



OPENING DOORS, UNLOCKING POTENTIAL

Helping Students Who Have Exceptionalities Transition to Adulthood

A TOOLKIT FOR FIRST NATION SCHOOLS

March 2025



fnesc



FNSA



FIRST NATIONS EDUCATION STEERING COMMITTEE
FIRST NATIONS SCHOOLS ASSOCIATION

#113 - 100 Park Royal South, West Vancouver, BC V7T 1A2
604-925-6087 | Toll-free in BC 1-877-422-3672

info@fnesc.ca
www.fnesc.ca | www.fnsa.ca

OPENING DOORS, UNLOCKING POTENTIAL: HELPING STUDENTS WHO HAVE EXCEPTIONALITIES TRANSITION TO ADULTHOOD

Copyright ©2025, First Nations Education Steering Committee and First Nations Schools Association

No part of the content of this document may be reproduced in any form or by any means, including electronic storage, reproduction, execution, or transmission without the prior written permission of FNESC.

PROPRIETARY NOTICE: This document contains information that is proprietary and confidential to FNESC and FNSA. Any reproduction, disclosure, or other use of this document is expressly prohibited except as FNESC and FNSA may authorize in writing.

GRAPHIC ELEMENTS Derived from an original illustration commissioned by FNESC: "Raven Dancer" by Alano Edzerza, Edzerza Gallery.

CONTENTS

1 Introduction

2 What is Transition Planning and Why Is It Important?

What Should Transition Planning Address? 5

7 The Transition Planning Process

Designing a Transition Program 7

Incorporating Language and Culture in Transition Programs 8

Allowing Extra Years at School 9

Building Self-Determination into Transition Planning 10

Establishing a Graduation Path 12

17 The Transition Team

20 Transition Planning Meetings

21 Person-Centred Planning

Tools and Strategies to Support PCP 23

Planning Alternative Tomorrows with Hope (PATH) 23

Making Action Plans (MAP) 25

One Page or Short Pamphlet Profiles 28

MyBooklet BC 30

31 Transition Planning and Meaningful Inclusion

34 Planning With Adult Learners

35 Additional Resources for Students and Families

APPENDIX 1

My Transition Plan 39

APPENDIX 2

Sample Transition Checklist 43

APPENDIX 3

Independent Living Skills Checklist 49

APPENDIX 4

Sample Invitation for A Transition Planning Meeting 55

APPENDIX 5

Roles and Responsibilities of the Transition Planning Team 57

APPENDIX 6

Sample Messaging to Share With Parents, Caregivers, and Families 59

APPENDIX 7

Sample Messaging to Share With Students 63

65 Glossary of Terms

69 References

INTRODUCTION

First Nations lifelong learning is a process of nurturing First Nations learners in linguistically and culturally-appropriate holistic learning environments that meet the individual and collective needs of First Nations and ensures that all First Nations learners have the opportunity to achieve their personal aspirations within comprehensive lifelong learning systems.

It's Our Vision, It's Our Time. First Nations Control of First Nations Education Policy Framework.
Assembly of First Nations, 2010

"We are what we imagine. Our very existence consists in our imagination of ourselves."

N. Scott Momaday. Member of the Kiowa Tribe. Pulitzer-Winning Novelist and Poet
The Man Made of Words: Essays, Stories, Passages, 1998

When students are preparing for high school graduation, they are looking forward to a range of exciting opportunities ahead. They anticipate becoming more independent, forming adult relationships, and pursuing a variety of education, employment, and life goals. Helping all students make positive choices at this time requires careful planning, and support from educators and their families is invaluable.

Some students who have exceptionalities may require specific attention so they are equipped to live an active, healthy and fulfilling adult life – which will involve some combination of:

- ▶ Independent living
- ▶ Participating in their community
- ▶ Higher education and/or employment

The formal process of preparing students for important changes is referred to as **transition planning**. While transition planning can be helpful for all students, this Toolkit was created by the First Nations Education Steering Committee (FNESC) and First Nations Schools Association (FNSA) with a specific focus on supporting students who have exceptionalities as they move into adulthood.

It is intended to provide information First Nation schools can consider and use appropriately within their own contexts, adapted as necessary in response to the unique needs of each student.

When educators believe in the potential of all students, it helps empower students to achieve their goals. Students *can* graduate with the skills and abilities to accomplish great things – when they are taught effectively and when they have help realizing their own strengths, celebrating their identities, and becoming self-confident in who they are and what they can do. FNESC and FNSA hope the information included in this resource is useful as First Nation schools make efforts to help all students reach for their dreams.

1 <https://www.bexleyvoice.org.uk/transition---preparing-for-adulthood.html>

WHAT IS TRANSITION PLANNING AND WHY IS IT IMPORTANT?

In this Toolkit, transition planning refers to a process that will help students and their families prepare for the significant changes that will take place as students leave school and begin adult life. Effective planning can reduce uncertainties about the adjustments that will be necessary as students enter a new stage in their lives. Effective planning can help students articulate their vision for life after high school, identifying how they will use their talents and abilities to follow their interests and pursue their aspirations.

Transition planning should begin with meaningful consultations with the student's family. It involves identifying a network of support people and agencies that will help the student lead a productive and satisfying adulthood. This network, or "team," involves some combination of the student who has an exceptionality, their family and friends, school and community staff, local service providers, and other professionals.

- ▶ A transition plan provides a structure for identifying and working toward a student's long-term goals, and for making necessary connections with various supports and agencies that can assist the student in their path toward those goals.
- ▶ Transition plans focus on the holistic and life-long needs of the student. The plans encompass the health, social, intellectual, spiritual, and cultural aspects of the student. As such, transition plans complement, but are not a substitute for, an IEP, health plan, safety plan, or other type of service or care plan.

Collaboratively planning for a student's transition from high school to post-secondary options for all students can be valuable for engaging with parents and caregivers. For students with exceptionalities, it can also help mitigate parents' concerns that their child will be perceived as "different," that their abilities may be underestimated, or that they will be not supported in achieving their ambitions.

Students who have exceptionalities often need more time and direct supports to prepare for their transition to adulthood, and early planning is ideal.

- ▶ Formal transition meetings and planning usually start when the student is around 14. However, families can begin preparing for a student's transition to adulthood from an even younger age.
- ▶ A foundation for smooth transitions can be strengthened in elementary and middle school, with well-chosen IEP goals that focus on a student's strengths and interests, with meaningful interventions to build their communication and decision-making skills. Including connections to the student's language and culture also helps build their pride and confidence in who they are.

- ▶ Transition planning should begin in a formal capacity as a student enters high school, around Grade 9 / age 14.

The education program for a student who has exceptionalities depends on:

- ▶ The student and family's goals for graduation
- ▶ Whether the student plans to stay in school for additional years to help build their competencies and independence
- ▶ The student's expectations for adulthood

The transition plan, along with the student's course choices and IEP goals, should reflect those considerations.

- ▶ See the sample transition checklist included in the Appendices for an example of a tool that could be used to guide transition planning.
- ▶ The Family Support Institute of BC provides a very comprehensive timeline to help families consider a variety of opportunities for supporting their child from diagnosis until age 25. See the FindSupport BC website (<https://www.findsupportbc.com/timeline/>) for the timeline and a variety of other tools for supporting families of children with exceptionalities.

The graphic on the following page identifies four important components of a good transition plan.



What Should Transition Planning Address?

Ultimately, transition planning goals should relate to an individual's strengths, autonomy, needs, and independence. The student should be involved in all steps of the transition planning process to ensure those factors are clearly understood.

Areas to be addressed can include:²

Independence: The student's ability to care for their own needs, connect to others, manage their finances and home life, and express their unique interests and abilities.

Family and community supports: Types of supports available to the student, including supports from family, friends, community adult education and care programs, service agencies, etc.

Community and cultural connections: Opportunities for the student to participate in their community and traditional activities, such as on-the-land activities, language learning, and cultural activities they can pursue as a hobby or potentially as a career path (e.g. arts, beading, sewing, etc.).

Daily routines: The student's interests and daily activities that contribute to their overall well-being.

Educational / career path: The student's vision of productive adulthood and possible strategies to help them achieve their goals.

Autonomy / self-determination: The student's ability to make choices and be accountable for their decisions.

Communication skills: The student's ability to relay their ideas, interests, and desires, and to build and maintain relationships.

Advocacy: The student's ability to stand up for their wants and rights, as well as available advocates who will support the student, as needed.

Safety considerations: Ways to address the student's vulnerabilities, including being underestimated, undervalued, taken advantage of, bullied, or victimized.

See the appendices for examples of tools that can be used to identify an individual's strengths and needs, as well as a template transition plan.

² Adapted from Alberta Caregiver College (<https://caregivercollege.ca/mod/page/view.php?id=277&forceview=1>)

Using Transition Plans to Inform IEP Goals

Once a student's transition goals, including graduation path, have been determined, IEP goals can be tailored to help connect the student's life goals to their learning. IEP meetings and transition planning meetings should be seen as separate but related; both can be strengths-based, and both should be developed in partnership with students and their families, but transition planning often involves a larger team and outside-of-school supports and considerations that may not be appropriate for IEP planning.

