

Toronto District School Board

Operational Procedure PR543

Title: **TRANSITIONS: KINDERGARTEN – GRADE 12**

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1. RATIONALE

The Transitions: Kindergarten to Grade 12 Procedure (the “Procedure”) provides directions on the implementation of the Ministry of Education’s policies and practices outlined in: Creating Pathways to Success, Growing Success, Policy/Program Memorandum 156 – Supporting Transitions for Students with Special Education Needs (PPM 165), and Ontario Schools: Kindergarten to Grade 12, Policy and Program Requirements.

This Procedure supports the implementation of the Board’s Accountability for Student Achievement Policy (P040) and Multi-Year Strategic Plan.

2. OBJECTIVE

- Outline a framework for elementary and secondary school educators to support successful student transitions as students move through grades, programs and placements from Kindergarten through Grade 12 centering mental health, well-being and equity.
- Provide strategies for student transitions that are asset-based, student-centered and evidence-informed.
- Guide schools in the development of local, school-based plans as they relate to transition procedures which are inclusive of all students and their learning needs.

3. DEFINITIONS

Board is the Toronto District School Board, which is also referred to as the “*TDSB*”.

Circle of Care refers to parents, guardians and/or caring adults in a child's life that support their health and well-being as determined by the child and/or parents/guardians.

Elementary School refers to a school that delivers programming in Grades Kindergarten to 8, or a part thereof.

English Language Learners (ELLs) refers to Canadian born students or newcomers to Canada whose first language is a language other than English, or is a variety of English that is significantly different from the variety used for instruction in Ontario Schools. ELLs may require focussed educational supports to assist them in attaining academic proficiency in English.

English as a Second Language/English Literacy Development (ESL/ELD) refers to a program that supports ELLs in attaining academic proficiency in English through various models of support. In Secondary students may or may not be enrolled in ESL/ELD courses. At the secondary level, ELD courses are offered through the Literacy Enrichment Academic Program (LEAP) program.

Feeder School refers to a school from which most students progress, from an elementary school to a designated elementary or secondary school based on the attendance area or program.

LEAP is a *Literacy Enrichment Academic Program*, for students aged 9-18 who have recently arrived in Ontario schools with limited access to schooling, resulting in significant gaps in their education.

New School refers to the school the student will be entering for the first time.

Secondary School refers to a school that delivers programming in Grades 9 to 12.

Student Interest Programs are programs that address the needs of groups of students with a particular curriculum or career interest (e.g., the arts, business studies, the environment, pure and applied sciences, technological education, etc.).

Student Placement refers to the student's access to a school or program through a designated Board process (e.g., IPRC).

Student Support Team refers to the group of staff members who will support the transition process and procedures, Elementary and Secondary teams will look different based on staff available. The team should be a minimum of 3 staff members, which would include, but is not limited to; the school principal (or designate), a lead teacher / guidance counsellor, classroom teacher / student success teacher and/or other support staff as required.

Student Transitions refers to movement to a new school 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; from an outside agency/facility to a school; from elementary to secondary school; and from secondary school to the next post-secondary pathway (PPM 156).

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Underserved is a recognition that in particular, marginalized students are not being served well by the education system. Traditionally, such students would be framed from a perspective of being “at-risk” which placed the emphasis on the student and saw them from a deficit lens. An anti-oppressive approach requires us to think about how, as an organization, we can do better towards serving the needs of those students and a recognition of what is not being provided through resources, services, access to opportunities and the power to define their own needs. (adapted from MYSP)

4. RESPONSIBILITY

Associate Director, Instructional Innovation and Equitable Outcomes

5. APPLICATION AND SCOPE

This Procedure applies to all TDSB students, parents/guardians/caregivers, and staff involved in the transition of students between grades, placements and programs from Kindergarten through Grade 12.

6. PROCEDURE

6.1. Guiding Principles for Student Transitions K-12

6.1.1. Student transition practices must:

- (a) build on students’ strengths;
- (b) recognize students’ unique contributions to learning environments;
- (c) recognize and affirm students’ identities, lived experiences, distinct learning needs, interests, and aspirations;
- (d) be informed by family input; and
- (e) be informed by objective evidence (e.g., student work, achievement data, etc.).

