

INTEGRATED TRANSITION PLANNING FOR YOUNG PEOPLE WITH DEVELOPMENTAL DISABILITIES 2013-2014

Ministry of Children and Youth Services (MCYS)

Ministry of Community and Social Services (MCSS)

Ministry of Education (EDU)

Agenda

- Welcome
- Overview of Integrated Transition Planning
- Overview of Next Steps for the Protocol Revision Process
- Examples of Effective Integrated Transition Planning (Regional and Individual)
- Table Discussion of Current Transition Practices
- Sharing of Table Discussions
- Identify Next Steps
- Questions and Answers

Meeting Purpose

- To outline the vision for integrated transition planning leading to the development of a single integrated transition plan for young people with developmental disabilities
- To provide an overview of the tri-ministry protocol revision process to support integrated transition planning.
- To establish next steps to support the development of local integrated transition planning processes.

Part 1

Overview of Integrated Transition Planning

Context: Transition Planning

- A draft Provincial Transition Planning Framework was introduced by MCSS/MCYS in 2011:
 - regional transition planning protocols were developed
 - many school boards were involved in the development of these protocols
- Transition planning processes also occur during the development of Individual Education Plans (IEP) for students with special education needs, including those with developmental disabilities.
- Stakeholders, including families and the Minister's Advisory Council on Special Education (MACSE) expressed an interest in integrated transition planning for young people with developmental disabilities.
- A Tri-Ministry memo was released in February 2013 emphasizing the shared goal of the ministries that district school boards, school authorities, provincial and/or demonstration schools and community service providers will work together to integrate current district school board and MCYS/MCSS transition planning processes.

What is Integrated Transition Planning?

Integrated Transition Planning Is	Integrated Transition Planning Is Not
<ul style="list-style-type: none"> ○ within current Individual Educations Plan (IEP) legislation, regulations and policy 	<ul style="list-style-type: none"> ○ intended to change existing legislative or regulatory scheme
<ul style="list-style-type: none"> ○ planning to help prepare for the transition from secondary school and child-centred services to adulthood 	<ul style="list-style-type: none"> ○ planning for receipt of a specific service (i.e. service planning) ○ linking an individual to a specific adult service provider
<ul style="list-style-type: none"> ○ broad, holistic, person-centred process that considers the opportunities that may be available to an individual. It looks at an individual as a whole as opposed to preparing them for a specific situation or service 	<ul style="list-style-type: none"> ○ a guarantee of eligibility for or availability of adult developmental or other services

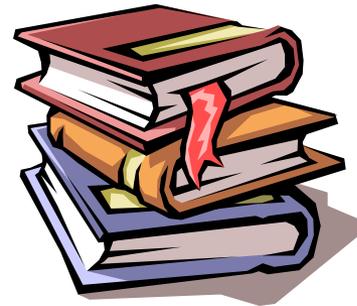


Who is Involved in Integrated Transition Planning?

- Integrated transition planning involves principals, educators, students and their families, and others who support the young person with a developmental disability such as community agency staff and health care providers.

Who is Integrated Transition Planning For?

- Integrated transition planning is for individuals who meet the definition of having a developmental disability under any of the EDU, MCSS and MCYS legislation frameworks or agency criteria.
- In the Education sector, schools may consider the target population to include students identified in other exceptionality categories besides Developmental Disability who also have similar needs in cognitive or adaptive functioning, e.g. Communication – Autism, Multiple and Intellectual – Disabilities.