IEPs are one important tool for ensuring that the steps for meeting transition goals are addressed at school. For example, setting a long-term IEP goal of earning a Dogwood diploma can make this more likely to happen. A student with a goal of getting a part-time job once they leave school could have IEP goals related to defining their interests and abilities, developing a resumé, or demonstrating good teamwork skills at school. As with the transition plan, students should be involved in creating their IEP goals as much as possible to ensure that they align with the students' long-term goals for their life.

For assistance creating IEP goals that align with a student's transition plan, email SSEP@fnesc.ca

THE TRANSITION PLANNING PROCESS

Designing a Transition Program

- ▶ Building a school transition planning process may start with simple questions.
- ▶ What students could benefit from a transition plan? What are the needs of those students?
- ▶ Who at the school will be responsible for transition planning?
- ▶ Who else should be involved in the transition planning process?
- ▶ When should the planning process begin and what steps should be included in the process?

In answering those questions, it may be helpful to create a school transition policy. The policy could address transition planning for all students, including those with and without exceptionalities, to help ensure that all students have defined goals. Policy and procedures can also identify who will be responsible for initiating the process of transition planning and for facilitating related conversations with students' families.

Considerations for transition planning processes include:

- ▶ Ideally, school staff will begin talking about transitions when a student is around 14 years old. Families may not have thought about transitions to adulthood and they may not be expecting related discussions this early, but getting the conversation started while a student is young can reduce stress for families when it is time for the student to leave school. Also, an updated Psycho-Educational Assessment may be needed to qualify for Community Living BC, and waitlists can be long. School staff can share the resources outlined in the appendices of this toolkit, or families can be directed to <https://www.findsupportbc.com/timeline/> to help determine what steps may be needed.
- ▶ Although a school staff member will facilitate transition meetings, it is essential that the student lead the discussion as much as possible given their capacity and maturity. The students' dreams and goals for their future are the focus of a successful transition plan.
- ▶ As much as possible, students' transition plans and their school schedule should correspond; a students' experiences in school should build skills and provide experiences that will help them meet their long-term goals.

When assessing a transition program, it is important to ask:

- ▶ How will the program support students in planning for life after high school and in continuing to work toward their overall goals and living a self-determined life?
- ▶ How will the program help the student gain meaningful long-term employment?
- ▶ How will the program help the student connect with relevant agencies after leaving high school?

Incorporating Language and Culture in Transition Programs

Incorporating language and culture considerations into the transition planning process can help students with self-continuity (a connection to the past, present, and future), self-awareness, empowerment, a feeling of being connected to something bigger, and building support networks (Mellor, CCFS, and Cloutier 2020)³. There are many ways to ground a student's transition plan in their cultural identity and lived experiences, which will depend on each student's unique circumstances.

School teams can work toward authentic cultural inclusion by:

- ▶ Consulting with language and culture teachers and other relevant experts.
- ▶ Seeking input from elders or knowledge keepers, family members, and other community members who may have experience and expertise related to weaving language and culture into students' transitions to adulthood.
- ▶ Collaboratively considering what adaptations may be needed to accommodate those who require physical supports in order to access to cultural activities.

Culturally appropriate transition supports will vary by community, but transition teams could explore:

- ▶ Apprenticeships that are designed to be hands-on and rooted in cultural learning opportunities, allowing students to gain valuable life skills. These could:
 - Be mentored by an elder or knowledge-keeper
 - Promote language learning through speaking and listening in practical contexts (e.g. welcomes, introductions, greeting visitors ...)
 - Involve learning and participating in traditional activities (e.g. fishing, weaving, carving, food preparation ...)

3 Mellor, A., Cedar Child and Family Services & Cloutier, D. (2020). Becoming Self-in-Relation: Coming of Age as a Pathway towards Wellness for Urban Indigenous Youth in Care. *First Peoples Child & Family Review*, 15(2), 3–22. <https://doi.org/10.7202/1080807ar>

- ▶ Opportunities to learn traditional and life skills that could evolve into a small business or means of employment (e.g. learning budgeting, pricing, communicating etc. to make and sell crafts, traditional foods or medicines, etc.)
- ▶ Participation in community events to build social connections.
- ▶ Preparing traditional foods or crafts and presenting their work to the community.
- ▶ Leadership roles, such as mentoring younger learners in cultural activities.
- ▶ Doing a language apprenticeship. See <https://fpcc.ca/program/mentor-apprentice-program/> for more information.

Allowing Extra Years at School

Transition programs can guide schools in designing education opportunities for students who wish to remain at school after reaching a Grade 12 age. Additional time in high school can provide an opportunity to spread out academic demands on a student, making it possible for them to gain enough credits for the Dogwood Diploma. Extra years in a high school setting can also provide more time for a student to practice the social emotional and life skills they will need in adulthood.

To align with the BC Tripartite Education Agreement (BCTEA), effective as of the 2023-2024 school year, the Indigenous Services Canada (ISC) BC Region Nominal Roll eligible age range for “school age students” includes ages 4 through 21 for students who are ordinarily resident on reserve. Students age 22 years and above may be eligible for the ISC Nominal Roll if the school has been approved to offer an adult secondary education program and the student meets eligibility requirements.

The following questions could be used to guide discussions for students who might benefit from extra time in high school:

1. What essential life skills does this student still need to learn or practice before they will be able to meet their transition goals?
2. Which of these skills can be learned or practiced in a school setting?

OPENING DOORS, UNLOCKING POTENTIAL

3. How can we connect the student to supports in the community, creating a bridge from school to adulthood? Can the student spend part of their day or week:
 - a. Working with a community member doing work or volunteer experience?
 - b. Spending time with an elder or knowledge-keeper doing cultural activities?
 - c. Accessing language and culture courses, either at the school or within the community, to help the student build their self-confidence and a strong sense of identity?
 - d. Developing career skills on the land or with a language and culture group in the school or community?
 - e. Practicing life skills in the community with an EA or other community member (banking, transit, shopping, cooking skills, etc.)
 - f. Participating with peers in recreational activities (community sports teams, cultural activities, support groups, etc.)
4. Are there opportunities at the school or within the community for appropriate and meaningful leadership experiences for this student (being a reading buddy for younger peers, sharing or leading cultural experiences with others, etc.)?

Building Self-Determination into Transition Planning

Self-determination refers to a student being the primary decision maker in their own life and making choices without being overly influenced by others. Building self-determination skills allows students to take an active role in setting goals, problem solving, and advocating for their rights. Ultimately, self-determination helps a person feel satisfied with their life and gain a greater sense of purpose.

Schools and families can help students of all ages build their self-determination capacity by working on the BC Core Competencies – particularly the personal and social competencies. Allowing students to make choices, and helping them to experience and cope with the consequences of their choices, is key. Ensuring students recognize their strengths, abilities, interests, and areas for growth builds a foundation for students to feel more comfortable making decisions about their future. Including goals related to self-determination in a student's IEP is also a great way to prepare them for transition planning.

Students who have exceptionalities can also be taught self-advocacy skills as part of their transition planning. Talking to students about the attributes of their exceptionality and about human diversity, as well as their educational and human rights, can help empower students so they are better able to ask for what they need. Relevant transition and IEP goals and opportunities to practice communications skills, such as listening, sharing their thoughts, persuading, compromising, negotiating, and being assertive, can help a student grow as a self-advocate.

Students who have exceptionalities will need support to fully and meaningfully participate in conversations about their future. It may be helpful to give students questions to consider as the transition planning process begins, to provide time for them to process their thinking. Some examples of relevant questions include:

1. What do you see yourself doing in 5 years? 10 years? This question could also be broken down into more specific areas of life for students who need more support, such as:
 - a. Where will you be living? Who will you be living with?
 - b. What will you be doing for work?
 - c. What will you be doing in your free time?
2. Who are the main people in your life who support you?
3. What might be helpful as you work toward the future you want?

A student's ability and maturity level should be considered when designing questions. Questions for a younger student could include:

1. What are you good at? What do you like to do?
2. What is challenging for you? What do you think you need more practice with?

It's important to foster a growth mindset when discussing a student's future goals and plans. This includes using strength-based language and never discussing students' support needs as "deficits." Reframe areas that are challenging for the student as areas for growth. Emphasize that everyone needs help sometimes. Everyone learns by practicing and making mistakes. Just because a student can't do something independently now, doesn't mean they will never be able to do so.

Transition meetings could take the format of a student-led conference. For more information about the research behind student-led conferences and suggestions for using them, see FNEESC's publication *Attendance Counts*, Fact Sheet 9.3.

For examples of tools that can be used to assess a student's current level of self-determination skills and help prioritize areas for growth, see the Independent Living Skills Checklist in the Appendices.

Establishing a Graduation Path

An important component of a transition plan is determining the appropriate graduation program for the student. In making this determination, it is crucial that schools maintain high expectations for all students and support them in realizing their full potential. Associated with this principle, a graduation certificate – which, for most schools and students, is the BC School Graduation Certificate (the Dogwood Diploma) – should be the goal for almost all students.

However, in some extraordinary circumstances, a graduation certificate may not be a realistic goal for students who have severe intellectual disabilities, which are characterized as having significant limitations in intellectual functioning and adaptive functioning. Always in consultation with the student (when possible) and the student's family, these students may be awarded another type of certificate as an alternative to the Dogwood Diploma. In the public education system, this would be the Evergreen. First Nation schools may offer their own non-graduation school leaving certificate.

