

The Transition-Planning Process for Individual Students

The transition-planning process described below has three phases:

Phase 1: Preparation

Phase 2: Development of the Plan

Phase 3: Documentation and Implementation

Phase 1: Preparation

Appointing the Transition-Planning Team Leader

Because transition planning requires coordination of the contributions and activities of a number of partners, good practice suggests that a single individual should be identified by the school principal to lead the process.

Since the transition plan is part of the student's IEP, the teacher who is assigned responsibility for the IEP is a logical candidate for team leader.

In special circumstances or for students with high or complex needs, the principal might decide to take this role. Or, by agreement with the school board, a special education consultant/coordinator or a psychologist or social worker might act as team leader.

Because transition planning is the responsibility of the school board (and, in particular, the principal), the role of transition-planning team leader cannot be delegated to anyone other than an employee of the school board.

In the year(s) immediately prior to the student's transition, much of the plan may focus on events after the student leaves school. At the discretion of the transition-planning team leader, it may be appropriate for support providers who will be coordinating services after the student leaves school to take a more prominent role in the formulation of the plan. However, the contents of the plan remain the responsibility of the school principal while the student remains in school.

Selecting the Transition-Planning Team

The team leader, under the direction of the principal and in consultation with the student and/or parent, will determine the composition of the student's transition-planning team. A detailed list of the potential members of the transition-planning team and the roles they might play is provided in the preceding section, "The Transition-Planning Team".

Team members should be added to the core team of student, parent, and teacher as necessary to ensure that:

- the needs and strengths of the student are fully accounted for in the plan;
- the student's goals are achievable with appropriate supports;
- the actions identified in the plan are appropriate in light of the student's goals and abilities;
- the student will have access to sufficient resources to enable him or her to complete the planned actions and steps leading to achievement of the goals.

As a general rule, those persons who have ongoing responsibility for actions identified in the transition plan, or who are likely to be assigned responsibility for actions in this year's plan, should be identified as members of the student's transition-planning team.

It may also be appropriate to include professionals from outside the school system. It is suggested that such persons be called upon only when needed, to serve as resources for the core members of the team.

The participation of professionals should not eclipse or diminish the role of the student, family, and friends in taking responsibility for the student's transition. In the long run, it is the student's relationships with family and friends that endure, rather than those based on professional duty.

Orienting the Team Members

The team leader should make sure that all team members are familiar with transition-planning concepts and procedures by arranging for them to attend a school orientation session. Where the school does not provide a general orientation meeting (as described on pp. 9–10), the team leader should plan an initial meeting for team members who require orientation.

The team leader may become aware that the transition-planning process will be intimidating to the student or members of the student's family. In such a case, the team leader could arrange a separate, preliminary meeting with the student and family. Objectives for this meeting could be:

- to enable the team leader, the student, parents, and supporters to get to know each other;
- to familiarize the student, parents, and supporters with the process and the roles they will be expected to play;
- to identify other support providers who should be included in the transition-planning process and determine whether there are any special requirements, such as the need for an interpreter.

Resource Materials

Certain resource materials will be important references for the team leader and should be available on request to team members. These include (where applicable and available):

- this guide;
- school board policy and resource materials;
- local school policy and procedures for transition planning, including any agreements made between the school board and local service agencies, educational institutions, or employers to support transition planning for students;
- an inventory of service providers and contact people;
- an inventory of work experience and job placement resources;
- an inventory of further-education opportunities.

Collecting Background Documentation on the Student

The team leader will also collect (with appropriate permissions)⁸ information about the student for consideration in developing the transition plan. Relevant information includes:

- last year's transition plan and any progress reports;
- a list of the student's strengths and needs from the most recent IPRC statement of decision;
- the student's most recent annual education plan (AEP);
- the student's most recent IEP;
- the student's recent report cards;
- an educational assessment (from the IPRC process);
- a vocational assessment (if any);
- any relevant medical, psychological, and other assessments (e.g., speech and language, behavioural, physical or occupational).