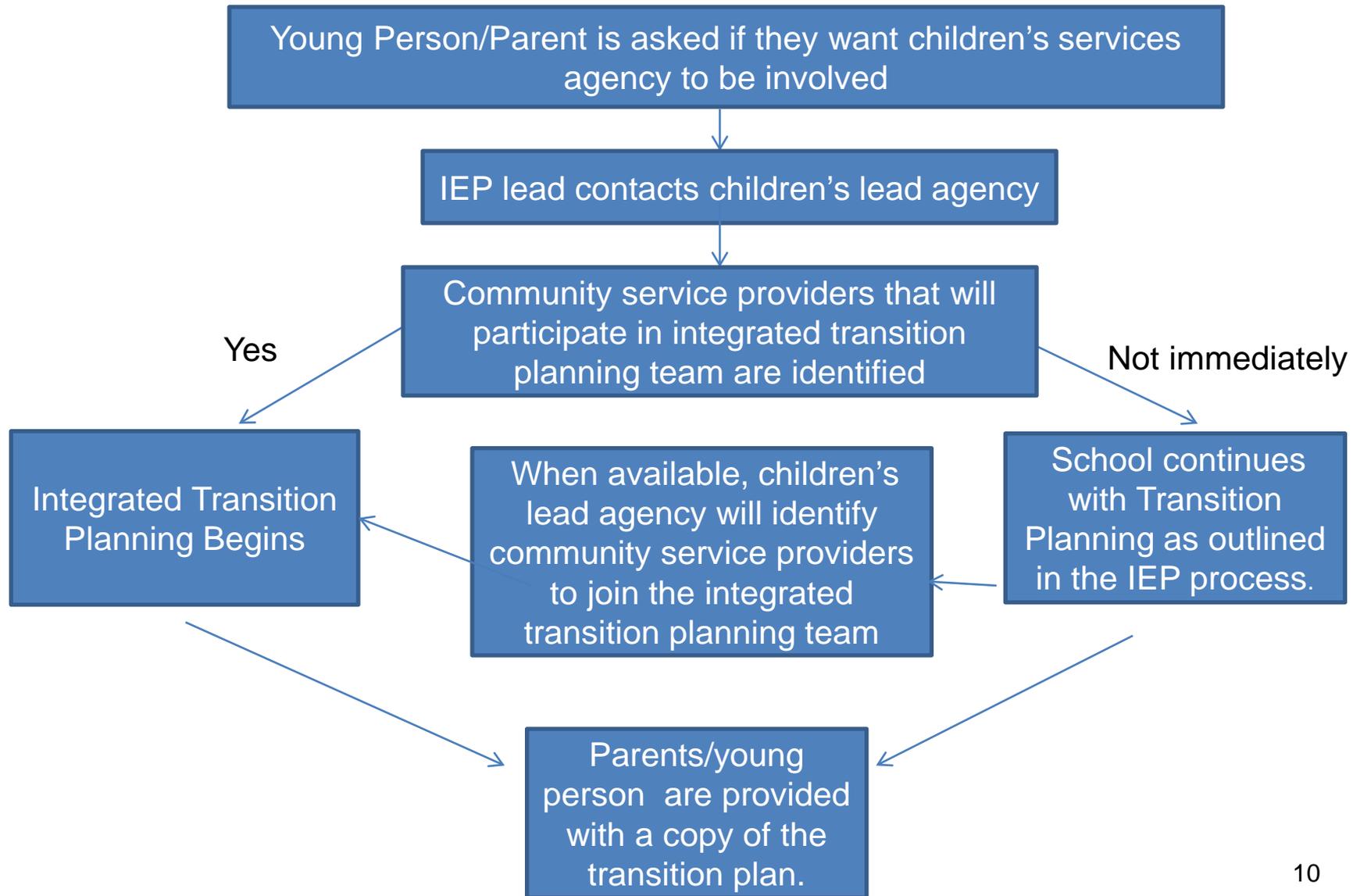




How Will Integrated Transition Planning Work?

