

Transition to Work Program

PROGRAM DESCRIPTION

The DDSB **Transition to Work** program is designed to bridge between school and successful adult living by providing experiences in various work environments.

The goal of the program is to develop employability skills and foster independence to support students with special needs to become productive workers with a goal of leading to meaningful employment.

The **Transition to Work** program provides a pathway for students who may have physical, social, emotional, or communication needs.

The program is a vocational learning experience that provides pre-vocational skills training and community-based workplace experience and skills development through non-credit community work experience opportunities with local agencies, industries and businesses. Through this program placement, students with special education needs can learn, practice, and refine productivity skills and social skills that are essential to participating in meaningful employment, learning more about both themselves and the world of work.

- Maximum of twelve students

For more information, please contact the Special Education Resource Teacher (SERT) or Special Education Head (Secondary Schools) at your child's school.

Our Mission

The Durham District School Board is committed to fostering success and independence for each student by providing a range of pathways, programs, opportunities and services. Students with special education strengths and needs are supported in inclusive environments that enable them to develop to their own full potential.



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Inclusive 
STUDENT SERVICES

GROVE · PSYCHOLOGICAL SERVICES · SOCIAL WORK AND ATTENDANCE
SPECIAL EDUCATION · SPEECH LANGUAGE AND HEARING · VISION

TRANSITION TO WORK PROGRAM

MANY PATHS TO
Success

*Meeting the Needs of All
Students Through a Range
of Programs and
Placements*



How do we **serve** our students?

Students' needs can be met through a variety of programs, placements and class types within the DDSB. We strive to help every student meet his or her full potential, while fostering the highest level of independence possible for each student. We work with parents and board staff to determine the placement that best meets the student's needs, whether that is in a regular classroom, or for some students, in a special education class.

We place a strong emphasis on the inclusion of our students with special needs, providing meaningful, individualized integration opportunities for students accessing special education programs.

Special Education Class **Placement**

Some students require a higher level of support, more intensive intervention and specialized services in order to meet with success. For those students, parents and guardians may be offered an opportunity to explore a Special Education Class placement for their child. In the DDSB, we provide eight class types that meet the needs of students with a specific learning profile and that have clearly defined outcomes of student success.

- **Deaf/Hard of Hearing Program**
- **Developmental Program**
- **Gifted Program**
- **Practical Learning Program**
- **School Support Program**
- **Self-Regulation Class**
- **Structured Learning Class**
- **Transition to Work Program**

Transition to Work Program Details

PROGRAM OUTCOMES:

To learn the necessary social, vocational and independence skills necessary for transition to successful employment in the community.

TRANSITION TO WORK PROGRAM STUDENTS:

- Are 18–21 years of age who have special education needs who are intending to enter the work force
- With carefully planned work experience training and experience, will be able to independently manage in a work education experience; support may be required in the early stages of the program

PROGRAM SUPPORTS:

- One Special Education Teacher and two Educational Assistants
- Supported by the Board's multi-disciplinary professional support staff



The Transition to Work Program will:

- Identify students' career preferences and interests through observations and conversation;
- Identify students' job-related social, physical, and cognitive abilities;
- Involve parents in their children's long-range career planning;
- Work closely with community agencies and employers to survey job possibilities and to inform employers of students' potential;
- Design realistic goals for students based on individual capabilities and employer expectations;
- Begin career education early, targeting skills that will be useful in a variety of work settings;
- Include specific training in job-related interpersonal and employability skills through both in-school and work-based experiences.