As school leaving certificates are not recognized as graduation credentials, it is important that students and families clearly understand that the Evergreen and other similar certificates represent the completion of personal learning goals, but they do not represent graduation.

Additionally, not every student over the age of 18 should be put on the Adult Graduation Diploma (Adult Dogwood) path. A student aged 18 or older has the option of graduating with the BC Graduation Certificate (the Dogwood) or the Adult Graduation Certificate (the Adult Dogwood), whichever is best suited to their education goals. A student must be deliberately transferred to the Adult Graduation Diploma Program by changing their graduation program in the school's student information system and reporting the change to the Ministry through a TRAX data transfer. This change should be carefully considered and made in agreement with the student and their family.

Early and effective transition planning is essential to ensuring all students are on the appropriate graduation path – ideally beginning as early as grade 8 or 9, allowing time to adequately prepare and implement a thoughtful plan for the student's appropriate completion of high school and transition into adulthood.

Important Notes

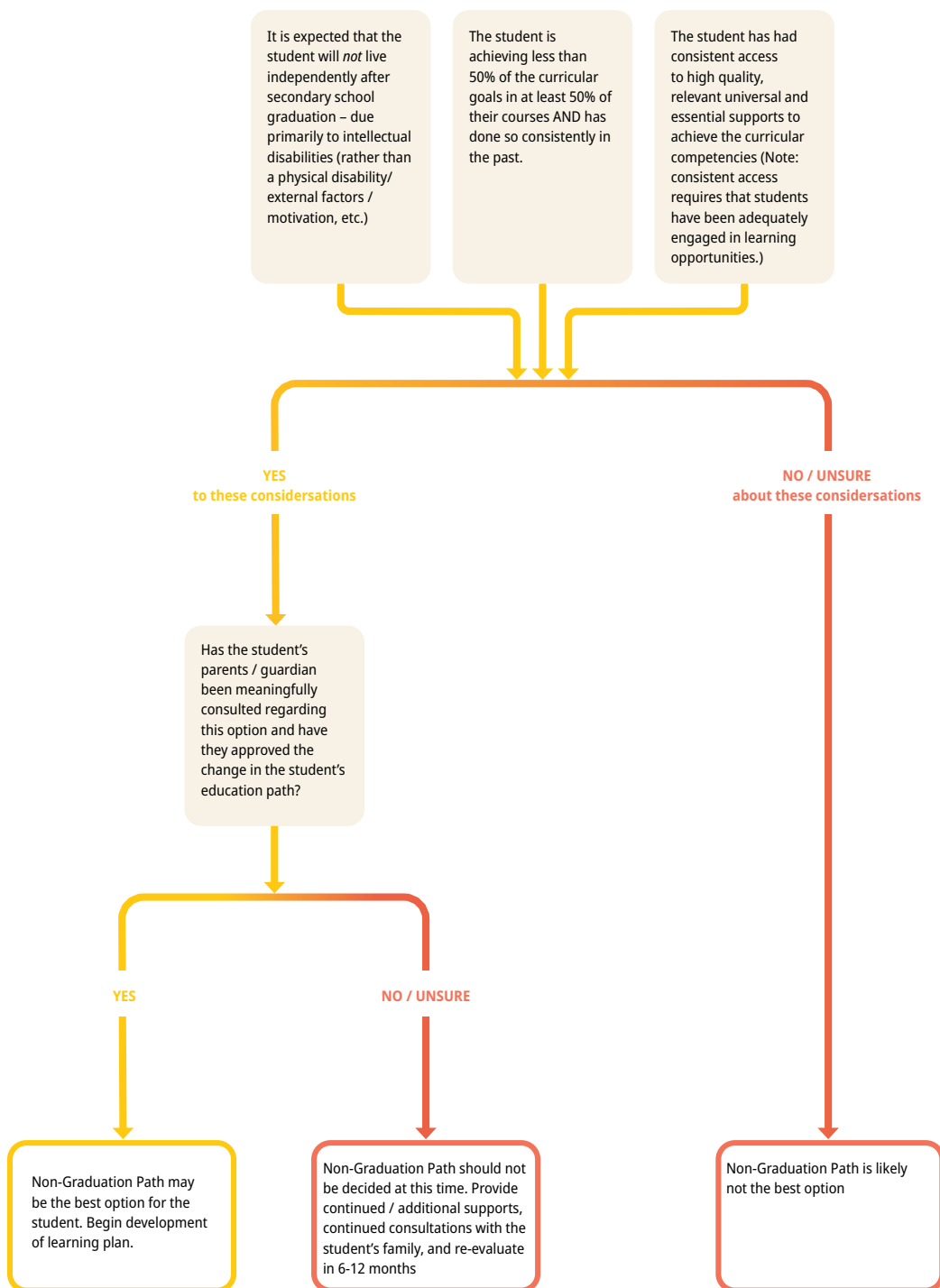
- ▶ Not all students with exceptionalities should be on a school leaving certificate track. If they are provided appropriate supports, almost all students – including those who have exceptionalities – will be able to demonstrate proficiency related to the Learning Standards and graduation requirements.
- ▶ If a student is expected to live independently after high school, the graduation path is likely the best option; the intention of graduation is to prepare students to live independently and contribute to their community.
- ▶ Students who are experiencing difficulties meeting Learning Standards should receive significant supports, often based on advice from specialists, as well as adapted resources, approaches, and strategies before they are considered for a school leaving path. If adaptations allow the student to achieve the majority of Learning Standards for graduation courses, the student should not be considered for a school leaving program; the student should continue working toward a graduation plan.
- ▶ A student who is regularly absent or who is particularly unmotivated or unwilling to complete assignments should not be considered for a school leaving certificate until the causes of those issues are understood and addressed. It is difficult to determine whether a student could successfully complete graduation courses if their achievement is seriously impacted by factors such as chronic absences or non-participation / non-engagement in school.
- ▶ Students who might be appropriately considered for a school leaving certificate are those who have an intellectual disability, and who are not achieving the Learning Standards in the majority of the required graduation courses – even when receiving appropriate support and deliberate interventions.
- ▶ Because this path specifically relates to achievement in graduation courses, students should not be considered for a school leaving certificate until they have begun taking those courses – typically Grade 10.
- ▶ As a general guideline, a student may be considered for a school leaving certificate if they are regularly attending school, achieving less than 50% of the Learning Standards in more than 50% of required graduation courses – even when provided significant support, and the student is not expecting to live independently following high school. However, school staff, in collaboration with parents / families and students (where appropriate), should use their best judgment in making this decision.

- ▶ When a decision is made to move a student to a school leaving rather than a graduation program, an education plan should be developed for that student, which aligns with the student's IEP goals, matches the regular Learning Standards as closely as possible, and outlines a reasonable and challenging path for the student to receive a school leaving certificate. Parents or caregivers should be co-creators of that plan, as parental involvement is crucial and beneficial for families and students.
- ▶ In all cases, families should be fully involved in any decision to have a student placed in a school leaving certificate program, and parental or guardian consent should be obtained before the decision is finalized.

- ▶ First Nation schools can offer hands-on, culturally-based, and/or land-based learning opportunities that align with student’s talents, passions, and skills. A Modular Course Guide for First Nation Schools provides suggestions for designing and implementing high-interest, experiential learning opportunities that can be run in a variety of ways, including short-term “courses” or “units” that offer students motivating learning options that provide course credit.
- ▶ FNEsc and FNSA have published resources to assist families and adult students with graduation planning. *Guiding Your Education Journey: A Handbook for First Nations Families* and *Guiding Your Education Journey: Adult Student Edition* provide information to help families and adult students make decisions about what courses to take – especially in Grades 10, 11, and 12, and to help families plan for post-secondary education, training, and future careers.
- ▶ If you are unsure about the right education path for a student, they should continue on the Dogwood path while further discussions are underway. Determining whether the student is expected to live independently after grade 12, whether the students’ challenges might be due to insufficient instruction or sporadic attendance, etc., might be complicated, and decisions should be based on thorough, collective discussions. For help making graduation decisions, reach out to graduation@fnesc.ca.
- ▶ For information about creating school policy related to supports for students who have exceptionalities, please refer to Section 3 of the *Policy and Procedures Guide for First Nation Schools in BC*.
- ▶ For more information about School Completion Certificates, please refer to Section 4 of the publication *Supporting Students Who Have Exceptionalities: A Discussion Guide for First Nations Schools in BC*.

OPENING DOORS, UNLOCKING POTENTIAL

The following decision-making tool can also assist a student and their family, with their transition team, in setting graduation goals that reflect high, realistic expectations for the student that will support them in realizing their potential.



THE TRANSITION TEAM

The goal of the transition team is to involve all of the key people in a student's life in the transition planning process. Building a supportive and cooperative team is an essential component of transition planning; while collaboration is effective for all students, it is essential to support students who have exceptionalities. Several research studies have found that students who have exceptionalities achieve more when they are enrolled in schools that have a collaborative culture.

Within the transition team, the student and their parents or caregivers are central. The student should attend and participate in all meetings, as full involvement provides a student:⁴

- ▶ a sense of belonging, and opportunities to share and contribute as a respected and valued team member.
- ▶ the spirit of mastery that comes through encouragement of their strengths and competencies.
- ▶ independence fostered through opportunities to show responsibility and contribute to decision-making.

