

## **Ottawa Technical Secondary School (OTSS) Special Education Transition Plan**

Your son/daughter has now completed his or her first year at OTSS. It is important that you begin to plan for your child's post-secondary life as soon as possible. Once your child leaves the school system, you will be responsible for managing all aspects of your son/daughter's daily life. At OTSS, teaching staff will work with you to develop a transition plan as part of your son/daughter's Individual Education Plan (IEP). This transition plan aims to identify the skills necessary for post-secondary opportunities tailored to your son/daughter. A copy of sample transition plans are found in **Annex A**. In addition to this transition plan, there are some other actions that you may wish to consider:

### **As soon as Possible**

- **Meet with your child's teacher.** Discuss the goals your child could be working towards to boost independence and socially appropriate behaviour. Ideas for goals include: communicating needs, learning to wait patiently, travelling safely and independently, using a cell phone, ability to take care of personal grooming and toileting, using a key to access his/her home, spending time alone, making and sustaining friendships, cooking snacks, using a wallet and creating a plan for himself or herself during an emergency. Share your ideas and concerns with your child's teacher.
- **Register with Service Coordination for People with Developmental Disabilities.** Service Coordination provides information about community supports and assists in transition planning:
  - **Apply for Children's Case Management.** For children under 18, Service Coordination helps to coordinate community services through their case managers. (<https://scsottawa.on.ca/services/childrens-case-management/>)
  - **Register with RespiteServices.com.** This online service operated by Service Coordination provides information about respite options and special needs workers. You can create a profile at [www.respiteservices.com](http://www.respiteservices.com) if you wish to hire a special needs worker.
- **Apply for Special Services At Home.** This program helps families who are caring for a child with a developmental and/or physical disability. It is funded and managed by the Ministry of Community and Social Services.  
<http://www.children.gov.on.ca/htdocs/English/specialneeds/specialservices.aspx>
- **Start financial planning for post-secondary supports.** These include Registered Disability Savings Plan (RDSP), Registered Education Savings Plan (RESP) and financial planning (wills and estates).
- **OC Transpo Support Person Card.** You can apply for a support person card, that enables a support person to travel free on OC Transpo. Details can be found at: [http://www.octranspo.com/accessibility/support\\_persons\\_and\\_attendants](http://www.octranspo.com/accessibility/support_persons_and_attendants). The School Speech-Language Pathologist can provide the necessary support letter.

### **At Age 16**

- **Register with Developmental Services of Ontario Easter Region (DSOER).** Registration initiates an assessment process (which can take over a year to schedule). The DSOER application and assessment are key to accessing various programs, including **Passport Funding**, which is a key source of funds to support post-secondary programs and supports. You can register online at <https://scsottawa.on.ca/intake/application-dsoer/> or call DSOER at 1-855-376-3737.

### **At Age 18**

- **Apply for Ontario Disability Support Program (ODSP).** For people living with disabilities, the Ontario Government provides financial assistance for essential living expenses, including prescription drugs and vision care. Apply online at <https://www.mcass.gov.on.ca/en/mcass/programs/social/odsp/>. ODSP recipients are also eligible for reduced OC Transport pass rates and City of Ottawa Recreation Programs.
- **Obtain photo ID for your child.** Ontario has a photo card that is a valid government-issued identification for Ontarians who do not drive. For details visit [www.ontario.ca/government/Ontario-photo-card](http://www.ontario.ca/government/Ontario-photo-card).

## Annex A – Transition Planning for Post-Secondary (to be included in IEP)

The Ministry of Education requires transitioning plan for students with ASD, including transitions from secondary school to postsecondary destinations and/or the workplace.<sup>1</sup>  
The following samples have been taken from the Niagara Catholic District School Board.<sup>2</sup>

### Secondary School to Community Individual Education Plan – Transition Examples

<b>Long term goal:</b> <ul style="list-style-type: none"> <li>• Student will prepare for transition from secondary education to daily living</li> <li>• Student will develop the skill necessary for transition from school to the community</li> <li>• Student will continue to explore and work towards a long term supported living plan</li> <li>• Student will prepare for successful transition to summer programs</li> </ul>		
Action	Responsibility	Timeline
Student will become familiar with accessing a grocery store	Student, Parent, Special Education Teacher, Support staff	Ongoing
Student will become familiar with community supports available for finding housing options	Student, Parent, Special Education Teacher	Ongoing
Identify student's desired postsecondary goals and aspirations	Student, Parent, Guidance Counsellor, Special Education Teacher	Ongoing
Identify community or adult services that may assist the student in achieving his/her post-secondary goals	Student, Parent, Special Education Teacher	Ongoing
Identify, arrange for, and coordinate eligibility for disability support program services after high school	Student, Parents	Ongoing
Provide information regarding accessing resources within the community (e.g. Community Living, DSO, etc.)	Guidance Counsellor, ERT, Special Class Teacher	Ongoing
Student will participate in work experience placements to build employability skills	Student, Work Experience Teachers, Guidance Counsellor, Special Education Teacher	Ongoing
Student will explore opportunities within the community (e.g. workshops, courses groups, etc.)	Student, Parent	Ongoing
Student will participate in community outings (i.e. grocery shopping, taking public transit to local facilities, mailing letters)	Student, Parent, Special Education Teacher	Ongoing

