

# **MCSS/MCYS/EDU INTEGRATED TRANSITION PLANNING FOR YOUNG PEOPLE WITH DEVELOPMENTAL DISABILITIES 2013-2014**

## **TRI-MINISTRY IMPLEMENTATION GUIDE**

### **PURPOSE**

- The Ministry of Children and Youth Services (MCYS), the Ministry of Community and Social Services (MCSS) and the Ministry of Education (EDU) are working together to establish processes that support integrated transition planning leading to a single integrated transition plan for young people<sup>1</sup> with a developmental disability who are preparing to transition to adulthood.
- A draft MCYS/MCSS Provincial Transition Planning Framework was introduced in 2011 to improve transition planning support to young people with developmental disabilities who are preparing to transition to adulthood.
- Regional protocols were developed by MCYS/MCSS regional offices to guide local transition planning for young people with developmental disabilities in 2012.
- MCYS, MCSS and EDU have issued a joint memo, dated January 31, 2013, providing updated tri-ministry direction on integrated transition planning for young people with developmental disabilities.
- To implement this direction, MCSS/MCYS and EDU regional offices will work with community partners and district school boards<sup>2</sup> to revise current regional transition protocols over the coming months to become MCYS/MCSS/EDU transition planning protocols.
- The purpose of this revision process is to integrate existing regional protocols and school board practices. There will be no changes to existing legislation or regulation related to transition planning. (See Appendix 1 for a list of current legislation with weblinks).

### **WHAT IS INTEGRATED TRANSITION PLANNING?**

- Through integrated transition planning processes, young people with developmental disabilities will have a single integrated transition plan that will inform educational planning and help the young person transition from secondary school and child-

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<sup>1</sup> The term “young people” includes students in Ontario publicly funded schools, private schools, care, treatment and custodial facilities, and home school.

<sup>2</sup> District school boards includes district school boards, school authorities, provincial/demonstration schools.

centred services to adulthood and help to prepare parents or guardians and other family members for changes.

- The transition planning process will consider the young person’s goals for work, further education and community living and the steps needed to attain these goals.

| <b>Integrated Transition Planning is</b>  | <b>Integrated Transition Planning is not</b>   |
|---|--|
| <ul style="list-style-type: none"> <li>• within current Individual Education Plan (IEP) legislation, regulations and policy.</li> </ul>   | <ul style="list-style-type: none"> <li>• intended to change the existing legislative or regulatory scheme.</li> </ul>  |
| <ul style="list-style-type: none"> <li>• planning to help prepare for the transition from secondary school and child-centred services to adulthood.</li> </ul>  | <ul style="list-style-type: none"> <li>• planning for receipt of a specific service (i.e. service planning).</li> <li>• linking an individual to a specific adult service provider.</li> </ul> |
| <ul style="list-style-type: none"> <li>• a 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.</li> </ul> | <ul style="list-style-type: none"> <li>• a guarantee of eligibility for or availability of adult developmental or other services.</li> </ul>   |

### **WHAT IS A SINGLE INTEGRATED TRANSITION PLAN?**

- A single integrated transition plan identifies the steps needed for the young person with a developmental disability to attain her or his goals from the present until the anticipated time of leaving school.
- Integrated transition planning involves school board officials, principals, teachers, students and their families and others who support the young person with a developmental disability such as community agency staff and health care providers.
- The transition plan identifies:
  - 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.
- Timely application to programs and services with waitlists is a key action for some young people with a developmental disability. Other possible actions might include planning for access to available support services and equipment, exploring work placements, investigating options for future financial support, and/or developing specific skills, such as skills in the independent use of assistive technology, self-advocacy skills, or employability skills.
  - The single integrated transition plan is expected to be a long-range, evolving plan developed at age 14 and reviewed and updated regularly as part of the Individual Education Plan (IEP) planning process.
  - A detailed and coordinated transition plan, with implementation beginning well before students leave school, will help prepare and assist in making smoother transitions to adulthood.
  - Integrated transition planning is for individuals who meet the definition of having a developmental disability under any of the legislative frameworks or agency criteria<sup>3</sup>. In the education sector, schools may consider the target population to include students identified in other exceptionality categories besides Developmental Disability who have similar needs in cognitive or adaptive functioning, e.g. Communication – Autism, Multiple and Intellectual – Disabilities.

