

Policy Manual – Students

S.P.12 Transition Planning For Students With **Special Education Needs**

The mission of Catholic Education in Hamilton-Wentworth, in union with our Bishop, is to enable all learners to realize the fullness of humanity of which Our Lord Jesus Christ is the mode

POLICY STATEMENT

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) and including those identified as exceptional solely on the basis of giftedness (PPM 156).

Purpose

Students make transitions in a variety of contexts: upon entry to school; between grades; from one program area or subject to another; when moving from school to school or from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next appropriate pathway (PPM 156, PPM 140).

Successful transition experiences help build resiliency, support improved student achievement and wellbeing, and, for students with special education needs, result in improved continuity of programs and services (Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017).

Responsibility: School Administrators

Regulations:

1. Education Act, Regulation 181/98 (as amended by Regulation 137/01, S. 6 (4) (5) (6)(7)(8), S. 7(4)(5)(6)(7), S. 8.
2. **Special Education in Ontario, Kindergarten to Grade 12: Policy and Resource Guide, 2017**
3. **PPM 140 - Incorporating Methods of Applied Behaviour Analysis (ABA) into Programs for Students with Autism Spectrum Disorders (ASD)**
4. **PPM 156 – Supporting Transitions for Students with Special Education Needs**

Related Policies - NA

Related Board Committee: Student Achievement and Well-Being Committee

Policy Review Date

BM Original Policy Approved 01 June 2004

Revisions: 02 June 2009, 06 May 2014, 05 April 2022

To be reviewed every **five** years