Contents

Introduction .......................................................... 3
Regulatory and Policy Requirements ............................. 4
The School Board’s Role ........................................... 6
Supporting and Coordinating the Transition-Planning Process ........................................... 6
Developing a Board Transition-Planning Policy ............... 6
Providing In-Service Orientation ................................ 7
Establishing and Maintaining Links With Other Organizations ......................................... 7
Establishing a Transition-Planning Advisory Committee .... 7
The Principal’s Role .................................................. 8
Developing School-Level Procedures ............................ 8
Creating a Transition-Planning Resource Group ............... 9
Providing Orientation Sessions for Transition-Planning Teams ........................................... 9
Monitoring Implementation ........................................ 10
The Transition-Planning Team ...................................... 11
Roles and Responsibilities of Team Members ................. 11
  The Student, Family Members, and the Student’s Support Network ................................. 11
  School System Personnel ....................................... 12
  Other Participants .............................................. 14
The Transition-Planning Process for Individual Students .... 17
Phase 1: Preparation ................................................ 17
  Appointing the Transition-Planning Team Leader .......... 17
  Selecting the Transition-Planning Team ..................... 17
  Orienting the Team Members .................................. 18
  Collecting Background Documentation on the Student .... 18
  Designing the Process ........................................ 18
  Arranging a Meeting .......................................... 19
Phase 2: Development of the Plan ................................. 19
  Identifying the Student’s Transition Goals ................. 22
  Identifying the Steps and Actions Necessary for Achieving the Goals ............................... 23
  Coordinating the Transition Plan With the IEP and Other Plans ........................................ 27

Une publication équivalente est disponible en français sous le titre suivant : Guide sur la planification de la transition, 2002.

This publication is available on the Ministry of Education’s website at http://www.edu.gov.on.ca.
Identifying Responsibilities and Timelines ....................................................... 27
Resolving Disputes ......................................................................................... 27
Phase 3: Documentation and Implementation .................................................. 27
   Recording the Plan ...................................................................................... 27
   Filing and Distributing Copies of the Plan .................................................... 27

An Integrated Planning Process ....................................................................... 29
   The IPRC Statement of Decision ................................................................. 29
   The Individual Education Plan (IEP) ............................................................. 29
   The Annual Education Plan (AEP) ............................................................... 30
   The Cooperative Education Personalized Placement Learning Plan ............. 30
   Exit Programs ............................................................................................. 30
   The MCFCs “Individual Support Agreement” ............................................. 31
   Health Care and Psychosocial Support Documents ..................................... 31

Appendices
1. Sample Transition Plans ............................................................................. 32
2. Sample Forms Related to Transition Planning ............................................. 40
3. Local Offices of the Ministry of Education, the Ministry of Community, Family
   and Children’s Services, and the Ministry of Health and Long-Term Care ...... 42

Selected Resources ......................................................................................... 43

Acknowledgements ......................................................................................... 46

List of Figures
1. Designing the Process and the Plan – Some Guiding Principles .................. 20
2. Sample Checklist for the Components of a Transition Plan ......................... 21
3. Self-Advocacy and Disclosure ................................................................... 22
4. Sample Actions for Different Stages Prior to Transition ............................... 24
5. Transition-Related Learning Expectations ................................................... 26
Introduction

The transition from school to work, further education,\(^1\) and community living can be particularly challenging for some exceptional students. The probability of a successful transition is significantly increased when schools work with parents,\(^2\) employers, community agencies, and providers of further education to develop coordinated transition plans for exceptional students. School principals are required to ensure that a transition plan is prepared, as part of the Individual Education Plan, for each exceptional student who is 14 years of age or older, unless the student is identified as exceptional solely on the basis of giftedness. These requirements are set out in Ontario Regulation 181/98 and are elaborated in the Ministry of Education’s policy document *Individual Education Plans: Standards for Development, Program Planning, and Implementation, 2000*. This guide presents a range of suggestions from which educators may select ideas that would be useful in their particular local context. It is not expected that every suggestion outlined here will be appropriate to or incorporated in every school board’s\(^3\) or school’s transition-planning process.

This guide sets out no new policy requirements; rather, it provides detailed examples of steps for implementing the policy, in order to assist all those involved in the transition-planning process. Those involved in the process include:

- school board officials, principals, teachers, and others involved in planning and providing special education programs and services;
- students and their families; and
- health care workers, community workers, and others who support students before and after they leave school.

Others who may benefit from this guide include school board officials who are involved in planning for other student transitions, such as entry into school or transition from one school to another.

A transition plan as described in this document is the school’s written plan to assist the student in making a successful transition from school to work, further education, and community living.

For the student and his or her family and personal support network, the transition plan:

- identifies goals for work, further education, and community living that:
  - reflect actual opportunities and resources that are likely to be available after the student leaves school;
  - are achievable by the student, given appropriate supports;
- defines the actions that are necessary year by year to help the student achieve his or her goals; and
- clarifies the roles and responsibilities of the student, family, and others in carrying out these actions.

Before turning to details of definitions, regulations, and suggestions concerning roles and process, readers may find it helpful to glance at the four sample transition plans included in Appendix 1. These sample plans illustrate a range of approaches that may be taken to respond to the varied needs of students.

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1. The term *further education* is used to refer to continuing study (after the student leaves school) in any formal program, including:
   - a program at a college of applied arts and technology;
   - a university program;
   - a private vocational school program;
   - an apprenticeship program;
   - a school board continuing education program;
   - a government-funded educational or training program such as a literacy or life-skills program.

2. Throughout this document, *parents* is used to refer to both parent(s) and guardian(s).

3. The terms *school board* and *board* are used in this document to refer to district school boards and school authorities.