6.1.2. The physical, emotional, and learning needs of the student must be considered when developing a transition plan, in order to determine the level of support the student requires when making transitions.

- 6.1.3. The TDSB applies a multi-tiered approach to all Student Transitions in order to support the academic success and well-being of all K-12 students (see Appendix A);
- (a) **Tier 1 (for ALL)** strategies are on-going and focus on creating spaces of belonging and opportunities for student voice and choice applying the principles of Universal Design for Learning and Differentiated Instruction.
 - (b) **Tier 2 (for SOME)** strategies focus on sharing strength-based strategies and support necessary for students who are underserved and who require professional school support referrals, or interventions upon the student's arrival in their new school, program, placement and/or grade (see Appendix C).
 - (c) **Tier 3 (for a FEW)** strategies focus on creating space to develop a learning and care plan for students who are underserved, where action must be taken prior to the student's arrival in their new school, program, placement and/or grade.
- 6.1.4. Student transition strategies are developed and supported by the school Student Support Team in collaboration with parents/guardians/circle of care and students (where appropriate) as outlined in Ontario Schools: Kindergarten to Grade 12 Policy and Program Requirements.
- 6.1.5. All transition plans must be developed in collaboration with the parents/legal guardians/caregivers, the student (as appropriate) and circle of care (as appropriate) and other relevant institutions, community agencies and/or partners as necessary. Parents/guardians/caregivers must approve of all transition plans.

6.2. Roles and Responsibilities

- 6.2.1. Principals are responsible for:
- (a) reviewing this Procedure and communicating its processes to applicable stakeholders; and
 - (b) assembly, and implementation of the Student Support Team to execute the procedures outlined in this Procedure.
- 6.2.2. Educators are responsible for:
- (a) identifying students who are underserved;
 - (b) implementing high yield strategies, and tracking the effectiveness of the implemented strategies through an Individual Learning Plan (ILP);
 - (c) implementing strategies to support and track the progression of English language acquisition (TRELIS reports);
 - (d) informing the principal/designate of concerns;

- (e) adapting programs to meet student needs;
 - (f) consulting with parents on a timely and ongoing basis; and
 - (g) supporting students with the completion of the All About Me Portfolio (Kindergarten to Grade 6) or Individual Pathways Plan (Grade 7 to 12) and post-secondary planning; and
 - (h) updating the K-12 Transitions Planner two times per year in PowerTeacher Pro for students requiring tier 2 or tier 3 transition support.
- 6.2.3. The Student Support Team (of the sending school i.e., the student's current school) is responsible for:
- (a) attending meetings and making appropriate recommendations, with input from the parents/guardians/caregivers, with regard to student strengths and needs along with instructional strategies and academic and/or social emotional supports that will support student achievement and well-being through documentation on the Individual Learning Plan (ILP) and/or Individual Education Plan (IEP) and/or Tracking of English Language Learners Information System (TRELLIS) (Grades 1-8);
 - (b) ensuring that IEP Transition pages and/or ILP reflects most recent student information (e.g., strengths, areas of growth, supports received) including asset-based strategies that will support a successful transition; and
 - (c) ensuring that TRELLIS on-going progress reports are updated and reflects most recent student information (e.g., STEP levels, strengths, areas of growth, supports received) including asset-based strategies that will support a successful transition.
- 6.2.4. School Special Education Staff are responsible for:
- (a) supporting completion of a Transition Plan (part of the IEP), with parent/guardian/caregiver and student input, for every student with an IEP.
- 6.2.5. School ESL/ELD teachers, ESL/ELD itinerant teachers (Elementary) and Guidance Counselors (Secondary) are responsible for:
- (a) (Elementary) supporting/ensuring completion of transition plan using newcomer profile, initial assessments, and TRELLIS on-going progress updates, with classroom teachers, parent/guardian/caregiver and student input, for every ELL; and
 - (b) (Secondary) supporting/ensuring completion of transition plan using newcomer profile, and TDSB Secondary Assessment Center (TSAC) assessments, with parent/guardian/caregiver

and student input, for every ELL and communication with classroom teachers.