## **HOW WILL THE PROTOCOL REVISION PROCESS WORK?**

- The current MCYS/MCSS transition planning protocols will be revised through a collaborative and consultative process and become tri-ministry protocols including district school boards and EDU regional offices.
- These regional protocols will identify local planning procedures including roles and responsibilities that support individual transition planning processes.
- MCYS/MCSS/EDU regional offices will lead local discussions as part of the protocol revision process. The key participants in these discussions will include district school boards, agency staff, and individuals with a developmental disability and their families.

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<sup>3</sup> It is recognized that the meaning of developmental disabilities is currently different under the *Education Act*, the *Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008* and the *Child and Family Services Act*. Children's agencies also use program-based definitions of developmental disability. MCYS/MCSS agencies responsible for creating transition plans are expected to continue to use their current practice regarding definitions of developmental disability.

- Each of the relevant sections of the current MCYS/MCSS protocols will be revised to reflect the new joint MCYS/MCSS/EDU processes and procedures that must be developed as outlined in this implementation guide.
- MCYS/MCSS and EDU regional offices will ensure that a regional process is in place for children's lead agencies and the school IEP lead to connect to begin the integrated transition planning process.
- MCYS/MCSS and EDU regional offices will monitor their region's success in implementing an integrated transition planning process that reflects the aspects of integrated transition planning and a single integrated transition plan as outlined in this implementation guide.
- MCYS/MCSS and EDU regional offices will ensure the ongoing review and update of protocols.

#### **WHAT WILL THIS LOOK LIKE FOR 2013-2014?**

- March/April 2013: MCYS/MCSS and EDU regional offices will facilitate local discussions as part of the protocol revision process. The key participants in these discussions will include representatives from district school boards, community agencies, and Person-Directed Planning (PDP) planners, where available, to determine local roles, responsibilities and timelines to support transition planning processes.
- March/April 2013: The regional protocol revision process will begin.
- June 2013: Revised regional protocols will be submitted by the MCYS/MCSS and EDU regional offices for inter-ministerial corporate review and approval.
- September 2013 and continuing through 2013-2014: Implementation of the revised protocols.
- Ongoing Review and Update: Protocols are intended to be living agreements that are regularly reviewed and updated by regional offices in consultation with school boards and community service providers to ensure they remain current with any legislation, regulations, policy, resource or community changes.

#### **WHAT ARE THE ROLES AND RESPONSIBILITIES IN THE INTEGRATED TRANSITION PLANNING PROCESS AND THE PROTOCOL REVISION PROCESS?**

- The following table outlines the roles and responsibilities for the various parties involved in the development of the integrated transition planning process:

| <b>PARTY</b>                          | <b>ROLES AND RESPONSIBILITIES</b>  |
|---------------------------------------|--|
| <b>MCYS/MCSS/EDU Regional Offices</b> | <ul style="list-style-type: none"> <li>• Seek input from all relevant parties to collaboratively revise the current transition planning protocols to reflect the new approach to integrated transition planning.</li> <li>• Ensure that a process is in place for children’s lead agencies to contact/link with the school IEP lead to begin the integrated transition process.</li> <li>• Monitor their region’s success in implementing an integrated transition planning process that reflects the aspects of integrated transition planning as outlined in this implementation guide.</li> <li>• Regularly review and update protocols in consultation with school boards and community service providers to ensure they remain current with any legislation, regulations, policy, resource or community changes.</li> </ul>   |
| <b>Children’s Service Providers</b>   | <ul style="list-style-type: none"> <li>• Identify individuals with developmental disabilities in their 14th year, and up, who are receiving children’s services and who may require a single integrated transition plan.</li> <li>• Maintain data on the status of these individuals.</li> <li>• Identify an individual who will assist the young person and his or her parents or guardian throughout the integrated transition planning process (transition planning lead).</li> <li>• Participate in and contribute to integrated transition planning teams.</li> <li>• Provide opportunities for the individual and their parent or guardian to participate throughout the planning and application process.</li> <li>• Refer the young person to the appropriate Developmental Services Ontario (DSO) organization.</li> <li>• In addition to the roles and responsibilities listed above that are already identified in the current MCYS/MCSS protocols, children’s service providers will: <ul style="list-style-type: none"> <li>○ Establish a process for the designated agency staff person to contact/link with the school IEP lead to begin the integrated transition planning process.</li> <li>○ Ensure that the proper consents are received from the young person with a developmental disability</li> </ul> </li> </ul> |