A sample form for obtaining parental (or, as appropriate, student) consent to share this information with members of the transition team can be found in Appendix 2.

The team leader might also review the student's IEP and AEP for information about the following topics:

- the student's vocational, further education, and leisure interests;
- the student's current out-of-school activities;
- the student's support network (family, friends, attendants, professionals, advocates);
- any health care or other support services the student is currently receiving.

Designing the Process

The team leader must decide whether the transition plan can be developed as part of other processes (e.g., the IEP process) or whether a separate transition-planning meeting is required. The team leader will

8. For example, because some team members may not be school board employees, parent/student permission may be required to share information from the student's Ontario Student Record (OSR).

therefore need to determine in advance which of the following best describes the student's needs.

1. The student's transition-planning needs can likely be met as part of the IEP (and AEP) processes, with appropriate involvement of the student and family.
2. The student is likely to require a number of specific supports to ensure a smooth and effective transition. In such a case, it may be necessary to call a transition-planning meeting or to devote a portion of the IEP meeting (if one is held) specifically to transition planning, especially if a transition plan has not previously been developed for this student.
3. The student has high or complex needs that may currently involve the participation of health care and community service providers and that will require multiple and extensive supports to ensure a smooth and effective transition. In such a case, a detailed transition plan is needed and may best be compiled as a separate section of the IEP or as a separate transition plan appended to the IEP. Such a plan will likely be most effectively developed in meetings devoted specifically to transition planning to which persons outside the school system who are involved with the student can be invited.

Some of the principles that should guide the design of the planning process and of the transition plan itself are outlined in Figure 1, on page 20.

Arranging a Meeting

If a transition-planning meeting is necessary, it should be arranged at a time that permits as many as possible of the members of the student's transition-planning team to attend. In order to avoid multiple meetings, the team leader should consider coordinating the transition-planning meeting with the IPRC

review, a parent-teacher interview, or the IEP meeting (if there is one). Suggestions for encouraging the participation of students, parents, and representatives of other organizations may be found in the section entitled "The Transition-Planning Team" (pp. 11-16).

To ensure that the special needs of the student, the parents, and others are met, the meeting should be held in a physically accessible location, and arrangements should be made to provide support workers (e.g., attendants, interpreters, readers) and/or equipment (e.g., FM equipment, audio recording equipment) as required.

Phase 2: Development of the Plan

The process of developing or reviewing a transition plan should include the following steps:

- identifying the student's transition goals;
- identifying the steps and actions necessary for achieving the goals;
- coordinating the transition plan with the IEP and other plans;
- identifying timelines and responsibilities.

The sample checklist for components of the plan presented in Figure 2, on page 21, may be useful in working through the development process.

(text continues on p. 22)

Figure 1: Designing the Process and the Plan – Some Guiding Principles

The experience of transition planning in Ontario schools, combined with information from jurisdictions across Canada and the United States, reveals a number of commonly accepted principles for designing a transition-planning process. The following principles have been adapted from many sources to fit the current Ontario context. The principles apply both to the planning process and to the written plan.

Both the process and the plan should be:

1. **Simple** – Keep the process as simple as possible while meeting the student’s needs. For some students, very little planning, if any, will be required beyond what is done by the student in his or her annual education plan (AEP) and by the school through the IPRC process and the Individual Education Plan (IEP). Students with higher needs will require a more complex planning process and a more complex plan.
2. **Goal-Oriented** – The student’s goals for work, further education, and community living are the starting point for transition planning. The transition-planning process may assist the student in developing and refining his or her goals. All components of the transition plan should assist the student in achieving those goals.
3. **Complete** – The transition plan and the planning process should view the student as a complete person with multiple abilities and needs. Further education, work, and independent community living are complementary goals. For example:
 - All students have some need for lifelong **learning** beyond school.
 - Almost all students will need or wish to engage in productive **employment**, supported employment, or meaningful volunteer work.
 - Almost all students will aspire to **independent living** regardless of ability level or vocational or educational goals.
4. **Individualized** – The student should be given as much opportunity and responsibility as possible in determining his or her goals and the actions required to achieve these goals. Some students in the senior years of secondary school may be able to take full or almost full responsibility for planning their future.
5. **Based on Partnership** – Effective transition planning and implementation require a three-way partnership among the student, the school, and the organizations that will be providing support after the student leaves school. Depending on the student’s needs:
 - the student may be joined by his or her family and support network;
 - the school may be represented by teachers and professional support staff and administration; the organizations that will be providing support after the student leaves school may include health care and community service agencies, further education institutions, employers, unions, and others.
6. **Flexible** – The transition plan should remain flexible and allow the student to specify different or additional goals at any time. It should also be reviewed at least annually in conjunction with the IPRC review, the IEP, and the AEP to determine the continuing appropriateness of the goals and the actions defined in the plan to achieve the goals. Revisions should be made to reflect:
 - student growth;
 - changes in the student’s needs, interests, and goals;
 - changes in the student’s environment, such as the family situation, or in a key support group;
 - new information on future prospects;
 - the effectiveness of actions taken to date.

Figure 2: Sample Checklist for the Components of a Transition Plan

<p>Goals</p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistent with IPRC: <ul style="list-style-type: none"> <input type="checkbox"/> statement of strengths and needs <input type="checkbox"/> placement decision <input type="checkbox"/> Consistent with AEP goals <input type="checkbox"/> Complete – that is, they encompass the following: <ul style="list-style-type: none"> <input type="checkbox"/> employment, supported employment, or community volunteering <input type="checkbox"/> further education (after leaving school) <input type="checkbox"/> community living <input type="checkbox"/> Realistic (in terms of the student’s abilities, motivation, available supports, actions specified, and time available) <input type="checkbox"/> Sufficiently challenging (i.e., they encourage the student to achieve his or her potential) <p>Actions</p> <p><i>The actions specified are:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Consistent with IPRC recommendations about special education program and services <p><i>The actions specified include the following:</i></p> <ul style="list-style-type: none"> <input type="checkbox"/> Timely application to wait-listed programs and services, such as: <ul style="list-style-type: none"> <input type="checkbox"/> further education <input type="checkbox"/> social services <input type="checkbox"/> health care services <input type="checkbox"/> case worker <input type="checkbox"/> housing <input type="checkbox"/> transportation <input type="checkbox"/> supported employment <input type="checkbox"/> Opportunities for the student to further refine goals <input type="checkbox"/> Provision of supports consistent with the student’s goals, such as: <ul style="list-style-type: none"> <input type="checkbox"/> school/school board services <input type="checkbox"/> equipment <input type="checkbox"/> health care and social services <input type="checkbox"/> Appropriate work placements and community service activities <input type="checkbox"/> Familiarization with future program options and service providers <input type="checkbox"/> Investigation of future financial support <input type="checkbox"/> Development of IEP learning expectations that: <ul style="list-style-type: none"> <input type="checkbox"/> reflect the student’s goals <input type="checkbox"/> maintain provincial curriculum expectations as much as possible 	<ul style="list-style-type: none"> <input type="checkbox"/> Development of individualized learning expectations* related to: <ul style="list-style-type: none"> <input type="checkbox"/> knowledge of disability issues <input type="checkbox"/> self-advocacy skills <input type="checkbox"/> study skills <input type="checkbox"/> vocational/job skills <input type="checkbox"/> employability skills (e.g., dress, punctuality, responsibility) <input type="checkbox"/> daily living skills for independence <input type="checkbox"/> interpersonal skills <input type="checkbox"/> stress-management skills <input type="checkbox"/> knowledge of health and sexuality issues <input type="checkbox"/> problem-solving/decision-making skills <input type="checkbox"/> Maintenance of student’s transition portfolio,† including: <ul style="list-style-type: none"> <input type="checkbox"/> academic transcript and recent report cards <input type="checkbox"/> the transition plan and progress reports <input type="checkbox"/> reports of assessments (e.g., educational, medical, psychological, speech and language, social work) <input type="checkbox"/> IPRC description of strengths and needs and statements of decision <input type="checkbox"/> most recent IEP <input type="checkbox"/> cooperative education placement learning assessment reports <input type="checkbox"/> correspondence with the receiving institution concerning the transition <input type="checkbox"/> Employment search <input type="checkbox"/> Case management <input type="checkbox"/> Provision for monitoring the plan <input type="checkbox"/> Identification of anticipated future years’ actions <p>Responsibilities</p> <ul style="list-style-type: none"> <input type="checkbox"/> Designated for each current action <input type="checkbox"/> Designated individuals are aware of assigned actions and agree <p>Timelines</p> <ul style="list-style-type: none"> <input type="checkbox"/> For each action
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*See Figure 5, p. 26.
†See Figure 4, pp. 24–25.