- 6.2.6. Circle of Care as defined by the student, provides input and support to the school in developing and supporting transition planning with consent of the parent/guardian/caregiver, where the member of the circle of care is not the parent/guardian/caregiver.

6.3. Student Engagement in Transitions

A variety of strategies and practices can be employed by school staff to enable students to provide authentic input into the development, implementation, and assessment of their education and career/life planning program. Similar to parent engagement, student voice is an essential component of Ontario's Equity and Inclusive Education strategy (see Ontario Schools (2016), section 1.3) as necessary for meaningful and successful student transitions.

6.3.1. All About Me Portfolio and Individual Pathways Plan

Every school must have a process in place to support students in documenting their learning in education and career/life planning in a portfolio (All About Me Portfolio) or Individual Pathways Plan. The "All About Me" (AAM) portfolio in Kindergarten to Grade 6 and the Individual Pathways Plan (IPP) in Grades 7 to 12 provide a structure for, and serve as a record of, this learning process. (Creating Pathways to Success, p. 16-19).

6.3.2. Documenting Education and Career/Life Planning

The TDSB provides an online tool, through myBlueprint, for students in Grades 6 to 12 to document their learning and support the development of their AAM and IPP.

Teachers of Grade 6 may use the myBlueprint All About Me Getting Started Guide to support students with the development of their All About Me Portfolio.

Teachers of Grades 7 to 12 may use the Year-at-a-Glance (by grade) documents found on the myBlueprint resource website to support the implementation of the Individual Pathways Plan.

Teachers of Kindergarten to Grade 5 may use the myBlueprint All About Me Scope and Sequence to guide the development of a student-centred digital portfolio so that students can share information about themselves, their experiences with school, their goals, and their future plans. The digital portfolio (folder) can be created using a Google Folder.

6.3.3. Exit Surveys

As part of program implementation, schools are required to conduct Student Exit Surveys at the end of Grade 8 and Grade 12, at a minimum. This process is facilitated through myBlueprint. While not required, exit surveys could be conducted at the end of every grade.

6.4. Key Timelines in Student Transitions

Please refer to the detailed timeline and checklist found in Appendix B: Critical Path.

6.4.1. Start of the Term/Semester/Year

The Student Support Team must:

- (a) Provide welcoming activities and orientation events for all students which allow them to share experiences and learnings that have been most helpful in acquiring knowledge and skills in education and career/life planning.
- (b) Review incoming students' essential materials and information to determine next steps and transition support required throughout the year.
- (c) Review Summer School participation and results, where applicable.
- (d) Determine students who require IST support and review at the next available meeting, meet with students directly.
- (e) Determine students who require ESL/ELD support and review at the next available meeting, meet with students directly.

6.4.2. Mid-Term/Semester/Year

The Student Support Team must:

- (a) Review school and individual student (where applicable) achievement data, update student IEPs and/or transition plans to address current needs.
- (b) Provide ongoing communication of strengths, and areas of continued growth to parents/ legal guardians/caregivers and students to make revisions, where required, to support transition plans.
- (c) Review the local transition support process/plans in order to determine effectiveness, areas of improvement and clarify roles and responsibilities within the school.
- (d) Update the K-12 Transitions Planner for students requiring Tier 2 or Tier 3 support in PowerTeacher Pro.
- (e) Review students who require ESL/ELD support and update TRELIS (Elementary) and review timetable (Secondary) to ensure accurate placement and necessary accommodations/modifications are in effect.

6.4.3. End of Term/Semester/Year

The Student Support Team must:

- (a) Collect and update of essential materials and information to support transition processes.
- (b) Identify students requiring Tier 2 and 3 transition support for the following school year in collaboration with students (where appropriate) and their parents/guardians/caregivers.
- (c) Meet with transition stakeholders (school teams, parents/guardians/caregivers) to discuss student strengths and areas of need requiring Tier 3 supports and establish a transition plan that supports student success.
- (d) Update the K-12 Transitions Planner for students requiring Tier 2 or Tier 3 support in PowerTeacher Pro.
- (e) Review students who require ESL/ELD support and update TRELIS (Elementary) and review timetable (Secondary) to ensure accurate placement and necessary accommodations/modifications are in effect. This may include support in transitioning to post-secondary or workplace transition.