| PARTY  | ROLES AND RESPONSIBILITIES  |
|--|---|
|  | <p>and his/her parent/guardian in the integrated transition planning process.</p> <ul style="list-style-type: none"> <li>• Due to the number of young people and adults who fit this category, children’s lead agencies will prioritize transition planning in the following order of priority: <ul style="list-style-type: none"> <li>○ <b>Priority One:</b> Adults who are age 18 and over who are currently receiving children’s residential services.</li> <li>○ <b>Priority Two:</b> Young people who are between the ages of 14 and 17 who are currently receiving children’s residential services.</li> <li>○ <b>Priority Three:</b> Young people who are age 14 and over who are receiving non-residential children’s services (respite, counselling and treatment, family support services etc.).</li> </ul> </li> </ul>   |
| <b>Schools</b>   | <ul style="list-style-type: none"> <li>• Begin integrated transition planning at age 14 as part of the IEP process. The school IEP lead is designated by the principal.</li> <li>• Establish, participate in and contribute to integrated transition planning teams.</li> <li>• Provide opportunities for the individual and their parent or guardian to participate throughout the integrated transition planning process.</li> <li>• Establish a process for the school IEP lead to contact/link with designated community agency staff person to begin the integrated transition planning process, if appropriate.</li> <li>• Ensure that the proper consents are received from the young person with a developmental disability and his/her parent/guardian to initiate the integrated transition planning process.</li> <li>• Provide information to the family/young person regarding application to the DSO</li> <li>• Provide a copy of the single integrated transition plan, which includes the IEP, to the parents (and student if 16 and older) and include a copy in the student’s Ontario Student Record (OSR).</li> <li>• Establish a process for the single integrated transition plan to be reviewed and updated as required.</li> </ul> |
| <b>Developmental Services Ontario (DSO) organizations and Adult Developmental Services</b> | <ul style="list-style-type: none"> <li>• The DSO will act as the primary point of contact for public inquiries about SIPDDA-funded adult</li> </ul>   |