<sup>1</sup> Ontario Ministry of Education, Policy/Program Memorandum No. 140, May 2007,  
<http://www.edu.gov.on.ca/extra/eng/ppm/140.html>

<sup>2</sup>

[http://www.edugains.ca/resourcesSpecEd/IEP&Transitions/BoardDevelopedResources/TransitionPlanning/Samples/TransitionPlanfortheIndividualEducationPlan\(IEP\)\\_Sample\\_NCDSB.pdf](http://www.edugains.ca/resourcesSpecEd/IEP&Transitions/BoardDevelopedResources/TransitionPlanning/Samples/TransitionPlanfortheIndividualEducationPlan(IEP)_Sample_NCDSB.pdf)

## Secondary School to Post-Secondary School Individual Education Plan – Transition Examples

<b>Long term goal:</b> <ul style="list-style-type: none"> <li>• Student will become familiar with current information about post-secondary options to make informed decision</li> <li>• Student will graduate with an Ontario Secondary School Diploma leading to post-secondary studies in the area of student's choice</li> </ul>		
<b>Action</b>	<b>Responsibility</b>	<b>Timeline</b>
Student will identify possible programs of interest and become familiar with the prerequisites required	Student, Parent, Guidance Counsellor, ERT	Graduating year
Student will sign up for a guided tour of the post-secondary institution	Student, Parent	Graduating year
Student will become familiar with the application process for post-secondary programs	Student, Parent, Guidance Counsellor	Graduating year
Student will meet with a guidance counsellor to begin to explore postsecondary school options and planning future course selections	Student, Guidance Counsellor	Fall
Determine services required for student's needs in the post-secondary setting	Student, Parent, Guidance Counsellor, ERT, Special Education Teacher	Spring
Create a portfolio of documentation required for student needs in the postsecondary	Student, Parents	Spring
Develop plan for specialized equipment required for post-secondary studies	Student, Parents	Spring
Attend local post-secondary fair and arrange to visit selected locations	Student, Parents	Graduating Year
Meet with various post-secondary Learning Centres to determine options for post-secondary choices	Student, Parents	Graduating Year
Make an appointment with Learning Centre once College offer has been accepted	Student, Parents	Graduating Year
Student will meet with guidance to determine post-secondary requirements for programs in order to select options for grade 11/12 and develop a Pathway Plan	Student, Parents, Guidance Counsellor	Graduating Year
Investigate options and entrance criteria for post-secondary	Student, Parents, Guidance Counsellor	Graduating Year
Student to initiate contact with community employment agencies to assist finding a part-time job for after school and summers (in career interest area)	Student, Parents	Grade 10

## Secondary to World of Work Individual Education Plan – Transition Examples

Long term goal: <ul style="list-style-type: none"> <li>• Student will prepare for the transition to the world of work</li> <li>• Student will complete a Certificate of Accomplishment in Secondary School</li> <li>• Student will pursue employment opportunities</li> <li>• Student will develop job skills for employment in the food industry</li> </ul>		
Action	Responsibility	Timeline
Student will complete an application for a Social Insurance Card	Student, Parent, Special Class Teacher, Support Staff	September Grade 10
Student will fill out job application forms correctly	Student, Parent, Special Class Teacher, Support Staff	Grade 11
Student will develop a functional up-to-date resume	Student, Parent, Special Class Teacher, Support Staff	Ongoing
Student will practice oral responses to job interview questions	Student, Parent, Special Class Teacher, Support Staff	Ongoing
Student will practice simulated employment tasks	Student, Parent, Special Class Teacher, Support Staff	Ongoing
Student will become familiar with community supports available for those seeking employment	Student, Parent, Teacher	Ongoing
Student will make an appointment with a local employment support agency	Student, Parent	As required
Student will learn how to file income tax forms	Student, Parent	Prior to deadline
Student will become familiar with the community supports available for completing income tax forms	Student, Parent, Support Worker	Prior to deadline
Student will meet with guidance counsellor to explore career choices	Student, Guidance Counsellor	Grade 9 year
Student will participate in work experience placements to build employability skills	Student, Coop Teacher, Guidance Counsellor, ERT, Special Class Teacher	Grade 11-12 year
Student will pursue summer employment in area of interest	Student, Parent	April/May of grade 10 year
Student will meet with Job Coach at local employment office to practice interviewing and employability skills	Student, Parent, Job Coach	Ongoing to age 21
Meet with community agencies to develop employment goals	Student, Parent, Special Class Teacher, ERT	Yearly to age 21
Student will attend the Regional Career Fair to increase knowledge of the employment opportunities	Student, Parent	(Date of Fair)
Student will establish community links regarding housing and supported employment	Student, Parent, ERT, Special Class Teacher	Yearly to age 21.