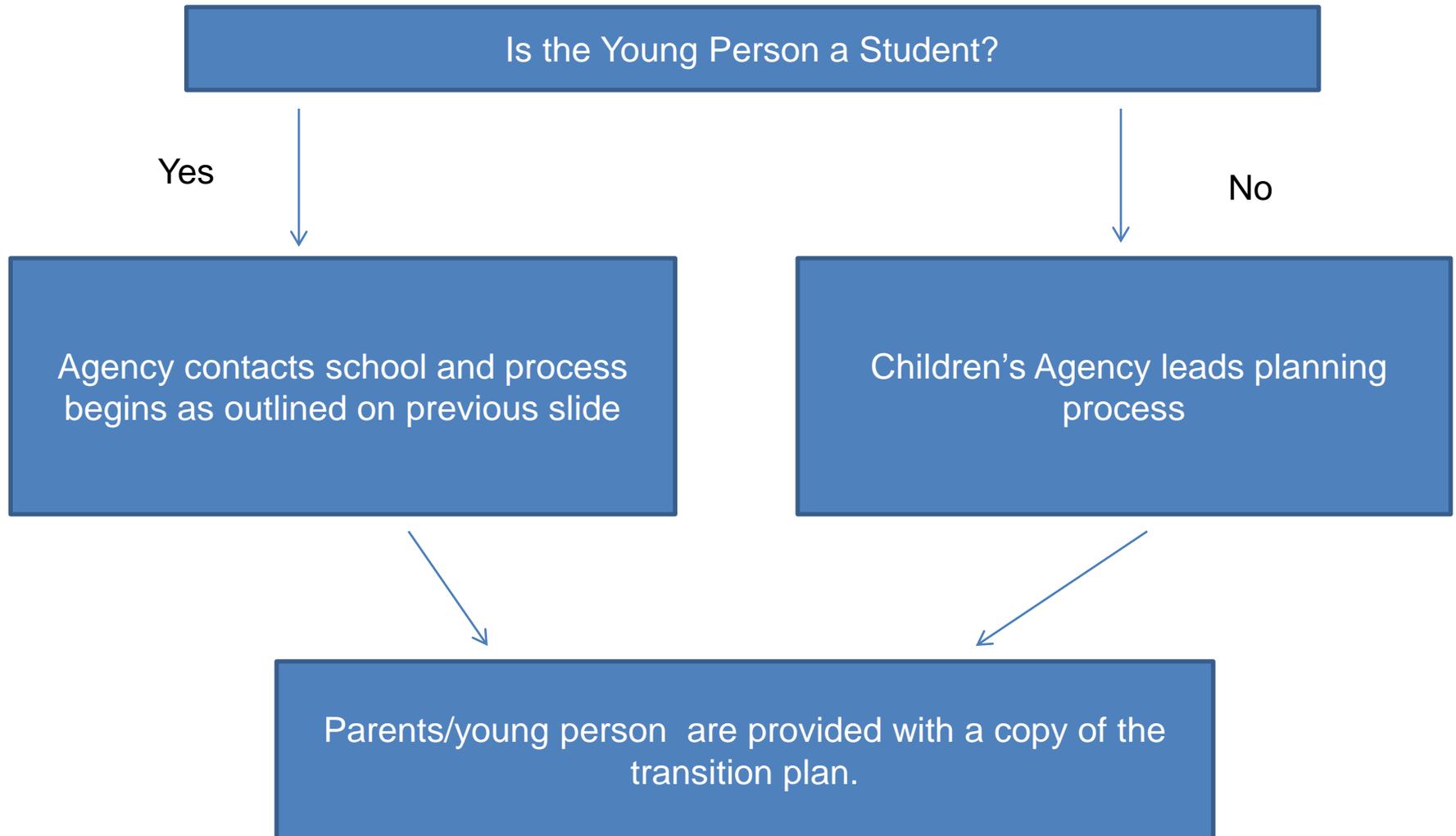
- Through integrated transition planning processes, young people with developmental disabilities and their families will have a single integrated transition plan.
- The single integrated transition plan will, in most cases, be developed as part of the Individual Education Plan (IEP) for students 14 and older who are identified as exceptional and is expected to be a long-range, evolving plan reviewed and updated regularly.
- Planning will take place in an integrated way and can be initiated by the school OR children's lead agency.