6.5. Transitions for Students with Special Education Needs

- 6.5.1. Transition plans must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an Identification, Placement, and Review Committee (IPRC).
- 6.5.2. The transition plan must be reviewed as part of the IEP review. The results of each IEP review should be used to update the transition plan.
- 6.5.3. The transition plan is developed as part of the IEP and must be stored in the Ontario Student Record (OSR) documentation folder.

6.6. Transitions for English Language Learners (ELLs)

- 6.6.1. Transition plans must be developed for all students who are identified as ELLs.
- 6.6.2. Transition plans should include the observations noted in the initial assessment administered by the TDSB Secondary Assessment Centres (TSAC) for secondary school aged students.
- 6.6.3. For elementary school aged students, transition plans should include the observations noted in the initial assessment and student profile completed in TRELIS.
- 6.6.4. Transition plans, along with TRELIS progress updates, Record of Support and TSAC assessments must be stored in the Ontario Student Record (OSR) documentation folder.

6.7. Board Approved Tools for Communication of Transition Plans and Strategies

- 6.7.1. The Ontario Student Record (OSR)
 - (a) Academic Progress and Achievement Records, including Report cards (Progress Report Card, Provincial Report Card 1 and 2)
 - (b) Literacy/Numeracy/Diagnostic Assessments
 - (c) Other relevant documents that might assist with effective transition (e.g., ESL/ELD tracking sheets)
- 6.7.2. SAP CRM System
 - (a) IST / SST Notes and Plans
 - (b) Individual Learning Plan (ILP)
 - (c) Individual Education Plan (IEP) and transition plan for students
- 6.7.3. PowerSchool
 - (a) Attendance Profile
 - (b) Historical Grades
 - (c) Enrolment History
 - (d) K-12 Transitions Planner (see IT Services website for instructions)
- 6.7.4. MyBlueprint
 - (a) All About Me (K-6)
 - (b) The Individual Pathway Plan IPP (Grades 7-12)
- 6.7.5. Protecting Student Information

Schools should not create or use locally developed forms to share, collect, or store information about students who are not “active” at the school.

6.8. Retention

Retention refers to students who remain in the current grade due to a significant gap between the level of achievement of curriculum expectations and the grade expectations, especially in core subjects. The process to consider retention begins with a request (verbal or in writing) from parent/legal guardian/caregiver to retain the student.

See Appendix D for more information.

7. EVALUATION

This Procedure will be reviewed as required, but at a minimum every four (4) years after the effective date.

8. APPENDICES

- Appendix A: Multi-Tiered Approach to Effective Transitions
- Appendix B: Critical Path
- Appendix C: Suggested Intervention and Support Strategies
- Appendix D: Retention

9. REFERENCE DOCUMENTS

Policies

- Accountability for Student Achievement (P040)

Other Documents:

- Ministry of Education:
 - Creating Pathways to Success: An Education and Career/Life Planning Program for Ontario Schools (2013)
 - Growing Success: Assessment, Evaluation, and Reporting in Ontario Schools (2010)
 - Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12 (2013)
 - Ontario Schools: Kindergarten to Grade 12: Policy and Program Requirements (2016)
 - Policy and Program Memorandum No.156: Supporting transitions for students with special education needs
 - English Language Learners – ESL and ELD Programs and Services: Policies and Procedures for Ontario Elementary and Secondary Schools, Kindergarten to Grade 12
- TDSB's Multi-Year Strategic Plan

Multi-Tiered Approach to Effective Transitions

The following chart outlines the Tiered Approach to Effective Transitions. Each tier is not exclusive but instead, inclusive of all previous tiers.