Transitions teams, in addition to parents, caregivers, school staff, and other services providers, should include “natural” support people who will continue to support the student beyond their K-12 school years. Natural supports are the people and places in a community that help people participate in their everyday lives, build confidence, and improve their quality of life. They are often unpaid relationships, but can develop from paid interactions or services. “Natural” support people might include family members, friends, peers, and community representatives. In many teams, these “natural” support people may out-number service providers.

Potential team members can include (but are not limited to):

- ▶ Student (essential)
- ▶ Parents or caregivers (essential)
- ▶ School staff – teachers, EAs, principal, etc.
- ▶ Family, friends, or classmates
- ▶ Members of a school-based team
- ▶ Community health team representatives
- ▶ Service providers
- ▶ Adult living team / day program representatives
- ▶ Adult program / college staff

⁴ Adapted from *Attendance Counts! A Toolkit For Raising the Attendance Rates of First Nations Students in British Columbia*. (FNESC, 2024).

OPENING DOORS, UNLOCKING POTENTIAL

- ▶ Language and culture supporters (school and community)
- ▶ Specialists / graduation specialists, etc.

When building a transition team, questions that can be asked to ensure it contains all the necessary people include:

- ▶ Who knows the individual the best?
- ▶ Who does the individual trust and feel comfortable around?
- ▶ Who does the individual look to for advice?
- ▶ Who would the individual look to for support in transitioning from school to adulthood?
- ▶ How can these people best help?

From: <https://findsupportbc.com/timeline/>

Within the transition team, two specific roles should be identified.

- ▶ **The Advocate:** At least one individual should be committed to acting as an advocate for the student. The advocate will always have the student and family's best interests in mind and will have a good understanding of the student and family's unique strengths and challenges. Clearly parents and caregivers are natural advocates for their children, and they often fill this vital role. Other family members can also be strong advocates, or the advocate could be a community member, a friend, the school principal, an Education Assistant, a counselor, or another service provider. The advocate should be present at all transition planning discussions and should focus on ensuring that the student has every opportunity for success.
- ▶ **The Transition Coordinator:** The transition coordinator is a team member who is committed to managing the planning process and monitoring the resulting action plan for the student's transition. The coordinator is often a school representative (a Learning Assistance Teacher, the principal, or another staff member) who will consult with the student and their family to schedule meetings, monitor timelines, track the student's progress, and facilitate communications between everyone involved.

See the Appendices for a sample invitation to a transition meeting, as well as potential roles and responsibilities of transition planning team members.

What Helps Make a Successful Advocate?

Advocates are active mediators between students who have exceptionalities and their environments. Ideally, advocates will:

- ▶ Make positive things happen on the students' behalf.
- ▶ Help set up appointments and follow-up on recommendations and specialist advice.
- ▶ Always try to understand what the student is experiencing.
- ▶ Help the student strive for realistic goals and plan for successful experiences.
- ▶ Be a sounding board, listening and helping if circumstances become difficult at times.
- ▶ Cherish the student as an individual, recognizing their gifts and accepting them for who they are.

What Makes an Advocate Successful?

Advocates should be optimistic that creative solutions to each new challenge can be found. They also need a good understanding of what alternatives can be tried. This means an advocate primarily needs adequate information.

Advocates will ideally approach each situation with ideas that are realistic, appropriate, and feasible. Because the experiences of students who have exceptionalities are usually quite complex, advocates are most successful when they work within the community and with other service providers to coordinate a network of support and promote an understanding of the following.

1. While some students may face challenges throughout their lifetimes, the signs may change over time, and responses must evolve as students grow and develop.
2. Every person is unique, and what works well for one person may not work well for someone else.
3. Goals and decisions for each individual should be based on a realistic assessment of their own strengths, challenges, hopes, and goals.
4. Some exceptionalities affect both perception and cognition, perhaps making a person unaware of their limitations with memory, attention, behaviour, or emotional control. Assumptions about a student's motivations or understandings are not helpful, and negative judgement is never acceptable.

Advocates Need Help, Too

Being an advocate can be tiring and sometimes frustrating. Advocates must show endless patience, spending significant time arranging for care and using interventions. Advocates benefit from support, too, and it is important for others to lend an ear and lend a hand when possible.

TRANSITION PLANNING MEETINGS

Once established, the transition team should meet regularly to track progress and continue reviewing and updating action plans.

As mentioned previously in the Toolkit, transition planning meetings should be separate from IEP meetings. The focus of transition planning meetings should be the student's long-term, holistic goals, and it is most beneficial when the people who attend transition meetings are prepared for that focus.

Suggestions for the first transition team meeting are outlined below.

Preparing for the Meeting

- ☐ Be clear about the purpose of the meeting
- ☐ Keep to agreed meeting times
- ☐ Work with the student's family to decide who needs to be at the meeting
- ☐ Try to consider everything that the student will need to be as comfortable as possible, thinking about ways to maximize their contributions

During the Meeting

- ☐ Introduce and agree on norms for the meeting
- ☐ Reiterate that everyone is a valued member of the team and should have equal opportunities to speak
- ☐ Remind the team that the meeting focus is the "long term" dreams and goals of the student
- ☐ Document what happens in the meeting
- ☐ Ensure actions and commitments are clear to the team members
- ☐ Decide who will follow-up on commitments
- ☐ Set a plan for follow-up meetings

After the Meeting

- ☐ Send meeting minutes
- ☐ Follow-up with team members or other people or agencies as needed.
- ☐ Complete assigned tasks
- ☐ Talk with the student and their family about how they felt about the meeting, plans, and next steps

PERSON-CENTRED PLANNING

Person-centred planning (PCP) can be a very valuable approach to the transition planning process. A PCP approach places a student at the centre, with support people and agencies organized around the student to help them create a vision for the future. It focuses on the hopes and concerns of the student and their family.

PCP is guided by a set of beliefs.⁵

- ▶ The student, and those who love and care for them, are at the centre of the work. The student must be included in plans and processes that impact them.
- ▶ Listening and discovery are key to the work, as is each members' commitment to action to support the student in achieving their dreams and goals.
- ▶ Everyone has a contribution to make. PCP is grounded in the philosophy that everyone in the world is needed and can make a difference. It supports a community-based perspective.
- ▶ The planning process must be individualized, and it must encompass the student's universal needs, rather than only their exceptionalities or clinical needs.

PCP is important in transition planning because it:

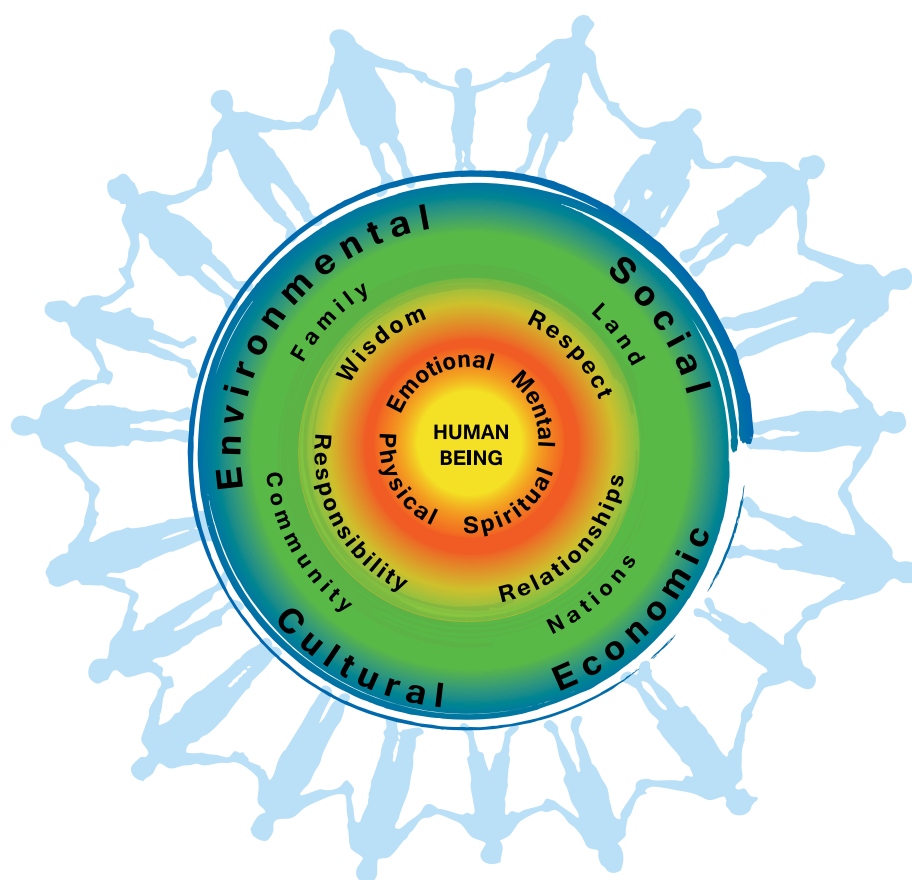
- ▶ Focuses on the student's capacity.
- ▶ Considers the student's full array of needs, which is consistent with how planning should be approached for everyone.
- ▶ Encompasses a long-term view of the student's hopes and vision of the future, and provides a roadmap for the student to achieve realistic life goals.