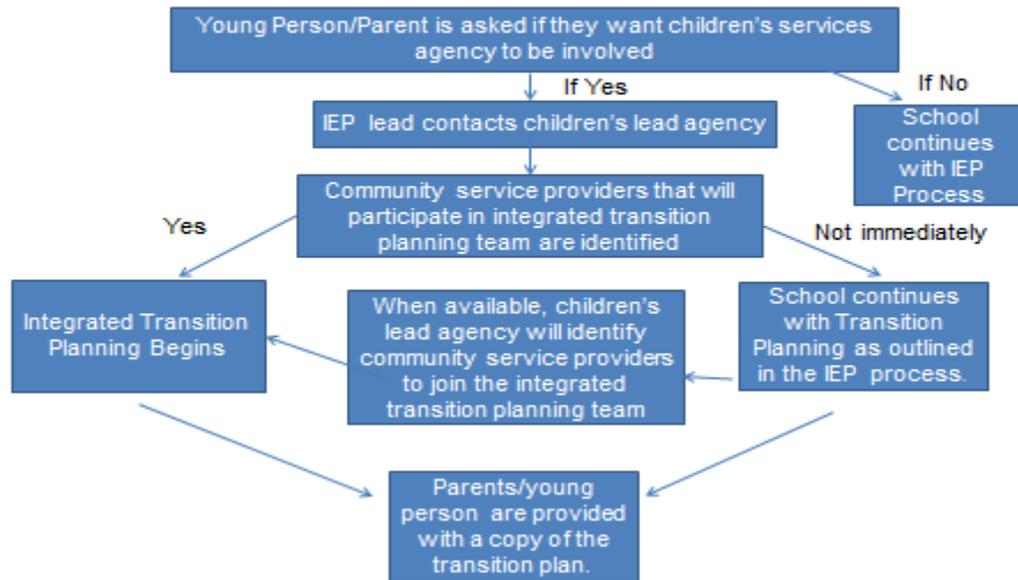
| PARTY    | ROLES AND RESPONSIBILITIES  |
|----------|---|
| Agencies | <p>developmental services and supports for persons with developmental disabilities in accordance with the <i>Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008</i> (SIPDDA).</p> <ul style="list-style-type: none"> <li>• DSOs will also provide a single point of access for persons with developmental disabilities to SIPDDA-funded adult developmental services and supports in Ontario.</li> <li>• Upon request, the DSO organization will provide information to the integrated transition planning team or to the school / school board on the services and supports that may be provided by community agencies in its geographic service area.</li> <li>• They will employ qualified assessors to administer the <i>Application Package</i> with each eligible applicant to assess support needs. The <i>Application Package</i> comprises the Application for Developmental Services and Supports (ADSS) and the Supports Intensity Scale® (SIS®).</li> <li>• Qualified assessors may administer the <i>Application Package</i> with applicants from the age of sixteen who, with the exception of the age requirement, meet the criteria for SIPDDA-funded adult developmental services and supports in accordance with the Act.</li> <li>• Provide the school IEP lead with a contact/link with person-directed planners/facilitators in the community where available to continue the integrated transition planning process for individuals with a developmental disability who are 18 or over, until the individual leaves the school system.</li> <li>• A representative from a DSO and/or adult DS agency will be available to provide information to integrated transition planning teams about eligibility criteria, the application process and relevant community-based services for adults with a developmental disability. They will also be available to provide advice on elements that should be considered as part of planning transitions to adulthood and they can attend transition planning meetings as required.</li> </ul> |

**Processes That Must Be Reflected in Revised Transition Planning Protocols:**

## HOW WILL INTEGRATED TRANSITION PLANNING WORK?

- The intent of integrated transition planning is for all who support the young person with a developmental disability to work collaboratively to facilitate a smooth transition experience and to help prepare for and support positive outcomes for each young person with a developmental disability and their family/caregivers. This will support successful transitions for young people with developmental disabilities preparing for adulthood.
- Through integrated transition planning processes, young people with developmental disabilities and their families will have a single integrated transition plan that will help the young person prepare for adulthood and the transition from secondary school and from child-centred services as well as prepare parents or guardians and other family members for changes.
- Planning for young people with developmental disabilities and their families will take place in an integrated way and can be initiated by the school or children's lead agency.
- In addition to the roles and responsibilities already identified in the current protocols and legislation, a process will need to be established for children's lead agencies and school IEP leads to connect to begin the integrated transition planning process. This will include obtaining necessary consents from the young person with a developmental disability and/or his/her parent/guardian to facilitate the integrated transition planning process.

## When School Initiates Transition Planning through Individual Education Plan (IEP) Process:<sup>4</sup>



- Young person and/or parent is asked if they would like to have children's services agency involved in transition planning.
- If so, the IEP lead (with written permission from the young person/parent) contacts the children's lead agency, and the integrated process begins.
- The children's lead agency and the IEP lead are responsible for working together to start the integrated transition planning process in accordance with the regional protocols.
- Children's lead agencies will prioritize all requests for their involvement in integrated transition plans based on the MCYS/MCSS priority groups<sup>5</sup> and arrange for relevant agencies to participate in the integrated transition planning process.