Tier	Possible Identifiers	Action
<p>Tier 3 (for a FEW) supports are those that must be addressed before the student’s secondary school arrival</p>	<p>Academic (i.e., <u>requires LDCC</u>)</p> <p>Social/Emotional (i.e., significant mental health concern, <u>management of risk for injury behaviours</u> – see PR699)</p> <p>Medical (i.e., requiring home instruction)</p>	<p>Transition Meeting</p> <p>The purpose of transition meetings should be to determine a plan of intervention and support to allow for student success. The transition meeting should occur prior to the student’s arrival at their new school. Please refer to Appendix C: Critical Path.</p>
<p>Tier 2 (for SOME) supports are necessary for underserved students whose entry requires the continuation or start of professional school support referrals, or interventions upon the student’s secondary school arrival</p>	<p>Academic (i.e., Below Level 1 Achievement)</p> <p>Current IEP - Transition Resources</p> <p>Requires Professional Support Services to commence or continue</p>	<p>K-12 Transition Planner</p> <p>The K-12 Transition Planner is to communicate asset-based approaches that have supported success and to outline the recommended interventions to support continued success the following school year.</p>
<p>Tier 1 (for ALL) honours the students and their voices as they transition to a new grade and/or school. Tier 1 should be ongoing and done by all students</p>	<p>All Students</p>	<p>IPP Completion through MyBlueprint</p> <p>The purpose of the IPP should encourage student self-discovery and provide a platform to share student voice.</p> <p>All staff and students should make use of MyBlueprint regularly in the classroom and beyond. All schools should have an Implementation Plan</p>

Critical Path

Timeline	Elementary	Secondary
<p>April</p>	<p><input type="checkbox"/> Meet as a school support team to review Transition Procedure and Process</p> <p><input type="checkbox"/> Review All About Me / IPP progress in MyBlueprint and reach goal of 100% completion</p> <p><input type="checkbox"/> Collect Essential Materials for students requiring Tier 2 & 3 supports.</p> <p><input type="checkbox"/> Begin / Update</p> <ul style="list-style-type: none"> • K-12 Transition Planner • ILPs (if applicable) • IEP Transition Page(s) (if applicable) <p><input type="checkbox"/> Establish connections with receiving schools based on Tier 3 meeting needs (i.e., schedule meetings to occur in May)</p>	<p><input type="checkbox"/> Meet as a school support team to review Transition Procedure and Process</p> <p><input type="checkbox"/> Ensure school has an established IPP implementation plan for incoming grade 9 students</p> <p><input type="checkbox"/> Establish connections with feeder schools based on Grade 9 enrolment (i.e., schedule meetings to occur in May)</p>
<p>May</p>	<p><input type="checkbox"/> Complete / Finalize (print, if required)</p> <ul style="list-style-type: none"> • K-12 Transition Planner • ILPs (if applicable) • IEP Transition Page(s) (if applicable) <p><input type="checkbox"/> Meet with Receiving School Teams for students requiring Tier 3 supports, review essential materials and discuss intervention strategies</p>	<p><input type="checkbox"/> Develop a communication system for transition meetings for Tier 3 students</p> <p><input type="checkbox"/> Meet with Elementary School Teams for Tier 3 students, review essential materials and printed copies of K-12 Transition Planner, ILP or IEP</p> <p><input type="checkbox"/> Review K-12 Transition Planner, ILPs or IEPs for all Tier 2 and 3 students and begin working on intervention and support strategies required prior to September start</p>
<p>June</p>	<p><input type="checkbox"/> Ensure all grade specific All About Me/IPP tasks have been completed through myBlueprint</p> <p><input type="checkbox"/> Complete any meetings still required for students requiring Tier 3 support, and secondary school communication to support effective transitions</p> <p><input type="checkbox"/> Encourage students to participate in summer programming opportunities through local school, community organizations and continuing education as appropriate.</p>	<p><input type="checkbox"/> Review Tier 2 and 3 students timetables and individualize as per recommendations and student input</p> <p><input type="checkbox"/> Attend any remaining meetings and ensure communication made with all feeder schools for incoming students</p> <p><input type="checkbox"/> Encourage students to participate in summer programming opportunities through local school, community organizations and continuing education</p>
<p>September</p>	<p><input type="checkbox"/> Ensure school has an established IPP implementation plan for all students</p> <p><input type="checkbox"/> Upon receiving an official OSR Request, send the OSRs to receiving schools as outlined in the OSR Guidelines</p>	<p><input type="checkbox"/> Request and receive OSRs and review</p>
<p>October</p>	<p><input type="checkbox"/> Transition Planning for current Grade 8s begins which includes IPP, Course Selection, Optional Attendance etc.</p>	<p><input type="checkbox"/> Ensure that all Tier 2 and 3 students have been reviewed at IST to review program plan and intervention strategies, ensure implementation has occurred</p>