5 Adapted from Inclusive Solutions (<https://inclusive-solutions.com/person-centred-planning/>)

OPENING DOORS, UNLOCKING POTENTIAL

Using a PCP approach:

- ▶ The student and/or their family are in the leadership role and determine who should attend meetings.
- ▶ Meetings should be positive and creative. They should allow the student and their family to dream for the future.
- ▶ Goals and strategies are planned based on aspirations, desires, and needs, not based on what services and placements are readily available.



First Nations Perspective on Health and Wellness

From <https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness>

Tools and Strategies to Support PCP

If teams need support facilitating a PCP approach, specific strategies can be tried to help the transition team ask relevant questions and explore what role everyone can play in supporting a student's overall development.

Planning Alternative Tomorrows with Hope (PATH)

PATH is a “creative planning tool that uses both process and graphic facilitation” to create a “shared vision of a positive future for individuals, families, teams, or whole organizations” (Person Centered Planning Together).⁶

The process:

- ▶ Draws on everyone's ability to visualize the future and plan backwards from that vision.
- ▶ Is a positive, forward-looking process; it starts with what a person sees as their “preferred future” and then looks at what is possible.
- ▶ Brings together the core values of inclusion and diversity.
- ▶ Works well with an individual or team of people who are committed to making change happen, as the process enables people to understand and take control of their situation.
- ▶ Can be a powerful method to encourage, focus, listen, create, think, and build alliances.

Teams can make use of the PATH process when:

- ▶ Those involved are struggling with optimism, energy, and/or hope about a student's future.
- ▶ There is a no clear sense of direction for the student, their family, or the team.
- ▶ Team building is needed.
- ▶ It has become difficult to imagine a positive future for a young person due to their severe and complex needs, which may arise from an impairment, disabling attitudes, or social circumstances.

6 From <https://inclusive-solutions.com/person-centred-planning/>



PATH Graphic completed at a First Nation school

From Inclusive solutions (<https://inclusive-solutions.com/training/path-person-centred-planning-in-action/>)

The PATH process should be led by two trained facilitators.

A **Process Facilitator** – who guides the process steps and ensures it stays on track.

A **Graphics Facilitator** – who creates a large graphic record of the discussions.

There are generally six steps in the PATH process, and it typically takes about 90 minutes.⁷

► **The Dream:** PATH begins by asking the “pathfinder” (in this case, the student who will be transitioning) to think about what a good life for them would look like? What matters most to them as they think about their future? Others team members are then asked to build on the vision and describe what they hope for the pathfinder. This is the longest step and sets the direction for the rest of the PATH.

► **One Year From Now - Positive and Possible:** In this step the facilitator asks the team to imagine that a year has passed since they created the vision. Looking back on the ‘past year’, what has been achieved? This is a more grounded and realistic step. The stories and memories shared should be possible (they could actually have happened) and positive (remembering the good times). This step gives the team a better sense of what it will look like when they are on track toward the student’s dream.

⁷ Adapted from Bristol Educational Psychology Service. <https://inclusive-solutions.com/wp-content/uploads/2021/05/PATH-Guide-for-Participants.pdf>

- ▶ **Now:** This step aims to link the vision of a positive possible future and where the pathfinder is now. Team members will discuss where they are starting from.
- ▶ **Enrol:** This step asks the group “who will be needed on the journey?” This step provides an opportunity for team members to commit themselves to the envisioned future, and to consider whether anyone else should be invited to join the team.
- ▶ **Staying Strong:** This step asks the group to identify and talk about what they will need to do (and stop doing!) to progress – naming what skills and capacities they already have

and can put to work, as well as the relationships, knowledge, and skills they will need to develop.

- ▶ **Actions:** The group can then identify bold next steps – big and small, and things that can be done tomorrow and things that can be achieved in a week or a month’s time. Include specifics – the who, what, where and when of actions to be taken, as well as when and how progress will be monitored.
- ▶ The PATH process ends with a round of reflections from the group and the completed PATH is photographed, taken down from the wall, rolled up, and given to the pathfinder.

Making Action Plans (MAP)

MAP is used when a group has a specific challenge or issue that they want to address in a person-centred way. This strategy also uses a Process and a Graphic facilitator (as described above) to help a group create a visual document of a shared vision.

MAP often begins with the story / the history of what has brought the team together. The group then uses the story to create a dream and build a plan to move toward that dream. Although the specific steps / names for the steps can vary, generally, the MAP process involves a review of the following areas.

- ▶ **History:** The student and their parents or caregivers (with other team members contributing appropriately) briefly describe the student’s personal history, helping all team members develop a more complete picture of the student’s past – particularly the people and events that have shaped their life. It is not meant to be a complete or chronological account; it can give a sense of the student in school, at home, and in the community, highlighting information about the past in ways people choose to share it.

OPENING DOORS, UNLOCKING POTENTIAL

- ▶ **Dreams:** Next, the student, their parents or caregivers, and other team members are encouraged to dream about the student's future, including their employment, education, lifestyle, and community participation. The Dreams step should be open-ended, allowing the student and other team members to consider many possibilities.
 - If prompting questions are needed, a student might be asked: "If you could have any job as an adult, what would it be?" "Where do you see yourself living one year from now? Who (if anyone) would be living with you?" "What is one thing that would make your life better?"
 - Parents or caregivers might be asked: "What are some of the things you've always wanted for your child?" "What job would you choose for your child?" "How do you hope your child will participate in our community?" It is not important if the dreams might be "unrealistic;" if they cannot be realized exactly as they are expressed, aspects of them can be acted on.
- ▶ **Fears:** Team members can then be invited to share their fears about possible barriers to realizing dreams. This step may be difficult, and people should contribute to the extent that they are comfortable.
- ▶ **Who is...?:** In this step, team members are asked to describe the student in as many ways as possible, focusing on positives and celebrating the student's accomplishments and gifts – highlighting their strengths, skills, likes and dislikes, personal qualities, favourite activities, friends, etc. This information can help the team learn new things about the student and, later in the process, to identify activities and resources that may be incorporated into the transition plan.
- ▶ **Needs:** The team can then begin the process of reviewing and prioritizing needs, discussing possible action steps such as any necessary assessments, career exploration opportunities, involvement in community activities, exploration of independent living options, additional support services, etc.

The next task is to develop goals and activities for the transition plan.



Sample Graphic Representations of a Dreaming Exercise

From Inclusive solutions (<http://inclusive-solutions.com/person-centred-planning/>)

One Page or Short Pamphlet Profiles

One-page or short pamphlet profiles are useful for sharing key information about a student, without the need for a lengthy care plan. These profiles are useful when introducing the student to new professionals, allowing people to quickly see what is most important about the student and their experiences within their environment. The goal is providing important information at a glance.

Short profiles:

- ▶ Are best created by the people who know the child the best, in partnership with professionals and service providers.
- ▶ Should not use jargon.
- ▶ Ideally maximize the use of pictures and quotes.

As profiles are a way to showcase a student and what matters to them, it is critical to carefully consider what essential information to include, such as:

- ▶ What is important to the student at home, at school, with their friends and family, and within their community.
- ▶ How to best support the student, recognizing their physical needs, communication skills, how they learn best, and key health information.

MOXIE
AGE 7 • 1ST GRADE
Teach me to soar and I will
Kellie Hampton

VISION STATEMENT
 By Moxie's Mom
 I envision Moxie learning, growing and thriving in a supportive environment that encourages her and believes in her potential and presumes competence. I see her growing up to be a strong, resourceful, capable, creative, energetic and hardworking woman who loves, is loved, and lives a life of her choosing.

STRENGTHS

- Eager to learn
- Friendly, kind and open-hearted
- Strong sense of humor
- Resourceful problem-solver
- Compassionate and caring
- Athletic: strong swimmer, hiker, climber, runner
- Highly visual
- Artistic
- Charismatic
- Takes initiative

WHAT DOESN'T WORK

- Being rushed
- Sudden change in activity
- Negative talk
- Talking over me
- Dismissing me

WHAT WORKS FOR ME

- Patience
- Schedule and Routines
- Praise for achievements
- Inclusion
- Belief in competence
- Positive reinforcement
- Use of pictures

WHAT I'M WORKING ON

Using my words when upset
 Speaking clearly
 Using longer sentences
 Math: my numbers and basic math skills

I LOVE: *Shimmer & Shine, Barbie, Neena, my brothers, my mommy & chocolate*

Insert photo here
(with permission from the child & parent or the young person)

What people like and admire about me...
 Text to go here

What is important to me...
 Text to go here

How best to support me...
 Text to go here

Sample Profiles:

Left from www.meriahnichols.com/the-one-page-profile/

Right from Inclusive solutions (<http://inclusive-solutions.com/person-centred-planning>)

MyBooklet BC

MyBooklet BC is a FREE online tool offered by the Family Support Institute BC that individuals and families can use to create a beautiful and personalized information booklet to document and share their strengths, gifts, goals and much, much more. It is user-friendly and easily accessible.

