



# Transition Planning on the IEP

In Ontario, a transition plan is a mandatory, legally required component of a student's Individual Education Plan (IEP) for any student 14 or older, except those identified solely as gifted.

## A transition plan should include:

- **Specific goals** for the student's transition
- **Actions needed** now and in the future to achieve those goals
- **Responsible people or agencies** who will support or complete each action
- **Timelines** for completing each action

## Key Goals and Themes for Transition Planning

1. **Centering students:** Students should be actively involved in every stage of planning and have a strong voice in decisions about their future.
2. **Including families and caregivers:** Families and caregivers should be informed and included whenever possible to provide support and guidance.
3. **Starting early:** Transition planning should begin early and continue throughout high school as a continuous process.
4. **Building knowledge:** Students should learn about and research different pathways, understanding what to expect after high school.
5. **Skill building:** Developing essential skills—such as independent learning, workplace skills, and life skills—is critical for success after high school and should be part of the plan.
6. **Trying it out:** Students should have opportunities to explore pathways through hands-on experiences, such as co-op courses, dual credit programs, career fairs, and school or workplace visits.



## Sample Transition Goals for the IEP

### Goals for all students

Actions	Person(s) Responsible for Actions	Timelines
Annual Transition Planning meeting to update IEP and goals.	IEP team, student, parent	Annually-May
Review required accommodations with teachers.	Student, classroom teachers	Start of every semester
Take GLE learning strategies course(s) to develop learning and studying skills	Student, SERT, parents, guidance counsellor	Grade 9
Course selection for Gr 11 and Gr 12 (review options and prerequisites for pathway choice)	Student, SERT, parents, guidance counsellor	Grade 10

### Apprenticeship Pathway

Actions	Person(s) Responsible for Actions	Timelines
Attend school OYAP and Skilled Trades fairs and presentations.	Student, parents, SERT, co-op teacher, guidance counsellor	Annually
Skill development in time management and independent work (see Alternative Program Plan)	Student, SERT, parents, guidance counsellor	Continuous

### Community Pathway

Actions	Person(s) Responsible for Actions	Timelines
Connect with Board Transition Facilitator (TF) to initiate Transition Planning. Include Community Living case manager in planning sessions.	Student, parents, TF, community living representative and other family/student supports.	Grade 9
Develop workplace experience and develop skills necessary for successful entry into the workplace with community partners.	Student, parents, SERT, co-op teacher	Grade 11-grad



Meet with job coach to practice interviewing and employability skills. Invite Community Living and other community support staff to observe student at workplace in order to inform future planning	Student, parents, job coach	Year 6 and 7
Develop skills in local community related to transit training and leisure opportunities.	Student, parents, CLA support,	Year 3 to grad
Consult with relevant agencies (Community Living case manager and ODSP facilitator) to access additional funding available.	Student, parents, ODSP	Age 16

## Post-Secondary Education Pathway

Actions	Person(s) Responsible for Actions	Timelines
Take a GLE course to refine learning skills and prepare for post-secondary learning	Student, SERT, parents, guidance counsellor	Grade 11
Attend local college and university fairs and visit selected campuses if possible.	Student, parents, post-secondary institution	Gr. 11 and 12
Attend summer Transition Program at chosen postsecondary institution.	Student	Summer after Gr. 11
Determine required documentation for Accessibility Services	Student, SERT, parents	Gr. 12
Research scholarships and bursaries available at various post-secondary institutions including those for students with disabilities	Student, guidance counsellor, parents	Gr. 12



## Workplace Pathway

Actions	Person(s) Responsible for Actions	Timelines
Select a variety of cooperative education courses and programs in senior years to determine interests and aptitudes in workplace settings.	Student, parents, co-op teacher, guidance counsellor	Gr 10 ongoing
Attend school co-op and career fairs	Student, parents, SERT, co-op teacher, guidance counsellor	Annually
Develop workplace experience and skills necessary for successful entry into the workplace	Student , SERT, parents, guidance counsellor	Continuous