What Happens When a School Initiates Transition Planning Through IEP Process





What Happens When a Children's Agency Initiates Planning





What will the Plans Include?

Integrated Transition Plans will include:

- goals for work, further education, and community living that reflect actual opportunities and resources that are likely to be available after the young person with a developmental disability leaves school and are likely to be achievable by the young person, given appropriate supports ;
- actions that should be taken year by year to help the young person with a developmental disability achieve his or her goals;
- roles and responsibilities of the young person with a developmental disability, family, and others in carrying out these actions; and
- timelines.

Part 2

Overview of Next Steps for the Protocol Revision Process



What is the Protocol Revision Process?

- MCYS/MCSS regional protocols were developed as a way of improving transition planning for young people with developmental disabilities.
- MCYS/MCSS and EDU regional offices will work together with district school boards and community service providers to revise and build on current regional protocols leading to the development of single integrated transition plans.

Who is Involved in the Protocol Revision Process?

- As part of the protocol revision process, MCYS/MCSS/EDU regional offices will lead local discussions that include:
 - District schools boards;
 - Community agencies;
 - Individuals with a developmental disability and their families;
 - Developmental Services Ontario (DSO) organizations;
 - Person-Directed Planning (PDP) planners;
 - Adult developmental services organizations as appropriate.



Timelines

Dates	Action
March 2013	Regional protocol revision process begins
June 2013	Revised regional protocols submitted for MCYS/MCSS/EDU for inter-ministerial corporate review and approval
September 2013	Implementation begins for the revised protocols and single transition plans for individuals.

Part 3

Discussion of Effective Practices to Support and Enhance Local Integrated Transition Planning

Examples of Effective Practices

“The probability of a successful transition is significantly increased when schools work with parents, employers, community agencies and providers of further education to develop coordinated transition plans for exceptional students.”

Transition Planning: A Resource Guide, 2002



“School boards and community partners have developed a wide range of strategies, tools, and resources to provide effective transition planning for students. “

Supporting Transitions for Students With Special Education Needs: Policy/Program Memorandum 156

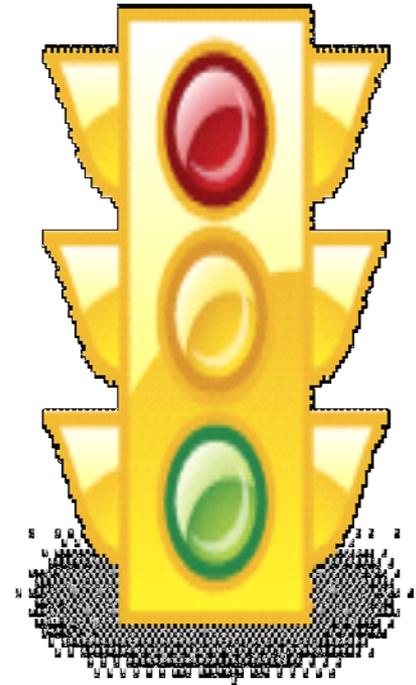
Part 4

Table Discussion of Current Transition Practices

Repeat, Rethink, Remove

Discussion of current transition planning practices:

- **Repeat:** What is working well
- **Rethink:** What is working well, but....
- **Remove:** What is not working well



Sharing of Table Discussions



Table Discussion: Next Steps to Support Integrated Transition Planning

- Regional Protocols
- Individual Transition Plan





Next Steps to Support the Protocol Revision Process

Local Regional Protocol Revision Process:

1. Form a regional team to review current MCYS/MCSS protocols and school board practices.
2. Revise the existing protocol to become a tri-ministry protocol based on the implementation guide and in consultation with stakeholders, young people and parents.
3. Finalize the integrated regional protocol.
4. Implementation begins in 2013-14 school year.



Questions and Answers