See

<https://familysupportbc.com/portfolio/mybookletbc/>



TRANSITION PLANNING AND MEANINGFUL INCLUSION

There is now a widespread acceptance of the principle that schools should ensure that all students, including students with exceptionalities, are able and welcomed to engage in age-appropriate, regular classes, with appropriate supports that enable them to join in, learn, and contribute to all aspects of school life. This concept is often referred to as “inclusion” – a term that is generally used broadly, not only in reference to students who have exceptionalities. The principle of inclusion means creating an environment in which all students are accepted and can participate and succeed – a principle that is generally extended to students who have all kinds of learning needs, gender identities, family backgrounds and experiences, and socio-economic circumstances.

The concept of inclusion, as it relates to students who have exceptionalities, means that students who have disabilities and support needs should be educated and enjoy learning experiences, to the greatest extent possible, in school and classroom settings along with their peers. To ensure that all students have equitable opportunities, students should be provided programs and services according to their unique needs and circumstances, which may require that some students receive supports and services that are different from other students in the school.

Supporting Students Who Have Exceptionalities: A Discussion Guide for First Nation Schools (FNESC and FNSA, 2024)

Students who have exceptionalities will need to navigate adulthood alongside their peers, and their school experience should mirror that reality. Inclusion Outreach BC uses 5 quality of life indicators to ensure education programs are meaningful for students with exceptional needs.⁸

- ▶ **Presence:** Students with exceptionalities share the same activities and engage with the same curriculum as their classmates, even if their learning goals are different.
- ▶ **Choice:** All students should feel a sense of autonomy as much as possible. Having choices (e.g. activity, method of participation, type of output) helps students with exceptionalities make decisions and provides them a sense of control. Choices given to students should be meaningful and aligned with their interests. Making choices based on their preferences helps students practice for when more important decisions arise in adulthood.

8 Adapted from Inclusion Outreach BC (<https://www.inclusionoutreach.ca>)

OPENING DOORS, UNLOCKING POTENTIAL

- ▶ **Competence:** Students must have the ability to perform functional and meaningful activities with whatever level of support is required. To support a student in building competence, educators must see the student as a capable learner who can grow and must integrate relevant opportunities into the student's education program. School staff must be aware of and avoid doing "for" rather than doing "with" a student; practicing patience and matching the amount of assistance provided to the student's capability will help build competence.
- ▶ **Respect:** Students with exceptionalities must be engaged in roles that are valued by themselves and others. Valued roles increase the student's profile in the community by allowing others to see the contributions they can make. This quality-of-life indicator also refers to respecting the students' wishes, feelings, and identity.
- ▶ **Relationships:** Having a network of meaningful relationships, including friends, significantly impacts an individual's quality of life. Adaptations can allow a student's full participation in a classroom or their community, and all students benefit from relationships that reflect diversity and acceptance.

When creating skill-building opportunities for all students, the following questions may help.

- ▶ Will developing this skill help the student be involved in their community?
- ▶ Will this opportunity provide for choice?
- ▶ Does this skill reflect high and reasonable expectations, and will it enhance the student's competence?
- ▶ Will the opportunity enhance the student's sense of their own value and the respect they receive from others?
- ▶ Will the opportunity help the student make friends and develop a network of relationships?

CREATING INCLUSIVE PLANS

@kwitens62



- ★ DREAM BIG
 - IMAGINE POSITIVE & POSSIBLE FUTURES
 - CREATIVELY REMOVE BARRIERS

- ★ PRESUME COMPETENCE
 - EVERYONE CAN LEARN & GROW
 - COMMUNICATE HOPE

- ★ START EARLY
 - BEGIN TODAY
 - BE PATIENT

- 📍 KNOW THE "WHY"
 - ENSURE YOUR STUDENTS KNOW THEIR "WHY"
 - FIND OPPORTUNITIES EVERYWHERE

- 📍 START WITH STRENGTHS
 - RECOGNIZE WHAT YOUR STUDENT CAN DO
 - BUILD & EXPAND ON THESE AREAS

- 📍 TAKE SMALL STEPS
 - SCAFFOLD LEARNING
 - CELEBRATE SMALL SUCCESSSES

- 👍 START WITH RELATIONSHIPS
 - BUILD TRUST
 - OFFER UNCONDITIONAL POSITIVE REGARD

- 👍 CREATE SYSTEMS
 - DO TASK ANALYSES
 - BUILD ROUTINES & SCHEDULES

- 👍 USE VISUALS
 - TRANSFER FROM SCHOOL TO COMMUNITY
 - TRANSFER FROM PERSON TO PERSON

PLANNING WITH ADULT LEARNERS

Sometimes students with exceptionalities reach graduation or adulthood before a transition plan is in place, but it is never too late to develop a plan for their future.

Starting a transition plan later in an adult learner's life can follow the same principles described throughout this Toolkit.

- ▶ Help the adult learner gather their team – i.e. people who support them and they trust.
- ▶ Start with the end in mind; determine what the student wants for their life.
- ▶ Once the learner, with their support team, has expressed their hopes for the future, work backwards to determine what is needed to reach their goals. Does the student want a Dogwood or Adult Dogwood? Post-secondary education? Work experience in their chosen field? Independent living?
- ▶ Think about where the adult learner is now. What have they already accomplished in working towards their goals? What do they need to learn and practice in order to be ready for the next step in their plan?
- ▶ Help the student add structure to their path by breaking down their goals into necessary steps. As much as possible, add deadlines and make a list of people or tools that can be used to accomplish each step. Use a tool like the sample “My Transition Plan” document in the Appendices to add structure to the planning process.

Adult learners may find it challenging to imagine their life outside of the structure that school provides. Discussing their interests and what they want from life early and often can help them clarify their hopes for the future, and can help their team plan appropriate supports for the learner's transitions beyond school and into their community.

ADDITIONAL RESOURCES FOR STUDENTS AND FAMILIES

Connecting with Resources

Family Support Institute of BC <https://familysupportbc.com>

- ☐ Workshops and training for family members and professionals delivered by other families
- ☐ Online and in-person events for finding support
- ☐ Will do a free PATH for youth nearing transition age: <https://wayfindersbc.ca>
- ☐ Connects families of persons with disabilities with resources available in their area: <https://findsupportbc.com>

Government of BC – Supports and services for people with disabilities

<https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/supports-services#advancededucation>

- ☐ Provides a list of government services available, including post-secondary grants and programs, accessible employment, and financial programs
- ☐ If the youth has a developmental disability, Autism Spectrum Disorder, or Fetal Alcohol Spectrum Disorder, and you would like extra support from a public Navigator from BC's Services to Adults with Developmental Disabilities (STADD), you can find more information here: <https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults> (youth must qualify for CLBC to access)

British Columbia Aboriginal Network on Disability Society (BCANDS)

<http://www.bcands.bc.ca>

- ☐ Help for Indigenous people with disabilities and their families accessing services
- ☐ [Autism specific]: AIDE Canada: <https://aidecanada.ca>
- ☐ Includes a directory of services throughout BC
- ☐ Lending library of books and audiobooks for a variety of audiences
- ☐ Videos and podcasts for and by neurodivergent individuals
- ☐ AgedOut (<https://agedout.com>) – a resource for youth leaving foster care

Recreation and Leisure Activities

Indigenous Sport, Physical Activity & Recreation Council <https://isparc.ca>

Special Olympics B.C. <https://www.specialolympics.ca/british-columbia>

[Autism specific]

Canucks Autism Network <https://canucksautism.ca/programs/>

- ☐ Offers programs in sports, mental health, hobbies, social groups and employment
- ☐ In-person programs are offered in the Lower Mainland, Interior, and Vancouver Island
- ☐ Virtual social programs available for games, talking about dating and relationships, well-being, crafts, women and gender-diverse individuals, leadership, and more

MyCommunity BC <https://findsupportbc.com/map/>

- ☐ Online resource to find inclusive and welcoming places around BC

Post-Secondary Education

Autism Community Training: Post-secondary education opportunities for individuals with diverse needs

<https://www.actcommunity.ca/education/post-sec-asd-opportunities/>

- ☐ List of post-secondary programs and resources for students in BC

Employment skills

Indigenous Skills and Employment Training (ISET) Program

- ☐ Government funded program designed to help Indigenous people improve their skills and find employment
- ☐ Run by a local Indigenous organization (either a council or a specific employment organization). Find a list here: <https://www.canada.ca/en/employment-social-development/programs/indigenous-skills-employment-training/service-delivery-organizations.html>

WorkBC

<https://www.workbc.ca/plan-career/resources/people-disabilities>

- ☐ Resources for career exploration, education planning and finding a job

Thompson Center for Autism & Neurodevelopment

<https://www.youtube.com/watch?v=K6Hu15VYWI4>

- ☐ This series of videos breaks down teaching employment skills for parents/caregivers and school staff preparing students for employment (some services and laws mentioned in the videos are specific to the US)

B.C. Aboriginal Network on Disability Society (BCANDS) – Indigenous Employment Engagement Program

<http://www.bcands.bc.ca/indigenous-employment-engagement-program/>

- ☐ List of employment programs and resources for people with disabilities

Neil Squire <https://www.neilsquire.ca>

- ☐ Organization that supports individuals with disabilities in learning skills to prepare for, obtain and maintain employment
- ☐ They also offer computer courses and assistive technology courses to help participants become more comfortable using technology for school/employment
- ☐ In-person services are offered in Burnaby, Penticton and Victoria
- ☐ Virtual services offered for some courses for remote participants