Identifying the Student's Transition Goals

The student's goals should be coordinated with those in his or her AEP and should encompass employment, further education, and community living.

The student's goals should strike a balance among:

- the student's ideal vision of the future;
- the limitations or barriers (actual and potential) to the student's realizing this ideal vision;
- the extent to which these limitations and barriers may be overcome by actions or supports such as appropriate health care and social services, help from family and friends, and accommodations from employers and further-education institutions, as well as by the student's own efforts.

As the transition-planning team considers the actions that will enable the student to achieve his or her goals, it may appear to the team members and to the

student that the goals cannot be achieved. To resolve this discrepancy, either the student may change his or her goals or the team may plan other, more suitable actions. If a number of years remain prior to the student's transition, the transition plan might specify some actions for the student and/or family to take to clarify the student's goals (e.g., researching certain career options) and to explore other possible strategies that will enable the student to achieve the desired goals.

Goals that should be considered for every student's transition plan are those that relate to the acquisition of self-advocacy skills – skills critical for all students making the transition to further education, work, and independent living. An important issue connected with self-advocacy is that of the student's disclosure of his or her need for accommodations. Figure 3 provides further information about this important subject.

Figure 3: Self-Advocacy and Disclosure

Self-advocacy skills are particularly critical to the success of exceptional students in adult life. Self-advocacy begins with disclosure by the student of his or her need for accommodations. This is a significant issue, especially for students with invisible disabilities (e.g., learning disabilities) when applying for employment or for admission to postsecondary institutions.

There are both advantages and disadvantages to disclosure, and careful consideration needs to be given to the best time to disclose a need for accommodations. Disclosure can help by enabling the student to gain access to needed accommodations, but it also risks closing some doors because of lingering misconceptions, on the part of some employers and postsecondary educators, about the nature of accommodations and the true abilities of exceptional students.

The Learning Disabilities Association of Ontario has developed the document *Learning Disabilities Disclosure Charts for Post-Secondary Education* (n.d.), which outlines some of the advantages and disadvantages of disclosing one's special needs at various stages in the process of applying to a postsecondary institution. (See "Selected Resources" at the end of this document.)

The development of awareness of disability issues (including issues around disclosure) and the acquisition of self-advocacy skills are goals that should be considered for every student's transition plan. See Figure 5: "Transition-Related Learning Expectations" for suggestions about incorporating these goals into the student's educational program.

For students with invisible disabilities, where there is a possibility that the student may choose not to disclose his or her disability after leaving school, care should be taken to protect this option for the student by preserving the student's anonymity when making inquiries to (or responding to inquiries from) employers or postsecondary institutions.

Identifying the Steps and Actions Necessary for Achieving the Goals

The description of the actions that are required to enable the student to achieve his or her goals is the heart of the transition plan.

Each year of school presents different opportunities and challenges to the exceptional student. As the school-leaving date approaches, the student's goals and the actions planned in support of those goals should become more clearly focused, both in the transition plan and in the student's AEP.

Figure 4 identifies some actions that may be suitable at varying points in time prior to transition. This list is for illustration only; it is not intended to encompass all possibilities. The needs of students will vary widely depending on the nature and degree of their exceptionalities.

