

TSAL: Young People at the Heart of Their Process

The Process

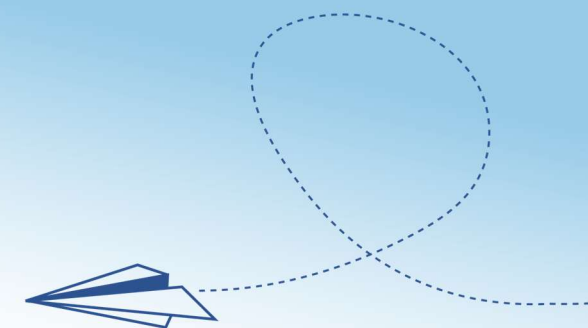
- What?** The transition from school to active life is a planned, coordinated and concerted plan of activities intended to guide and support young people in planning and carrying out their life plan (TSAL Guide, 6).
- For** The TSAL process is specifically designed for young people with a deficiency causing a significant and persistent disability. It can also address young people with a severe social maladjustment or learning disability, who are likely to encounter obstacles in their daily lives, or those who need support to develop their ability to function independently.
- Why?** The goal of the TSAL process is to ensure that the young people and their families benefit from a continuum of accessible and complementary high-quality services that meet their needs and goals in terms of their life plan.
- When?** It is recommended that the process be launched early enough to allow sufficient time to implement the actions that are deemed essential. The decision to begin the process depends on the student's situation, but it is important to consider that the expected secondary school leaving date could be moved forward, and that planning the transition should begin several years ahead.
- Who?** The school principal is responsible for launching the TSAL process within the framework of the individualized education plan and assumes leadership of it. Along with the members of their school team, they identify the young people who could benefit from a TSAL process and the partners involved (TSAL Guide, 8).
- How?** The school principal and their team work with the student and the family to collect data in each area of life. They plan the goal(s) chosen by the student and the measures to be put in place in collaboration with the partners concerned. The school principal oversees the implementation and review of the process.

Individualized Education Plan (IEP) Process
 TSAL is launched as part of the individualized education plan process, which is under the responsibility of the school principal (*Education Act*, s. 96.14). One of the functions of the individualized education plan process is to plan transitions. The purpose of the individualized education plan process is to help a student who, because of a disability or learning difficulties, requires adapted intervention in order to progress optimally in developing the competencies needed for success.

Individualized Intersectoral Service Plan (IISP) Process
 The IISP is a joint undertaking involving the planning and coordination of services and resources by the education system and the health and social services system. In this respect, the IISP is not the sum of the IEPs of all the institutions in question, but a consensus reached between the various service providers, on the one hand, and the young person and their parents, on the other, with respect to the objectives to be attained and the means to attain them (*Le plan*

WITH THE SUPPORT OF THE PARTNERS AND THEIR FAMILY, THE STUDENT BEGINS TO PURSUE THE PATH THAT WILL MEET THEIR NEEDS AND LIFE PROJECT.

<p>JOB MARKET</p> <p>Immediate integration after finishing school</p>	<p>HEALTH AND SOCIAL SERVICES NETWORK <i>Ministère de la Santé et des Services sociaux (MSSS)</i></p> <p>Path that:</p> <ul style="list-style-type: none"> - encourages adaptation or rehabilitation and supports social participation - develops and maintains physical, mental and social skills 	<p>EMPLOYABILITY DEVELOPMENT SERVICES</p> <p><i>Ministère de l'Emploi et de la Solidarité sociale (MESS)</i></p> <p>Specific path for people with disabilities to integrate and stay in the job market</p>	<p>EDUCATION NETWORK <i>Ministère de l'Éducation (MEQ) and Ministère l'Enseignement supérieur (MES)</i></p> <p>Path that aims for students' educational success and gives them the tools to achieve their potential and prepare them for their active lives.</p>
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Essential actions for a successful TSAL process