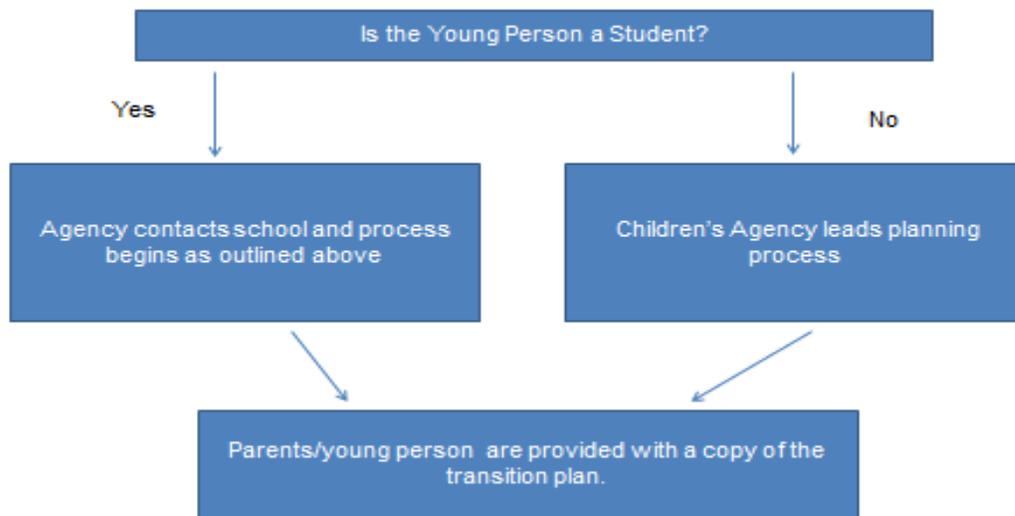
<sup>4</sup> Transition planning currently occurs in district school boards and is required in the development of an Individual Education Plan (IEP) for most exceptional students. Integrated transition planning begins at age 14 and supports student transitions including from school to postsecondary activities such as work, further education and community living.

<sup>5</sup> Children's lead agency will prioritize requests for an integrated transition plan according to the three priority groups set out in the regional protocol.

- Priority One: Adults who are age 18 and over who are currently receiving children's residential services.
- Priority Two: Young people who are between the ages of 14 and 17 who are currently receiving children's residential services.
- Priority Three: Young people who are age 14 and over who are receiving non-residential children's services (respite, counselling and treatment, family support services etc.)

- The parents and young person are invited to participate in the integrated transition planning process that includes the school IEP lead and relevant MCYS and MCSS funded children’s agencies.
- If the children’s agency is not able to proceed with integrated transition planning at that point in time, the school will continue with the IEP process. The children’s agency will join the planning team as resources become available.
- If the young person/parent does not want children’s service agencies involved, the school lead proceeds with the IEP process.
- The school lead will provide the family/young person with information from the local DSO regarding application.
- The parents and young person are provided with a copy of the single integrated transition plan, which includes the IEP.

**When Children’s Lead Agency is Contacted First by Young person/Parent:**



- Children’s lead agency begins the integrated transition planning process according to regional protocols which includes prioritizing all requests for transition plans based on the MCYS/MCSS priority groups.
- If the young person is a student, the children’s agency (with written permission from the young person/parent) contacts the school IEP lead and the integrated transition planning process begins. If the MCYS/MCSS children’s agency is not able to proceed with integrated transition planning at that point in time, the school is to

continue with the IEP development according to legislation. The children's agency will join the integrated transition planning team as resources become available.

- The parents and young person are invited to attend integrated transition planning meetings that include the designated school IEP lead and relevant MCYS and MCSS funded children's agencies.
- The parents and young person are provided with a copy of the single integrated transition plan.
- If the young person is not a student in a publicly funded school, integrated transition planning can still take place with the children's agency leading the planning team. The planning team should have broad representation from all education/community service providers.

## **CONSENT PROCESS AND ACCESS TO/SHARING OF INFORMATION**

- Everyone who is involved in integrated transition planning will follow the laws of Ontario when handling information or records. In Ontario, there are several pieces of legislation that set out the requirements governing the collection, use and disclosure of different types of information of a personal or confidential nature. These include: the *Personal Health Information Protection Act, 2004*, the *Freedom of Information and Protection of Privacy Act*, *Municipal Freedom of Information and Protection of Privacy Act* and the *Child and Family Services Act*.
- Generally, consent from the individual to which the information relates is required before collecting, using or disclosing the information.
- All participants involved in integrated transition planning will comply with the applicable requirements, including legislative, regulatory, contractual and those contained in policies, procedures and directives when collecting, using or disclosing information. Individuals or organizations should seek their own legal advice should they have questions or concerns about the application of or adherence to any privacy requirements.
- District school boards and Provincial Schools in Ontario work within a legal environment in which various pieces of legislation are taken into account when making decisions regarding access and privacy, including the *Freedom of Information and Protection of Privacy Act*, the *Municipal Freedom of Information and Protection of Privacy Act*, and the *Education Act*.
- District school boards and Provincial Schools have many policies and procedures in place that are informed by the relevant legislation including access and privacy legislation. Board legal counsel and/or Freedom of Information Coordinators can provide assistance about privacy protection and access to information requirements.

