

# Inclusive Student Services Impact Update

2024-2025 • Issue 2

## Integrated Transition Planning

In a commitment to supporting achievement, well-being and pathways within School Achievement Plans, how we plan for, support and celebrate students whose achievement is other than an Ontario Secondary School Diploma (OSSD) is important.

[Integrated Transition Planning](#) begins at age 14 for youth with developmental and/or intellectual disabilities. Early planning is key to ensuring that students, and their families/caregivers:

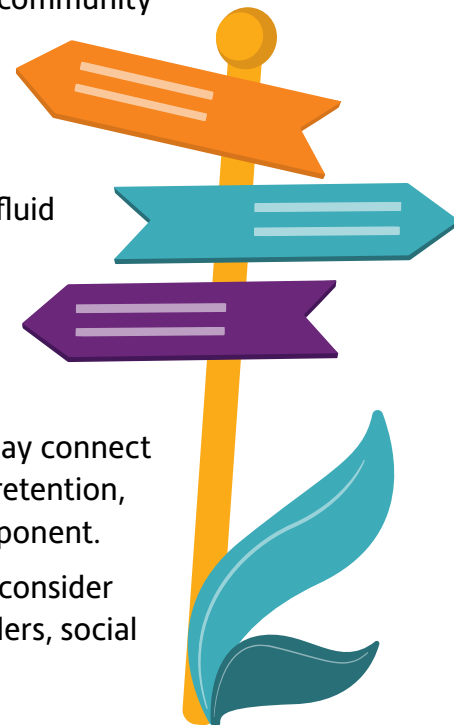
- are centred in planning (goals/hopes);
- have access to information and;
- that supports such as [Developmental Services Ontario](#) (DSO) application requirements such as recent assessment are planned.

Transition planning is personalized for each student. All transition plans should include a range of considerations, both long and short-term. Long-term considerations may include the transition to postsecondary activities and services like day programs, while short-term considerations may lead to opportunities through their school and in the community before transitioning to post-secondary pathways.

## Post-Secondary Pathways

Each student's pathway will look different shaped by students' unique strengths, needs, and vision for the future. Post-secondary pathways are fluid and change over time.

- Continuing Education: Students wanting to continue their education may look into modified college programs like Co-Operative Education through Community Integration (CICE).
- Employment: Students looking to follow the pathway to employment may connect with employment service providers for support with job searching and retention, employment readiness programs, or programs with a volunteering component.
- Community: Students wishing to explore community participation may consider connecting with community-based services such as day program providers, social groups, sports leagues, or other supported opportunities.



## Importance of Families/Caregivers

Integrated Transition Planning is about future planning. Families and caregivers share the responsibility with school teams to initiate conversations on transition planning for their child. When families and caregivers take an active role in the development of their child's transition plan, there is a better chance the plan is successful and appropriate for the child's future. Families and caregivers hold a wealth of information on their student's unique strengths, needs, and vision for the future.



*"Having support as we navigate the transition to adult services and plan for life after high school really helps. I know I don't have to do everything alone."*

—Parent

”

## Importance of School and District Support Team

Each student's classroom team is their first circle of care and support at school. Classroom teams include professionals in a variety of roles including Teachers, Educational Assistants and may include others, for example Intervenors and ASL Interpreters.

The school team is central in transition planning processes with students and families/caregivers. The team is also able to draw on the expertise of district staff to support Integrated Transition processes. Two examples:

**Transition Coordinator Team** members support school teams in developing Integrated Transition Plans for students with intellectual or developmental disabilities. This support is tailored to meet the unique needs and pathways of each student. Coordinated planning can include transition meetings with students, families, school teams and community partners. During the 2023-24 school year, 181 new referrals were made to Transition Coordinators. There are currently 315 students being supported by Transition Coordinators. Further, Transition Coordinators collaborate with key community partners across the region to ensure that relevant resources, programs and services supporting the transition to adult services are shared with students, families and school teams in a timely manner. The Transition Coordinator team maintains contact with over 50 services providers across Durham Region and Ontario.

**"The Transition Coordinator knows of resources, how to access resources, and is another caring adult who our families can rely on. As well, I've been able to locate information for myself that lets me do a better job as a Practical Learning Program class teacher".**

—Anderson C.V.I. Teacher

**Psychological Services** team members may provide assessments that support application to DSO. These assessments can occur anytime during the young person's school career, as they can also inform transitions that occur from class to class, grade to grade, and elementary to secondary school. This support is responsive to individual student needs and pathways; the number of assessments fluctuates year to year as a result. During the 2023-2024 school year, 27 assessments in support of DSO access were completed. At this time in 2024-2025, information is currently being reviewed based on 81 referrals. Consideration will be made for what information is already available as some students already have assessments considered current for purpose of programming and application and assessments will be confirmed for those requiring.

**"Transition coordination has been seamlessly integrated into our annual planning to support both students and families on a yearly basis. Together, in combination with Guidance and Inclusive Student Services, transition coordination has taken student success and achievement to the next level!"** –Eastdale C.V.I. Inclusive Student Services Team

## Importance of Community Partners

Integrated Transition Planning plays an integral role in getting students and families connected with community partners. This is one of the first opportunities for families to familiarize and engage with community partners as they prepare for life beyond high school. When looking at student's pathways, this often includes direct support from community partners through their services. Engaging with community partners is essential for effective transition planning, helping families and caregivers understand the services available when students turn 18 or 21. Community partners provide comprehensive information on support and services available.

“

"The Transition Coordinator team is very passionate about their role and supporting teens with disabilities. That passion really shows up in their commitment to help all teens and parents—there hasn't been a question or request that they haven't been able to support us with."

–Melly's Workplace, Community Partner

"I would tell students and families to gather as much information as they can from the transition coordinator, take advantage of the meeting times they are offered and really use them as a resource and a guide to transitioning from children's services to adult services."

–Community Living Ajax Pickering Whitby, Community Partner

”

**For more information about the  
DDSB Inclusive Student Services Impact Update,  
please visit [DDSB Inclusive Student Services](#).**