Autism Speaks: Roadmap to Meaningful Employment for Autistic Adults: https://docs.autismspeaks.org/employment-roadmap-adults/?utm_source=clickdimensions&utm_medium=email&utm_campaign=welcomeseries&utm_content=ws2&cldee=um9a2jOvmA9AygpHMgqpKv1bhiwVQsQcdHQ9elm-R3eABSl6E1Dxk38hj0U0PfAb&recipientid=contact-2f11b45f9f6bef119130001dd8b71ccf-472bb13f54564052b366c-eb707775ec8&esid=dd2c4d86-6bcc-4194-973d-5ed049dbc615

- ☐ Can choose from 3 different levels of support needs
- ☐ Gives goals and action steps to help guide an individual on their search for employment

[Greater Vancouver, autism specific]

Pacific Autism Family Network – Employment Works

<https://www.pacificautismfamily.com/employment-work>

- ☐ Twelve-week program providing employment readiness training and assistance to autistic adults

APPENDIX 1

My Transition Plan

Adapted from North Vancouver School District's *Transition Planning: Handbook for Students in Grades 10-12 (2023)* and *Vancouver School Board's Transition Planning (2019)*

NAME OF STUDENT		
DATE OF BIRTH	AGE	GRADE
SCHOOL		
TEACHER / CASE MANAGER		
FAMILY / CAREGIVER NAMES		

TRANSITION PLANNING TEAM		
1. COORDINATOR	TEL.	
2.	TEL.	
3.	TEL.	
4.	TEL.	
5.	TEL.	
6.	TEL.	
Strengths related to transition		
Needs related to transition		

VISION FOR THE FUTURE
After high school
In five years

OPENING DOORS, UNLOCKING POTENTIAL

VOCATIONAL PLANS

- | | |
|--|--|
| <input type="checkbox"/> College/University | <input type="checkbox"/> Volunteer work |
| <input type="checkbox"/> Technical/Trade School | <input type="checkbox"/> Community program |
| <input type="checkbox"/> Employment (full or part time) | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Supported employment/work placement | |

Goals for this area:

Current supports:

Future supports:

PERSONAL MANAGEMENT Skills in this area include:

- | | |
|---|--|
| <input type="checkbox"/> Communication and social skills | <input type="checkbox"/> Living skills (cooking, laundry, dishes, cleaning) |
| <input type="checkbox"/> Personal care/hygiene skills | <input type="checkbox"/> Safety |
| <input type="checkbox"/> Self-regulation and behaviour | <input type="checkbox"/> Health management (making appointments, taking medications) |
| <input type="checkbox"/> Self-determination and self-advocacy | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Money management and banking skills | |

Goals for this area:

Current supports:

Future supports:

LEISURE / RECREATIONAL / SOCIAL

- | | |
|--|---|
| <input type="checkbox"/> Recreational activities (clubs, groups, sports teams) | <input type="checkbox"/> Community activities |
| <input type="checkbox"/> Classes/hobbies (art, music, games) | <input type="checkbox"/> Other: |

Goals for this area:

Current supports:

Future supports:

TRANSPORTATION types used:

- | | |
|---|--|
| <input type="checkbox"/> Independent (walk, bike, wheelchair/power chair) | <input type="checkbox"/> Specialized accessible transportation (e.g. HandyDart)) |
| <input type="checkbox"/> Public transportation | <input type="checkbox"/> Other: |
| <input type="checkbox"/> Driving | |

Goals for this area:

Current supports:

Future supports:

OPENING DOORS, UNLOCKING POTENTIAL

FINANCIAL CONSIDERATIONS

–income sources will be:

☐ Employment

☐ PWD / Disability

☐ Family

☐ Other:

HOUSING PLANS

One-year plan:

Five-year plan:

Goals for this area:

Current supports:

Future supports:

APPENDIX 2

Sample Transition Checklist

A detailed timeline with printable checklists can be found here: <https://www.findsupportbc.com/timeline/>

TASK	RESOURCES TO HELP	TEAM MEMBER RESPONSIBLE	DATE TO BE COMPLETED
Plan and Prepare: Age 14-16			
Develop a transition team, including people from home, school, and community.	If the student has a developmental disability, Autism Spectrum Disorder, or Fetal Alcohol Spectrum Disorder, and you would like extra support from a public Navigator from BC's Services to Adults with Developmental Disabilities (STADD), you can find more information here: https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/transition-planning-for-youth-young-adults		
Identify the students' vision for adult life, considering post-secondary education / training, employment, community inclusion, leisure, recreation, social networks, housing, etc.			
Empower the student to actively participate in decision-making to honour, teach and promote self-determination and self-advocacy skills.			
If accessing MCFD CYSN (Child and Youth with Special Needs) supports / services, contact a social worker for assistance with transition planning.	If you need more information, email mcf.info@gov.bc.ca or call your local Child & Family Services Office. See: https://www2.gov.bc.ca/gov/search?id=3101EE72823047269017D-08E55AF6441&tab=1&q=special+needs)	Family and school-based team	
Discuss the appropriate graduation pathway.	graduation@fnesc.ca		
With the student / family, create concrete and sequential IEP goals to support the student's vision, and review or revise regularly.	SSEP@fnesc.ca		
Participate in Career Life Education 10 or equivalent course. Adapt the curriculum as needed to align with IEP and transition goals.	https://curriculum.gov.bc.ca/curriculum/career-education/all/career-life-education	School-based team and student	
Network with others who have recently experienced a transition or are currently in transition planning	https://inclusionbc.org/ or https://familysupportbc.com/		

OPENING DOORS, UNLOCKING POTENTIAL

TASK	RESOURCES TO HELP	TEAM MEMBER RESPONSIBLE	DATE TO BE COMPLETED
Obtain a birth certificate and/or proof of citizenship, which is required when applying for Persons With Disabilities (PWD) benefits.	https://www2.gov.bc.ca/gov/content/life-events/birth-adoption/births/birth-certificates	Family	
Ensure the student has an MSP number (B.C. Medical Services Plan).	https://www2.gov.bc.ca/gov/content/health/health-drug-coverage/msp/bc-residents/eligibility-and-enrolment/how-to-enrol	Family	
Apply for the British Columbia Identification Card (B.C. I.D. card).	https://www.icbc.com/driver-licensing/getting-licensed/Apply-for-a-bcid	Family	
Apply for a Social Insurance Number.	https://www.canada.ca/en/employment-social-development/services/sin/apply.html	Family	
Open a bank account, if not already done, and start practicing money management skills.		Family	
Review eligibility for Community Living BC (CLBC) and determine if an updated assessment is needed to meet CLBC eligibility requirements, and for an accurate description of the student's level of functioning in all domains to ensure that an accurate GSA (Guide to Support Allocation) is assigned by CLBC.	<p>This form needs to be signed by psychologist or school psychologist: https://www.communitylivingbc.ca/wp-content/uploads/CLBC-Eligibility-Form-Assessor.pdf</p> <p>If a student has ASD or FASD, they may need an updated assessment of their adaptive functioning. A psychologist or school psychologist can assess adaptive functioning.</p>	School-based team	
Attend the CLBC Welcome Workshop series.	https://www.communitylivingbc.ca/how-do-i-get-support/take-a-clbc-welcome-workshop/	Family	
Apply for CLBC after 16th birthday.	https://www.communitylivingbc.ca/who-does-clbc-support/eligible-clbc-support/	Family	
Create a resume and cover letter and update as necessary.			
Learn life, banking, bus, and functional skills at home, school, and in the community.			Ongoing
Consider finding a supportive work or volunteer experience.	See "Employment" on the Resources page		

TASK	RESOURCES TO HELP	TEAM MEMBER RESPONSIBLE	DATE TO BE COMPLETED
Location Dependent			
Apply for Access to Entertainment Card (which allows a person with disabilities to bring a support person with them to entertainment venues, such as movie theatres, for free or at a discounted rate).	https://access2card.ca/ (same card for across Canada)		
Attend school / community transition fairs.	Speak to local agencies and schools about what is available.		
Access and Apply: Age 17-18			
Review post-secondary programs and clarify college entry requirements and eligibility criteria. Consider this information when planning IEP goals and make a plan for when to apply.	Adult special education programs at B.C. public post-secondary institutions: https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-special-education Steps Forward (B.C. Initiative for Inclusive Post-Secondary Education): https://www.bc-ipse.org		
Apply for your Persons With Disabilities benefits at age 17 ½.	https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/disability-assistance		
Invite a CLBC Facilitator and CYSN Worker to IEP and transition planning meetings.		Family	
Include specialists in transition planning meetings.		School-based team	
Explore scholarship and bursary opportunities if the student is planning to attend post-secondary.			
Explore service providers that support individuals with disabilities.	https://findsupportbc.com		
Look for opportunities for the student to get work experience (formal or informal) or volunteer experience. Update their resume and cover letter.			Ongoing
Continue to build social networks, with the student pursuing their interests and opportunities for leisure and recreation.			Ongoing