In preparation for defining appropriate actions, it may be helpful to identify barriers to the achievement of the student's goals. It may also be helpful to identify the major steps required for the student to achieve his or her goals and then to define specific actions associated with each of the steps. An example of a transition plan illustrating steps and actions may be found in Appendix 1: "Sample Plan 3".

Each action should be described in clear, unambiguous language so that it will be easy to determine whether and when the action has been undertaken and completed. Each action should be described as the responsibility of an individual, office, or organization on the student's transition-planning team and should have an associated timeline or completion date.

The list of actions identified for the current year should include everything that must be done to enable the student to continue to progress towards his or her goals.

If possible, anticipated actions for future years should also be identified, in order to:

- clarify the student's progression towards the goals;
- test the appropriateness of the planned steps and actions as ways to help the student achieve the goals;
- alert team members to future responsibilities.

(text continues on p. 27)

Figure 4: Sample Actions for Different Stages Prior to Transition

Four to Five Years Before Leaving School (normally Grades 8 and 9)

- The student explores and begins to define his or her interests, skills, and abilities. These will be reflected in the AEP from Grade 7 and in the transition plan from age 14.
- The student explores options for work, further education, and independent living in the community in the light of his or her disability. The accommodations and/or assessments that the student may need in order to realize these goals should be considered. This step should be coordinated with the school's and school board's career-exploration activities that are undertaken in accordance with the ministry guidance and career education policy document *Choices Into Action*, and should be documented in the board's guidance and career education program plan.
- Where employment is the primary goal, early and ongoing work placement experiences are desirable. Planning should include appropriate supports in the workplace.
- For students who will require health care or social services, the transition-planning team encourages the parents to make applications on behalf of the student. If the student's needs warrant, an appropriate agency is identified and a referral is initiated to ensure that case management and further planning will be available after the student leaves school.
- Through the AEP process, the student identifies long-term goals and reviews them in the light of his or her interests, skills, and abilities.
- The transition-planning team identifies, and integrates into the program area of the student's IEP, individualized transition-related learning expectations that are necessary to the achievement of the student's transition goals (see Figure 5, "Transition-Related Learning Expectations", p. 26).

Two to Three Years Before Leaving School (normally Grades 10 and 11)

- The transition-planning team identifies transition partners from outside the school system and involves them in the review of the transition plan.
- The student engages in community volunteer and/or work placement experiences. These experiences are particularly important where work or community living are the student's primary post-school goals. The forty-hour community involvement requirement (as described in Ministry of Education Policy/Program Memorandum No. 124A) for secondary school students may help meet this need for some exceptional students.
- Where postsecondary study is a goal, the student and team begin to gather specific information on postsecondary institutions, programs, and support services, with special emphasis on any accommodations that will be required to meet the student's needs. Exploratory visits to the institution may be arranged through the special needs offices of postsecondary institutions to which the student is considering applying. The website of the National Educational Association for Disabled Students (NEADS) (<http://www.neads.ca/english/norc/edlink/directory.html>) maintains a link to the websites of the special needs offices of most Ontario postsecondary institutions.
- The student and team consider obtaining a psycho-educational (re)assessment of the student both to assist in identifying accommodations appropriate to the secondary school environment and to satisfy possible admission requirements of a college or university. Universities and colleges frequently require a recent psycho-educational assessment and diagnosis as a condition of admission for students seeking accommodations for special needs.
- The student and team explore options for post-school financial support.
- The student and team explore options for post-school living arrangements.
- The team reviews the status of the student for wait-listed post-school health care and social services, considering alternative strategies where this appears necessary.
- The team considers initiating a transition portfolio (see description below, under "One Year Before ...").
- The student and team review the achievement of individualized transition-related learning expectations. These expectations, and the supports required by the student to achieve them, are amended as necessary in the student's IEP.

One Year Before Leaving School (normally Grade 12)

While the student and/or parent may have primary responsibility for many of the following actions, transition-planning team members should provide support where appropriate.

