
Transition Process for School Accommodation

1.0 Background

This process is designed to facilitate discussion between school and board staff and community members around the transition of students and staff as a result of an accommodation review decision.

This framework is intended as a guide and, based on the needs of the schools and communities involved, it may be modified.

The ultimate goal of the transition process is the successful integration of students, parents, community members and staff into a new school setting or configuration.

2.0 Outcomes of This Process

2.1 Students will:

- a. Feel welcome and are welcoming in the new setting
- b. Feel safe and comfortable
- c. Develop a sense of belonging and ownership
- d. Get involved in all aspects of school life – curricular and extra curricular

2.2 Parents will:

- a. Feel welcome and are welcoming in the new setting
- b. Have a sense of belonging to the school community, a sense of ownership
- c. Feel that they have been treated fairly
- d. Understand the roles played by various groups such as trustees, board administration, school staff, students, parents and community members
- e. Understand the policies and procedures that govern certain decisions i.e. transportation, staffing, facilities etc.

2.3 Staff will:

- a. Feel welcome and are welcoming in the new setting
- b. Have a sense of belonging to the school community, a sense of ownership
- c. Feel that they have been treated fairly with respect to placement

3.0 Committee Structure

- 3.1 In the September prior to the date of the actual transition of students, the superintendent of education (operations) will, in consultation with the school principals, the superintendent and the local trustee for that school, establish the date an information session around the transition process. This meeting should be held prior to the end of October of that school year.

- 3.2 Prior to the information session, school principals will identify members of the school's transition team. Membership of this team must include:
 - a. School council chair or designate
 - b. A second parent representative, not necessarily a member of school council
 - c. 2 Student representatives – grades 5 through 12
 - d. Community representative – possibly a member of municipal council
 - e. Teaching staff representative
 - f. Non-teaching staff representative
 - g. School administration – principal and, where applicable, the vice-principal
 - h. Area trustee and superintendent of schools
- 3.3 The Transition Committee will be comprised of the school transition teams of all schools impacted by the accommodation review decision for the particular school community.
- 3.4 The principals of the school transition teams shall co-chair the Transition Committee.
- 3.5 All Transition Committee meetings will be public meetings.

4.0 Roles and Responsibilities

- 4.1 This list of responsibilities is a guide and it is not all-inclusive.
 - 4.1.1 Board Staff
 - Facilities planning and construction
 - Appointment of principal and other staff (per the provisions in the various collective agreements)
 - Facilitate the movement of supplies and equipment to a new location
 - Act as a resource to the Transition Committee
 - 4.1.2 School Staff
 - Maintain as much normalcy as possible for students during the transition process
 - Act as a resource to the Transitions Committee
 - Plan and implement orientation programs for staff, students and parents
 - Plan and implement celebrations to acknowledge closing school(s) prior to the end of the school year
 - Plan and implement celebrations at the beginning of the school year for the new school or school configuration
 - Assist in the process of identification and packaging of materials to be moved from one school to the other
 - Assist in the receiving and locating of materials received from another school
 - Provide input to the school administration for timetabling and class allocation
 - 4.1.3 Transition Committee
 - Recommendation of the school name to board of trustees
 - Recommendation of school team name and colours
 - Recommendations with respect to the disposition of school memorabilia
 - Assist in the development and delivery of orientation programs for students and parents
 - For closing school(s) assist in the development and delivery of celebrations prior to the end of the year
 - For the new school or school configuration, assist in the development and delivery of celebrations at the beginning of the school year
 - Identify, discuss and make recommendations to school and board staff regarding issues of concern with respect to the transitions process

5.0 Timelines

September	Establish date for information meeting Identify members of the school transition teams
October	Information meeting Begin Transition Committee meetings
February	Interim report to the senior staff and director's information reports to trustees regarding the Transition Committee meetings and recommendations
May	Final report to senior staff and director's information report to trustees regarding the Transition Committee meetings and recommendations
June	Celebrations for closing school
September	Celebrations for "new" school

6.0 Possible Areas for Discussion

These are culled from previous Transition Committee work in other schools:

- Safety and security
- Student transition and learning resources
- Staff transition (as determined by the collective agreements)
- Administrative transition
- Communications (newsletter, surveys, etc.)
- System transition
- Disposition of surplus school space

Avon Maitland District School Board
Transition Action Plan
Goderich Community 2008-2009

Timeline	Outcome	Strategy	Responsibilities
October October through April February and May	open, public process for transition	<ul style="list-style-type: none"> • information meeting • established, advertised series of public meetings • inclusion of all stakeholders on committee • clear outline of responsibilities for all parties • established reporting dates to senior staff and trustees 	superintendent, trustee, principals, staff, students, school council, community members
Ongoing January through April June September	student are prepared for the move and feel welcome in their new location or have tools to make new students feel welcome	<ul style="list-style-type: none"> • opportunities for students from involved schools to get together over the course of this school year • orientation of students to new physical location • celebrations of the existing configuration prior to the end of the current school year • celebration of the new configuration early in the next school year 	Transition Committee, principals, staff
Ongoing March through June Ongoing	staff are informed and part of the transition process	<ul style="list-style-type: none"> • staff are part of the transition committee • regular communication to staff around the progress of construction where appropriate • regular communication to staff regarding the staffing process • opportunities for staff at current schools to work together in long-term planning for achievement agenda 	superintendent, principals
ASAP	identification of school administration	<ul style="list-style-type: none"> • director recommends to trustees the appointment of the principal and, where appropriate, the vice principal(s) as early in the 2008/2009 school year as possible to facilitate leadership and planning for the transition process 	director, senior staff, trustees
September 1, 2009 January 1, 2010	creation of renovated spaces to accommodate students creation of new spaces – JK/SK, spec ed, best start	<ul style="list-style-type: none"> • complete plans based on input from board departments and school administration • get Ministry approval for plans • take plans to tender • approve tender • develop plans for student and staff safety during construction/renovation • undertake construction where necessary 	superintendent of business, facilities administrator, superintendent of schools, principals, school staff