

Section 4: TRANSITION PLANNING AND COORDINATION OF SERVICES WITH OTHER MINISTRIES OR AGENCIES

Transition of Students into School from Pre-school

Students entering the Lambton Kent District School Board are welcomed through the Early Years registration procedure. (Refer to Section 2.3.1) If students are involved with one of our community partners (Pathways Health Centre for Children, The Children's Treatment Centre of Chatham-Kent, and/or Linck Child, Youth and Family Supports) and have high needs, an initial intake meeting will be convened by the Special Education Coordinator in March or April of the year prior to school entry. With parent/guardian consent, school staff may attend the childcare or therapy setting to observe the child. A second meeting is held at the student's home school in the spring to review progress and strategize for a successful transition into school. For students with moderate needs, a school-based team meeting will be held at the student's home school in the spring. At meetings, agency staff and parents are invited and encouraged to share information regarding the student's strengths and needs. This information is, in turn, shared with the school staff. Meetings for students identified with low needs are held in the spring or fall at the discretion of the school, agency, and parents. The timeline, transition protocol with community agencies, and pre-school intake forms are found in Appendices 4.1 to 4.3.

Transition of Students out of School to Community Agencies

Exceptional students have a transition plan as part of their Individual Education Plan, either through their "Annual Education Plan" or, if their disability is moderate to severe, as a separate support document (Standard IEP Template). For students leaving the school, the special class or resource teacher may provide support documentation to the staff of the post-secondary destination, e.g. supported work placement, or special needs officer at college. The plan will identify strategies to ensure collaborative efforts with community agencies whereby transition planning for leaving secondary school commences at age 14. Strategies will also be developed in order to involve families and community agencies (at the age 16 IPRC) for students with developmental disabilities.

Transitional Supports for All Students

PPM 140 provides direction to school Boards in their use of ABA as an effective instructional approach to supporting students with Autism Spectrum Disorder. It addresses the need to prepare for all transitions including pre-school entry, students moving from class to class, school to school and school to work and/or community.

PPM 156 provides direction to school Boards regarding the development of Student Transition Plans, as part of the IEP. School staff is encouraged to use documentation to support above transitions such as Pre-school Intake Forms (Appendix 4.3) or Guided Transition Forms (Appendix 4.5). Attending professional development opportunities provided by community agencies is also encouraged.

Applied Behaviour Analysis Specialist

The role of the Applied Behaviour Analysis (ABA) Specialist is to work directly with our schools, students, and parents with respect to implementation of ABA across our district according to PPM 140, to assist in leading the Connections for Students transition process. This support will include consultation and training, liaising with community partners, and collaborating with parents.

Supporting Seamless Transition to School

The Connections for Students model is centered on multi-disciplinary, student specific, and school-based transition teams. Transition teams will develop transition plans tailored to the specific needs of the individual students.

The ABA Specialist, parents, community partners and board personnel all take an active role in the transition teams and process.

Advance Planning for Students Arriving from Other Programs

For students returning from out-of-district programs, the appropriate staff meet with the sending institution or facility to discuss the student's needs, e.g. Psychologist for demission from Mental Health Facility, or Special Education Coordinator for students returning from a Demonstration School Program. Services and supports are arranged in accordance with individual requirements. For high needs students entering the system from other jurisdictions, every attempt is made to gather information prior to admission in order to have supports in place for the student. It is our intent to support the individual needs of families and students.

Assessments accompanying these students are accepted. It is not the practice of the Board to reassess all incoming students. Reassessment is completed only when additional information is required for the improvement of instruction for the student.

How Information is Shared for Students Leaving to Attend Other Programs

All reports available related to student needs, programs and services, if conducive to the improvement of instruction, is contained in the documentation file of the Ontario School Record, as per the Ministry Guideline, 2000 and the Board Guideline, 2001.

Persons Responsible for Successful Admission

Admissions and transfers of students from one program to another is the responsibility of the school Principal, in consultation with the Superintendent of Education and support staff, e.g., Psychoeducational Clinician, Special Education Coordinator. If placement in a Special Education Program is required, the placement is made through the Identification Placement and Review process (Section 2.4).

Links to Government and Community Initiatives

The Lambton Kent District School Board is committed to partnerships with community services and a holistic approach to supporting special needs children with the municipalities. To this end, special education personnel have frequent and ongoing communication with several community agencies and serve on a few community committees whose mandate is to provide services for exceptional pupils. Staff also work proactively to encourage families to explore services for their children, which are available outside of the regular school setting.

Liaisons with Community Agencies

The Special Education Coordinators and psychological staff liaise with several community agencies. These include:

- Aamjiwnaang
- Access Open Minds
- Associations for Community Living
- Child and Parent Resource Institute (CPRI), London
- Children's Aid Society
- Children's Treatment Centre of Chatham-Kent
- Choices Child and Adolescent Services
- Community Health Centres
- Lambton College
- Learning Disabilities Associations
- Linck Child, Youth and Family Supports
- Local Health Integration Network – Mental Health and Addiction Nurses
- Maryvale
- Pathways Health Centre for Children
- Probation & Parole
- Public Health Units
- Rebound
- Restorative Justice, Chatham-Kent
- St. Clair Child and Youth Services
- St. Clair College of Applied Arts & Technology
- Thames Valley Children's Centre
- Windsor Regional Children's Centre
- Sarnia-Lambton Children's Aid Society
- Sarnia Lambton Rebound
- St. Clair Catholic District School Board (for the Options Program)
- Lambton Public Health
- Chatham-Kent Public Health Unit
- Chatham-Kent Community Health Centre
- Chatham Kent Health Alliance
- Canadian Mental Health Association
- Chatham-Kent Women's Centre
- Restorative Justice, Chatham
- Big Brothers/Big Sisters
- Sarnia-Lambton Rebound

Special Education staffs also serve as committee members for groups such as the following:

- Access Open Minds
- Pre-school Intake Transition Protocol Committees, Chatham-Kent and Sarnia-Lambton
- Community Case Resolution Committee
 - KIDS Team, Chatham-Kent
 - Community Resolution Table, Sarnia-Lambton
- Coordinated Service Planning Community of Practice
- Ontario Association of Psychological Associates
- Chatham-Kent Suicide Prevention and Education Committee
- Association of Chief Psychologists for Ontario School Boards
- FASD Network Committee
- Jumpstart Lambton Kent Teen Transition Committee
- Sarnia Lambton Suicide Prevention Committee
- Ministry Regional Connections Committee - Southwest Region
- Special Needs Strategy:
- Coordinated Service Planning Committee
- Integrated Rehab Committee
- DSW Program Advisory Committee, St. Clair College
- CYW Program Advisory Committee, Lambton College
- Canadian Association of School Psychology
- Community Threat Assessment Protocol Committee
- Lambton CYC Program Advisory Committee, Lambton College
- The Social Planning Table/Youth Mental Health Connections Table