## APPENDIX

### 1) CURRENT LEGISLATION

*Child and Family Services Act, 1990:*

[www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90c11\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90c11_e.htm)

*Education Act, 1990:*

[www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90e02\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90e02_e.htm)

*Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008:*

[www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_08s14\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_08s14_e.htm)

*Freedom of Information and Protection of Privacy Act, 1990*

[www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_90f31\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_90f31_e.htm)

*Personal Health Information Protection Act, 2004*

[www.e-laws.gov.on.ca/html/statutes/english/elaws\\_statutes\\_04p03\\_e.htm](http://www.e-laws.gov.on.ca/html/statutes/english/elaws_statutes_04p03_e.htm)

*A Guide to Ontario Legislation Covering the Release of Students' Personal Information:*

[www.ipc.on.ca/images/Resources/educate-e.pdf](http://www.ipc.on.ca/images/Resources/educate-e.pdf)

*Practice Tool for Exercising Discretion: Emergency Disclosure of Personal Information by Universities, Colleges and other Educational Institutions:*

[www.ipc.on.ca/images/Resources/ipc-bc-disclosure-edu\\_826594762500.pdf](http://www.ipc.on.ca/images/Resources/ipc-bc-disclosure-edu_826594762500.pdf)

### 2) GLOSSARY OF TERMS

| Term  | Explanation   |
|---|---|
| <b>Adult Developmental Services Application Package</b> | The adult developmental services Application Package includes an application form, and a needs assessment tool, which are used by Developmental Services Ontario to assess eligible applicants' service and support needs in a provincially consistent manner. The Application Package is composed of: <ul style="list-style-type: none"><li>○ the Application for Developmental Services and</li></ul> |

|   |  |
|---|--|
|   | <p>Supports (ADSS) application form; and</p> <ul style="list-style-type: none"> <li>○ the Supports Intensity Scale (SIS) assessment tool.</li> </ul>   |
| <b>Adult Developmental Services</b>         | <p>Adult developmental services and supports are funded by the Ministry of Community and Social Services to help support adults with a developmental disability and their families to live, work and participate in a wide range of activities in their communities. These services and supports are referred to in SIPDDA:</p> <ul style="list-style-type: none"> <li>○ Residential services and supports and activities of daily living services and supports.</li> <li>○ Community participation services and supports.</li> <li>○ Caregiver respite services and supports.</li> <li>○ Professional and specialized services.</li> <li>○ Person-directed planning services and supports.</li> <li>○ Any other prescribed services and supports. 2008, c. 14, s.14 (1).</li> </ul> |
| <b>Children’s Lead Agencies</b>             | <p>Children’s Service Agencies that have been identified in the regional protocol as the access point for a particular geographic area. Contact information for these agencies is provided in each protocol. The Children’s Lead Agency will provide referrals based on priority groups and will identify the transition planning lead.</p>  |
| <b>MCYS/MCSS Children’s Service Agency</b>  | <p>Organizations providing a range of services to children, young people, and families that may include child protection, residential services, respite, counselling, and other community based supports for children with various needs. MCYS or MCSS funds and maintains an accountability relationship with these organizations via a service contract with MCYS/MCSS regional offices.</p>   |
| <b>Developmental Services Ontario (DSO)</b> | <p>Developmental Services Ontario (DSO) organizations are the primary contact for information about developmental services and supports, and the single point of access to apply for SIPDDA-funded adult developmental services and supports. These organizations are referred to as “application entities” in SIPDDA.</p> <p>One (1) DSO organization has been designated as the single access point in each of the Ministry’s nine (9) geographic regions throughout Ontario.</p>  |

