>○ Principal</li> <li>○ Parent / Guardian(s)</li> <li>○ Central Program Consultant in Special Education</li> </ul>	<ul style="list-style-type: none"> <li>○ Registration</li> <li>○ Entry questionnaire</li> </ul>	<ul style="list-style-type: none"> <li>○ Parent</li> <li>○ Central Program Consultant</li> <li>○ Resource Teacher/Early Intervention Workers</li> </ul>

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Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<p>School personnel may visit the preschool site.</p> <ul style="list-style-type: none"> <li>○ The school team and Resource Teacher/Early Intervention Worker collaboratively determine the date of the “Planning a Transition” SNC to be held at the school.</li> <li>○ The Resource Teacher/Early Intervention Worker contacts the parent/guardian(s)/guardians to inform them of the date and location of the “Planning a Transition” Strengths and Needs Committee (SNC) meeting.</li> <li>○ “Planning a Transition” SNCs are held at the schools to develop a comprehensive plan to support the student through their transition into school.</li> <li>○ The school team records minutes of the meeting using the “Planning a Transition” SNC found on the board website (teaching&gt;resources&gt;special education&gt;forms) and provides the parent/guardian(s) with a copy.</li> </ul>	<p>April - June</p>	<ul style="list-style-type: none"> <li>○ Principal</li> <li>○ SERT</li> <li>○ RCT</li> <li>○ Parent / Guardian(s)</li> <li>○ Outside agencies, as appropriate</li> <li>○ Resource Teacher/Early Intervention Worker</li> </ul>	<ul style="list-style-type: none"> <li>○ “Planning a Transitions” SNC</li> </ul>	<ul style="list-style-type: none"> <li>○ School team</li> </ul>

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Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<ul style="list-style-type: none"> <li>○ If required, school team submits a request for appropriate sections of the Visual Supports binder. This information can also be found on the staff website: teaching &gt; resources &gt; special education &gt; transitions <i>* social narratives should be sent home to be reviewed over the summer</i></li> <li>○ Any information or assessments that are collected should be housed in a central, locked location in each individual school until an OSR is created.</li> </ul>	April – June continued....			
<ul style="list-style-type: none"> <li>○ If required, the school team may organize an opportunity for the parent and student to visit the environment in preparation for the first day of school on an agreed upon date.</li> <li>○ Use the information from the “Planning a Transition” SNC to ensure environmental supports are in place and to begin to develop the student’s IEP.</li> </ul>	August - September	<ul style="list-style-type: none"> <li>○ Parent / Guardian(s)</li> <li>○ RCT</li> <li>○ SERT</li> </ul>	<ul style="list-style-type: none"> <li>○ “Planning a Transition” SNC</li> </ul>	<ul style="list-style-type: none"> <li>○ School team</li> </ul>
<ul style="list-style-type: none"> <li>○ IEP needs to be created prior to ordering of Special Equipment Allotment (SEA) equipment</li> </ul>	September	<ul style="list-style-type: none"> <li>○ SERT</li> <li>○ RCT</li> <li>○ Parent / Guardian(s)</li> <li>○ Outside agencies, as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ IEP</li> </ul>	<ul style="list-style-type: none"> <li>○ SERT</li> <li>○ RCT</li> </ul>

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Transition Steps	Month	Persons Involved	Documentation	Persons Responsible
<ul style="list-style-type: none"> <li>○ Resource Teacher/Early Intervention Worker can provide support to the school team. It is the responsibility of the school team to contact the appropriate person for further consultation.</li> </ul>	September – December	<ul style="list-style-type: none"> <li>○ School team</li> <li>○ Resource Teacher/Early Intervention Worker</li> </ul>	<ul style="list-style-type: none"> <li>○ SNC</li> </ul>	<ul style="list-style-type: none"> <li>○ School team</li> </ul>
<ul style="list-style-type: none"> <li>○ Review “Planning a Transition” SNC with team to review successes and challenges.</li> </ul>	November – December	<ul style="list-style-type: none"> <li>○ Principal</li> <li>○ SERT</li> <li>○ RCT</li> <li>○ Parent / Guardian(s)</li> <li>○ Outside agencies, as appropriate</li> <li>○ Resource Teacher/Early Intervention Worker</li> <li>○ Special Education Coach, if appropriate</li> </ul>	<ul style="list-style-type: none"> <li>○ “Planning a Transitions” SNC</li> </ul>	<ul style="list-style-type: none"> <li>○ School team</li> </ul>

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2. CONNECTIONS FOR STUDENTS: A transition model for students who are transitioning from Intensive Behavioural Intervention (IBI) to Applied Behaviour Analysis (ABA) methods in schools.

Connections for Students is a collaborative initiative of the Ministry of Education and the Ministry of Child and Youth Services with a focus on supporting seamless transitions for children with ASD who are ready to make the transition from Intensive Behavioural Intervention (IBI) delivered through the MCYS-funded Autism Intervention Program (AIP) to Applied Behaviour Analysis (ABA) instructional methods in public school.

The Connections for Students model is centred on multidisciplinary, student-specific, school-based transition teams that are established up to six months before a child leaves the AIP and starts or continues school. Transition teams will develop transition plans tailored to the specific support needs of individual students and provide support for at least six months after a child leaves the AIP and starts or continues in public school.

For more information about Connections for Students, please contact your Autism Intervention Program (AIP) or the Simcoe County District School Board Special Education department.

3. FROM SCHOOL TO SCHOOL

A child may change schools due to a family move, school boundary changes, or other reasons. Planning ahead for this transition can assist a child to be successful in the new environment.

Tips for the transition:

- Planning ahead helps with smooth transition to the new school.
- The principal is your first contact at the new school. He/she may assign another staff to be your contact within the school.
- Rehearse the travel route to the new school.
- Pre-teach any new skills that may be required in the new school setting (e.g. bus routine), where to go for help, and moving around independently (changes such as rotary classes should be explained and taught to the child).

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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 will have the opportunity to 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 child’s work, Individual Education Plan (IEP), and a description of strategies used at home. This will assist the school staff in designing a program that will best meet your child’s needs, while building upon their strengths.
- Arrange a visit to the school prior to school starting so your child can have a tour of the school and meet some of the school staff.

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## **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, putting materials away).
- Ask the teacher for a weekly or 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. For example, sharing if you verbally warn your child when an activity is about to end (“you have one more minute to play your game before dinner.”).
- 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

Simcoe Muskoka Community Care Access Centre  
15 Sperling Drive  
Barrie, ON  
L4M 6K9  
(705) 721-8010

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## **Resources**

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

Effective Educational Practices for Students with Autism Spectrum Disorders: A Resource Guide, 2007, Ministry of Education.

Employment Guide for Students with Disabilities  
<http://www.edu.gov.on.ca/eng/tcu/students/disabilities/>

Planning Entry to School: A Resource Guide, 2005, Ministry of Education.

Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs, 2007, Ministry of Education.

Steps to School for Children with Special Needs: A pamphlet for parent/guardian(s), 2009, Simcoe County District School Board, Simcoe Muskoka Catholic District School Board, Simcoe County Early Intervention System

The Individual Education Plan: A Resource Guide, 2004, Ministry of Education.

Transition Planning: A Resource Guide, 2002, Ministry of Education.

Transition Planning: Parent Guide for Students with Special Education Needs, 2009, Simcoe Muskoka Catholic District School Board.

Transitions to Postsecondary Education: A Resource Guide for Students with Disabilities  
<http://www.edu.gov.on.ca/eng/tcu/students/transitions/>

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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