Ongoing	<input type="checkbox"/> Update K-12 Transition Planner for all applicable students at least twice a year and determine if continuation is required (e.g., January/May)	<input type="checkbox"/> Update K-12 Transition Planner twice per year (January/May) to determine if continuation is required.
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Intervention Supports and Strategies

The following list is to provide ideas and suggestions; however, it is recommended that staff also consider local supports and strategies available to them that may not be reflected on the list below.

Area of Growth	Strategies to Consider
Academic Support	<ul style="list-style-type: none"> • Ministry Programming such as TVO Learn & Mathify • Central Programming offered through Continuing Education (i.e., Literacy / Numeracy / Tutoring) • Educational Partnerships and Community Connections available • In School Supports (i.e., peer tutoring, homework clubs) • Everyday implementation of Accommodations in classrooms (Section E39) • Universal Design of Learning and Differentiated Instruction Strategies • Triangulating observations, conversations and products • Credit Rescue / Recovery
Individualized Timetable	<ul style="list-style-type: none"> • Reduced Course Load • Credit Recovery • E-Learning / ILC • GLS / GLE / Learning & Transferable Skill Support • ESL / ELD / Language Support • Continuing Education: Night School / Summer School • Specialized / Alternative Programs based on an Area of Interest • Upfront substitution for compulsory course • Course stacking (Taking math every semester until completed vs. a break in between semesters)
Program Support	<ul style="list-style-type: none"> • Transition Programming <ul style="list-style-type: none"> ○ Reach Ahead Credit ○ Head Start to High School ○ School Specific Program • IST / SST Referral <ul style="list-style-type: none"> ○ Review/Revise ILP / IEP ○ Implementation of IEP Accommodations / Modifications • ESL / ELD / LEAP / Language Support • Attendance Support & Counselling • Tutoring / After School Literacy / Numeracy Programs • School Support Team (where applicable): Guidance, Student Success, Special Education, Professional Services
Social / Emotional Support	<ul style="list-style-type: none"> • Guidance Support and Classroom teacher support (Further exploration of MyBlueprint which includes goal setting, self-discovery activities and future planning) • Professional Support Referral(s) - CYW, CYC and Social Work • Participation in extracurriculars and leadership opportunities • Social Stories • Restorative Practices • Nutrition Programs • Educational Partnerships and Community Supports (i.e., Youth Outreach Worker)

	<ul style="list-style-type: none"> • Involvement Expansion of the Circle of Care
<u>Transferable Skills</u>	<ul style="list-style-type: none"> • Participation in extracurriculars • Leadership opportunities • Goal Setting • Experiential Learning Opportunities • GLS / GLE Support • CYW / CYC Support
Circle of Care	<ul style="list-style-type: none"> • Parents / Caregivers • Peers • Caring Adult / Coach / Mentor • Administrator / Teacher • Guidance / Student Success • Special Education / Support Staff • ESL / ELL staff • CYW / CYC staff • Social Worker / Professional Support Services • Community Partnership(s) • Youth Outreach Worker • Mental Health Nurse
Attendance	<ul style="list-style-type: none"> • Regular check-ins and monitoring • Positive Reinforcement • Mentor / Caring Adult • Goal Setting • Community Agency Support for student and family • Nutrition programs • Transition Supports

RETENTION

Retaining a Student

The consideration to retain a student in Grades 1-8 is made only in exceptional circumstances, in consultation with, the school principal, the classroom teacher, the parent/guardian and the student (where appropriate).

The request to retain a student should be reviewed and documented through the school IST/SST process.

When considering retention of a student with Special Education needs, the Principal must consult with the School Support Team (SST), Learning Network (LN) Superintendent of Education and the Special Education and Inclusion Centrally Assigned Principal.

The final decision to retain is made by the Principal in consultation with the LN Superintendent and considering all information provided.

A parent/guardian can appeal the decision in writing to the Learning Centre Executive Superintendent.