If student transition planning includes analysis of student profiles (e.g., Compass for Success), effective Individual Education Plans (IEPs) and the implementation of recommended transition strategies (e.g., as recommended by Transitions Grades 4-10 Projects), then transitions for students with complex needs will be more successful.

How has the inquiry impacted your board’s practice of:

- “knowing the students” and “students knowing themselves as learners” through an integrated assessment and instruction process
- continuous improvement of IEPs and transition planning?

Our inquiry project integrated the learning from three Ministry initiatives:
- Student Success: Transitions Gr. 4-10
- MISA: Student Profiles through Compass for Success
- Special Education: Implementation of PPM 156 and Effective IEPs

The Learning for All Project applied the learnings from these initiatives to students and their teachers across the board who were involved in complex transition planning. Through the project, a variety of resources were developed and implemented to support students through transition planning. Teachers were provided with opportunities to use various data and observation to know the students who were in transition (e.g., from Section 23 to UGDSB, between schools, elementary to secondary). Student and parent involvement was encouraged through templates to seek their input on transition planning.

Some of these resources were shared beyond UGDSB through a presentation at the Toronto Regional Special Education Committee.
What evidence supports the above outcomes (board level, school level, classroom level)?

The true evidence of successful transitions for students will be demonstrated in the fall as students transition to their new classrooms. However, evidence that addresses the changes in teacher practice come from teacher feedback from the in-services provided, teacher survey results and use of release time for observation of students.

Pre and post survey results of teachers involved in this project show the following on a 10 point scale:

1. How do you feel about your student’s upcoming transition?
   a. Pre: 5.86  Post: 7.0 (scale: very nervous to very confident)

2. How prepared do you think the student will be for the transition?
   a. Pre: 5  Post: 7.0  (scale: unprepared to fully prepared)

3. How confident are you about the student’s success in September?
   a. Pre: 5.8  Post: 6.6 (scale: very nervous to very confident)

4. How knowledgeable do you feel about strategies for transition planning?
   a. Pre: 7.2  Post: 9.1(scale: lots to learn to very informed)

What has changed (in student learning and/or teacher learning)? How do you know?

Through the connections made in this project, teachers were able to work with colleagues using resources designed for students facing complex transitions. For example, the UGDSB teachers working in Section 23 schools were able to work more closely with the teachers who will be receiving students from Section 23 programs. The data collected pre and post the in-service demonstrates teacher learning regarding their confidence, preparedness and knowledge regarding transitioning. The in-service provided time for teacher partners to use the resources provided to focus on knowing the student (i.e., their interests, strengths, areas of need and strategies/resources that work for the student).

Following the in-service, teachers were given release time to visit incoming students in their current classroom. This time was reported by teachers as being helpful in getting to know their future students better.
What new questions have arisen as a result of your project this year?

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<thead>
<tr>
<th>Question</th>
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<tr>
<td>What types of transitions would require more detailed transition planning as used in this project?</td>
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<tr>
<td>How can the resources and practices used in this project support transition planning in IEPs?</td>
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<tr>
<td>How can the resources and practices found effective in supporting complex transitions be promoted throughout the Board?</td>
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