



Community Transition Planning Overview for Teachers

Purpose

To help educators actively guide students with developmental disabilities through the transition planning process.

Guiding Principles

- ✓ Transition planning is a process, not a destination, and should begin no later than age 14.
 - ✓ Transition planning should be student-centered and family-informed.
 - ✓ Ensuring students and families have required documentation to support transitions is a priority to reduce service delays.
 - ✓ Interagency collaboration is paramount to supporting successful transitions and must be proactive and timely.
 - ✓ Transition planning should promote dignity, independence, and inclusion.
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A. Required Components of a Transition Plan

1. Specific Goals

Measurable, age-appropriate transition goals in areas such as:

- Employment readiness
- Community access
- Daily living skills
- Social participation
- Postsecondary education or training

2. Action Steps

Clear instructional and experiential steps to achieve goals.



3. Roles and Responsibilities

Explicit and detailed roles and responsibilities for:

- School staff
- Student
- Parent/guardian
- Community agencies

4. Timelines

Specific dates and completion targets.

5. Additionally, the transition plan should:

- Be included in the IEP
- Be reviewed at least annually
- Be updated when goals change
- Reflect student voice
- Include agency involvement where applicable

B. Transition Timeline

<p>Grade 9 – Exploration Phase</p> <ul style="list-style-type: none"> • Conduct a baseline transition assessment • Identify strengths, interests, and preferences • Initiate community exposure experiences • Introduce concept of adult services 	<p>Grade 10 – Skill Development Phase</p> <ul style="list-style-type: none"> • Embed measurable transition goals in IEP • Begin job sampling and volunteer placements • Initiate travel training where appropriate • Document skill gaps
<p>Grade 11 – Service Connection Phase</p> <ul style="list-style-type: none"> • Support application to Developmental Services Ontario • Connect students to employment support agencies • Facilitate co-op placements 	<p>Grade 12+ – Launch Phase</p> <ul style="list-style-type: none"> • Confirm adult service eligibility • Develop a weekly adult schedule plan • Coordinate case conferences with adult agencies • Prepare transition summary package



C. Transition Planning Tools

Transition Assessments

Use a variety of tools to determine baseline skills and student and family goals, including:

- Self-report / self-rating tools
- Teacher observations and performance tasks
- Community-based assessments (e.g., job trials)
- Parent/family interviews
- Vocational interest inventories
- Life skills profiling in real-world contexts

Strengths & Need Profile

Build a student strengths and needs profile, including factors such as:

- Communication skills
- Daily living tasks
- Social/community skills
- Mobility/transportation
- Adaptive behaviors
- Supports required (EA, co-ops, mentors)

Annual Transition Goals

Using the student's strengths and needs as a guide, develop measurable goals in the IEP that connect to real life. Example skill areas and goals are provided below.

Area	Goal Example	Measurement
Employment	Explore two community work sites	Participation logs
Independent Living	Increase personal budgeting skills	Weekly budget tasks
Community	Use public transit independently	Transit trips logged
Leisure	Join a community sport or art program	Weekly attendance



D. Sample Transition Timeline and Goals

Timeline	System Priority	Teacher Responsibility	✓
Ages 14-15	Early transition planning	Ensure IEP includes documented post-secondary goals	<input type="checkbox"/>
	Assessment verification	Confirm psychological assessment meets adult service eligibility criteria	<input type="checkbox"/>
	Reassessment (if required)	Facilitate referral to board psychologist or community agency	<input type="checkbox"/>
Age 16	Adult service registration	Ensure families receive information about Developmental Services Ontario (DSO)	<input type="checkbox"/>
	Documentation readiness	Confirm families have required reports for DSO eligibility	<input type="checkbox"/>
Ages 16-17	Skill development	Monitor inclusion of independent living and community readiness goals in IEP	<input type="checkbox"/>
Age 17½	Income support planning	Ensure families are informed about Ontario Disability Support Program (ODSP) application timelines	<input type="checkbox"/>
Final Year	Interagency coordination	Confirm referrals to adult services are completed prior to exit	<input type="checkbox"/>
	Documentation transfer	Ensure families receive copies of assessments and transition documents	<input type="checkbox"/>