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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>.

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# Introduction

The transition from school to work, further education,<sup>1</sup> 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,<sup>2</sup> 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<sup>3</sup> 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.

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.