- The student applies to appropriate institutions and programs for further education, and/or to community support programs, in accordance with his or her post-school goals.
- Students whose post-school goal is work conduct an active search for post-school employment. Students with high or complex needs should receive assistance from their support network, including parents, friends, teachers, and professional service providers.
- Students whose post-school goal is work and/or community living may allocate a significant portion of their time to community and/or work placement experiences.
- The student makes exploratory visits to postsecondary institutions to which he or she has applied. The special needs office of the particular institution can help to arrange this. Students may consider enrolment in a postsecondary course as a preparatory experience during the final year or over the summer following completion of secondary school. Some questions students should ask include:
 - Will this institution and program meet my interests and needs?
 - What will be expected of me in this program?
 - Can the workload be reduced or rearranged to meet my needs?
 - Is there access to the accommodations that I need?
 - Will I have appropriate financial support (student loans, disability bursaries)?
 - Do I need an updated psycho-educational or other assessment?
- The student applies for financial support programs, where needed.
- The student applies for housing, where appropriate.
- The team makes a final assessment of the individualized transition-related learning expectations and develops plans for further instruction, where required.
- The team helps the student to compile a *transition portfolio* of critical records (or copies of those records) that the student can supply to the organization(s) that will be providing support after the student leaves school. Provision of these records may reduce the need for costly and time-consuming reassessment. Records in the transition portfolio might include the following:
 - correspondence with the receiving institution concerning the transition;
 - the academic transcript, recent report cards, and, if appropriate, the Ontario Skills Passport (see p. 14, note 5);
 - diplomas, certificates, and awards;
 - reports of assessments (e.g., educational, medical, psychological, speech and language, social work);
 - the IPRC description of strengths and needs and statements of decision;
 - recent IEPs with the transition plan and progress reports;
 - cooperative education or work experience program reports;
 - letters of recommendation from teachers and work placement supervisors;
 - relevant samples of the student’s work;
 - a self-advocacy statement by the student, outlining future goals and describing his or her special needs and required accommodations and compensatory strategies.
- On leaving school, the student participates in an exit program (as required by Ministry of Education policy, as outlined in *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*), in which the student’s plans for the immediate future are reviewed (see “Exit Programs” on pp. 30–31 of this guide). The transition-planning team leader may wish to review the student’s transition plan one last time with the student and parents to ensure that individuals and organizations that will be supporting the student in the future are aware that the student is leaving school and will now be requiring new or additional services.

Figure 5: Transition-Related Learning Expectations

The student's goals as expressed in his/her transition plan and the actions set out in the plan to achieve those goals may require the student to acquire certain knowledge and skills either through the Ontario curriculum or a cooperative education or work experience placement. Along with various other considerations, the student's transition plan can serve as a guide to student and family in the selection of courses for the student. It can also contribute to determining whether the student will work to achieve modified learning expectations from the Ontario curriculum or alternative learning expectations.

Some exceptional students require help in mastering certain generic skills that are needed in making the transition to work, further education, and independent living. These may include the following:

- self-advocacy skills
- study skills
- vocational/job skills
- employability skills (e.g., dress, punctuality, responsibility)
- daily living skills for independence
- interpersonal skills
- stress-management skills
- problem-solving/decision-making skills

All students need to acquire these generic skills, which are generally taught across the curriculum. These skills may become specific learning needs for many exceptional students. Some students may require accommodations or individualized teaching or learning strategies in order to acquire the skills. More than specific subject area skills and knowledge, these skills are crucial to all types of learning, and their lack may be judged by the transition team to be a barrier to the achievement of the student's goals.

The first option that should be considered for exceptional students who require specific instruction in generic skills is the individualization of teaching

strategies to enable students to benefit from the teaching of these skills across the curriculum. A second option is to make use of the guidance and career education program, which includes courses such as:

- "Learning Strategies 1: Skills for Success in Secondary School", described in *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999*; and
- "Designing Your Future" and "Advanced Learning Strategies: Skills for Success After Secondary School", described in *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000*.