|  |   |
|--|---|
|  | <p>Each regional Developmental Services Ontario (DSO) organization is responsible for:</p> <ul style="list-style-type: none"> <li>○ providing information about available services and supports;</li> <li>○ confirming eligibility for those applying for SIPDDA-funded adult developmental services and supports for the first time;</li> <li>○ completing the new Application Package to assess each individual's service and support needs; and</li> <li>○ linking eligible and prioritized people to available services and supports.</li> </ul>  |
| <b>Individual Education Plan (IEP)</b> | <p>A written plan describing the special education program and/or services required by a particular student, based on a thorough assessment of the student's strengths and needs – that is, the strengths and needs that affect the student's ability to learn and to demonstrate learning (<i>The Individual Education Plan (IEP): A Resource Guide, 2004</i>).</p>  |
| <b>IEP lead</b>                        | <p>School staff determined by the principal to coordinate the student's IEP including the transition plan.</p>  |
| <b>Protocol</b>                        | <p>Using the Transition Planning Framework as a guide, each MCYS/MCSS protocol is an agreement among community agencies and stakeholders that clearly defines planning processes and assigns responsibilities for developing and implementing individual transition plans. With the work undertaken regarding integrated transition planning, these protocols will now become MCYS/MCSS/EDU protocols.</p>  |
| <b>Special Needs</b>                   | <ol style="list-style-type: none"> <li>1. The <i>Child and Family Services Act</i> defines a "special need" (for the purposes of Part II of the Act) as a need that is related to or caused by a developmental disability or a behavioural, emotional, physical, mental or other disability;</li> <li>2. The <i>Education Act</i> establishes five categories of exceptionalities - behaviour, communication, intellectual, physical, and multiple. Definitions for these broad categories are included in the document <i>Special Education: A Guide for Educators (2001)</i>, which may be accessed on the EDU website at:<br/> <a href="http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf">http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/specedhandbooke.pdf</a> </li> </ol> |

|   |   |
|---|---|
|   | <p>3. The Services and Supports to Promote the Social Inclusion of Persons with Developmental Disabilities Act, 2008, subsection 3(1) states: A person has a developmental disability for the purposes of this Act if the person has the prescribed significant limitations in cognitive functioning and adaptive functioning and those limitations,</p> <ul style="list-style-type: none"> <li>(a) originated before the person reached 18 years of age;</li> <li>(b) are likely to be life-long in nature; and</li> <li>(c) affect areas of major life activity, such as personal care, language skills, learning abilities, the capacity to live independently as an adult or any other prescribed activity. 2008, c. 14, s. 3 (1).</li> </ul> |
| <p><b>Transition Planning Framework</b></p> | <p>The Transition Planning Framework is a planning tool developed by the ministries of Children and Youth Services and Community and Social Services that MCYS/MCSS regional offices used to develop regional protocols in collaboration with community stakeholders. As a result of the Transition Planning Framework, transition planning responsibilities were formalized among community partners who will develop transition plans with individuals.</p>   |

### 3) RESOURCES/LIST OF DOCUMENTS

*The Individual Education Plan (IEP): A Resource Guide, 2004:*

[www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/guide/resource/index.html)

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

<http://www.edu.gov.on.ca/eng/policyfunding/memos/feb2013/memoPPM156.pdf>

*Shared Solutions A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students With Special Education Needs, 2007:*

[www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/shared.html)

*Stepping Stones: A Resource on Youth Development:*

[www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth\\_policy.aspx](http://www.children.gov.on.ca/htdocs/English/topics/youthopportunities/steppingstones/youth_policy.aspx)

*Transition Planning: A Resource Guide, 2002:*

[www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html](http://www.edu.gov.on.ca/eng/general/elemsec/speced/transiti/transition.html)

#### **4) WEBSITES**

Ministry of Education: <http://www.edu.gov.on.ca/>

Ministry of Children and Youth: <http://www.children.gov.on.ca/>

Ministry of Community and Social Services: <http://www.mcass.gov.on.ca>