The strand "Preparation for Transitions and Change" in the Grade 11 and 12 courses may be particularly relevant to students who require transition-related learning expectations.

Some exceptional students may require knowledge and understanding of specific health issues related to their disability. Once again, the guidance and career education program includes courses that may be useful, such as:

- "Career Studies", described in *The Ontario Curriculum, Grades 9 and 10: Guidance and Career Education, 1999*; and
- "Designing Your Future", described in *The Ontario Curriculum, Grades 11 and 12: Guidance and Career Education, 2000*.

Skills that are necessary for the student's achievement of his/her transition goals but that cannot be addressed through the learning expectations in the Ontario curriculum (e.g., mobility or orientation skills) must be addressed in specific alternative learning expectations (see section 5.4.4 of the Ministry of Education policy document *Ontario Secondary Schools, Grades 9 to 12: Program and Diploma Requirements, 1999*).

Coordinating the Transition Plan

With the IEP and Other Plans

The actions in the transition plan may be closely related to expectations in the Ontario curriculum or they may specify a unique path tailored to the student's needs and goals. The transition plan will assist with the decision regarding whether, and to what extent, to depart from the Ontario curriculum and to use alternative learning expectations. Once this decision is made, any alternative learning expectations must be documented in the student's IEP.

Some of the actions identified in the transition plan may require supports (equipment or services) to be provided for the student. These supports should be documented in the IEP.

The actions in the transition plan should not limit the student's opportunities to achieve the learning expectations of the Ontario curriculum and to accumulate credits towards secondary school graduation. Some exceptional students will require more time than other students to achieve the maximum possible learning within the curriculum and also attain their transition-plan goals.

The relationship of the transition plan to other plans, such as the IEP, is elaborated in the section "An Integrated Planning Process" (pp. 29–31).

Identifying Responsibilities and Timelines

For each action described in the plan, the individual or office responsible for carrying out the action should be named and the time for completion of the action should be specified. Named responsible parties could be any member of the transition-planning team (student, parent, teacher, professional support provider, or outside agency). If a transition-planning meeting is held, consent of the individuals or agencies named should be obtained, if possible at the meeting; otherwise, arrangements should be made at the meeting to obtain that consent as a follow-up activity.

It is recommended that the team leader obtain confirmation from all persons or agencies identified in the

transition plan as responsible for one or more actions, indicating that they:

- are aware of and understand the nature of their responsibility;
- believe that it will be possible to carry out the indicated action(s) within the specified time;
- will advise the team leader if circumstances change and they come to believe that they will not be able to complete the indicated action(s).

Resolving Disputes

In the event that the teacher and the student's family are unable to achieve consensus on the transition plan, the appropriate process for resolving the disagreement is similar to that for any disagreement over education programs and services. The parent should discuss his or her concerns with the following, in the order listed:

1. the school's special education department head (if applicable);
2. the school principal;
3. a school board special education coordinator (or the equivalent);
4. the appropriate superintendent at the school board.

Phase 3: Documentation and Implementation

Recording the Plan

Each transition plan must contain, at a minimum, details of four major components: goals, actions, responsibility, and timelines. The sample transition plans in Appendix 1 illustrate the kind of information that should be provided in these four categories.

Filing and Distributing Copies of the Plan

As the transition plan is a part of the student's IEP, the regulatory provisions concerning the distribution and filing of the IEP apply also to the transition plan. These requirements are as follows:

- A copy of the IEP (including the transition plan) must be sent to the parents of the student and to the student, if age 16 or older, within 30 school days after the student's placement. (If the transition plan is developed separately from the IEP, it may be sent to the parents under separate cover, with a memorandum such as the one illustrated in Appendix 2.)

- The IEP (including the transition plan) must be filed in the student's OSR, unless the parent objects in writing.

The provisions of the *OSR Guideline* and the Municipal Freedom of Information and Protection of Privacy Act apply to the transition plan as part of the IEP. Students leaving school should be advised of the school's retention period for documents in the OSR file.