OPENING DOORS, UNLOCKING POTENTIAL

TASK	RESOURCES TO HELP	TEAM MEMBER RESPONSIBLE	DATE TO BE COMPLETED
Support the student to participate in a Capstone Project or share an individualized portfolio to highlight the student's growth, with family involvement.			
Arrange an exit meeting in early June with the student / family / CLBC and other outside agencies and professionals to finalize the student's departure from high school and confirm next steps.			
Focus on solidifying growth in skills and support the student to be out in the community practicing the skills they have learned, such as taking public transit, accessing community programs, work experience / volunteering, meal preparation, communication skills, etc.			
Location Dependent			
If you have public transit in your area, apply for a subsidized bus pass or register for HandyDART services (once PWD benefit is confirmed).	<p>Outside of the lower mainland:</p> <p>Bus pass: https://www2.gov.bc.ca/gov/content/transportation/passenger-travel/buses-taxis-limos/bus-pass/people-with-disabilities#request</p> <p>HandyDART: Visit https://www.bctransit.com/ and choose your region, then find HandyDART under "Rider Info"</p> <p>Lower Mainland</p> <p>HandyDART and HandyCARD: https://www.translink.ca/rider-guide/transit-accessibility/HandyDART</p>		
Ongoing Planning: Age 18+			
If the student is on the At Home Program, medical coverage ends at 18 and PWD benefits begin.	https://www2.gov.bc.ca/assets/gov/family-and-social-supports/children-teens-with-support-needs/at_home_program_guide.pdf		
Consider will and estate planning and Registered Disability Savings Plans (RDSP).		Family	
Consider a Representation Agreement for personal planning / advance care planning.	https://www.nidus.ca/representation-agreement/		

TASK	RESOURCES TO HELP	TEAM MEMBER RESPONSIBLE	DATE TO BE COMPLETED
For individuals with significant physical disabilities who want more control and flexibility in managing home support serves, apply for Choice in Supports for Independent Living.	https://www2.gov.bc.ca/gov/content/health/accessing-health-care/home-community-care/care-options-and-cost/choice-in-supports-for-independent-living		
Explore housing options; at age 19 students may be eligible for a BC Housing Subsidy if they will be living interdependently and meet certain criteria.			

APPENDIX 3

Independent Living Skills Checklist

Check your current skill level for each of the following:

	YES	A LITTLE	NOT YET
COMMUNICATION			
People I don't know well have an easy time understanding me when I speak			
People I don't know well have an easy time understanding me when I write			
Answering or calling people I don't know well on the phone is easy for me			
Communicating with people I don't know well by email is easy			
It is easy for me to understand what other people say			
It is easy for me to understand written instructions			
SHOPPING			
It is easy for me to read labels and compare costs at the store			
It is easy for me to find the things I'm looking for at the store			
It is easy for me to decide what to buy at the store			
It is easy for me to pick out items from the shelves, load them in my cart or basket, and then put them on the check-out counter			
It is easy for me to give the cashier the correct amount of money			
I can go to the store without getting anxious, scared, frustrated, or angry			

OPENING DOORS, UNLOCKING POTENTIAL

	YES	A LITTLE	NOT YET
PUBLIC TRANSIT (skip if not applicable for your area)			
It is easy for me to find where to wait for the bus			
It is easy for me to know which bus or SkyTrain to take on new routes			
It is easy for me to get off at the right stop			
It is easy for me to understand the bus schedule			
It is easy for me to read a map			
I can book a taxi or a ride share (Uber, Lyft)			
I can book a trip on HandyDart (if applicable)			
MANAGING FINANCES			
I understand bills and can remember to pay them on time			
I can make a budget with my income and my expenses			
I can stop myself from buying things I don't need			
I can save up money for important "big" purchases			
It is easy for me to use a bank machine			
I know how to talk to the people at the bank			

	YES	A LITTLE	NOT YET
PREPARING AND EATING MEALS			
I know where to store my groceries			
It is easy for me to read and understand a recipe			
I understand all the labels on my groceries			
I can chop, peel, mix or stir food			
I can store food safely			
I remember to eat regular meals with healthy foods			
I remember to take food off the stove/out of the oven and then turn off the stove/oven			
KEEPING THE HOME CLEAN			
I can do the dishes, put them away, and clean counters, sinks and floors in the kitchen			
I can clean the bathroom (bathtub, toilet, bathroom sink and floor)			
I can vacuum, dust, clean windows, and sweep			
I can tell when something needs to be cleaned			

OPENING DOORS, UNLOCKING POTENTIAL

	YES	A LITTLE	NOT YET
SELF-CARE			
I can take a shower without help			
I shave, brush my teeth and hair, and wash my face			
I can keep my finger and toenails clean and trimmed			
I can decide what to wear and get dressed			
I can go to bed and wake up at an appropriate time			
I remember to keep myself clean			
I can do the laundry			
I can make my appearance tidy when I leave my home			
I can follow the directions to take regular medications correctly			
I can get prescriptions filled and remember to get them refilled			
I understand what medications are for			
I can use medicine appropriately when I am sick or in pain			

	YES	A LITTLE	NOT YET
SELF-DETERMINATION			
I know what I like and what I'm good at			
I know what I need support with			
I can ask for assistance when needed			
I can label what emotions I am feeling			
I can motivate myself to do something I need to do, even when I don't feel like it			
I can tell what someone else might be feeling			
I can make friends			
I can work with others in a group or on a team			
I can talk through an interpersonal problem with another person			
I can act safely and responsibly			
I can tell if something is ethically right or wrong			
I can hear constructive feedback and learn from it			
I can make changes to my behaviour to work towards my goals			

APPENDIX 4

Sample Invitation for A Transition Planning Meeting

Dear [name],

You are invited to attend a meeting with **[student name]** and their family on **[date]** at **[time]** at **[location]**. This meeting is intended to help support **[student name]** in planning for their future.

Purpose: This meeting is to plan **[student name]**'s transition from school to adult life. We will be using a positive, respectful, friendly approach to planning.

We are inviting people who care about **[student name]** and are who are excited about helping them reach their goals for the future.

At this meeting, we will listen to **[student name]**'s dreams and share our own dreams for them. We will also plan with **[student name]** some achievable goals for the next **[fill in]** years and we will participate in action planning.

We hope you are able to join us.

All the best,

On behalf of **[name of school contact/team who are organizing the meeting]**

APPENDIX 5

Roles and Responsibilities of the Transition Planning Team

Students

- ▶ Attend transition planning (and IEP) meetings
- ▶ Lead transition planning meetings, with support as required
- ▶ Share personal preferences, interests, skills, goals, and needs with the team
- ▶ Ask questions and provide information to the team on various issues (e.g. wellness, medical, social, relationship, financial or guardianship issues)
- ▶ Assume responsibility for working toward goals and completing tasks listed in transition plan

Parents or Caregivers

- ▶ Attend transition planning and IEP meetings
- ▶ Discuss with their child topics that will arise when talking about the future, to help prepare their child for participating in the meetings
- ▶ Lead transition meetings where possible and desired
- ▶ Provide valuable insight into the background and values of their family
- ▶ Share their child's and their own preferences, interests, skills, goals and needs
- ▶ Focus the team's planning on the student's and family's needs and goals
- ▶ Provide opportunities for their child to learn and practice the skills identified by the transition team
- ▶ Keep records from outside-of-school supports

Transition Coordinator (a school staff or community member)

- ▶ Schedule meetings
- ▶ Manage the paperwork and maintain a transition file with assessments, IEP, transition plan, etc.
- ▶ Keep the planning sessions focused
- ▶ Coordinate school and family supports
- ▶ Monitor the progress of the transition plan
- ▶ Check in with other transition team members to ensure everyone is clear about actions being taken

OPENING DOORS, UNLOCKING POTENTIAL

School Staff (LAT, Classroom teacher, EAs)

- ▶ Attend IEP and transition planning meetings
- ▶ Listen to the student's vision and help identify their needs
- ▶ Make referrals to appropriate community service agencies
- ▶ Listen and ask questions to determine the student's and family's needs and goals

Community Members

- ▶ Provide the student and family with cultural supports and connections
- ▶ Help advocate for the needs of the student and family
- ▶ Help identify natural supports available in the community to help the student

Social Workers, Service Providers, and Vocational Specialists

- ▶ Attend meetings as relevant for students they support
- ▶ Help identify relevant supports for the student in their area of speciality⁹

9 Adapted from North Vancouver School District's *Transition Planning: Handbook for Students in Grades 10-12 (2023)*

APPENDIX 6

Sample Messaging to Share With Parents, Caregivers, and Families

The following text is intended to be adapted as appropriate.

When students are preparing for high school graduation, they are looking forward to a range of exciting opportunities ahead. They are excited about becoming more independent. They may be ready to try further education or a new job.

Helping all students make positive choices when they are getting ready to move into adulthood requires careful planning, with support from people who know and care about them.

Your role is especially important.

- ▶ You know your child better than anyone.
- ▶ You can provide crucial information about your child's likes, dislikes, strengths, behaviours, goals, and needs.
- ▶ You are invaluable in helping your child understand, accept, and overcome any challenges they might face.
- ▶ Your understandings are vital for designing an education program that is right for your child.

Thoughtfully planning for your child's future is critical, so they have everything they need to live an active, healthy, and fulfilling adult life. That includes thinking about how to prepare your child for:

- ▶ Independent living
- ▶ Participating in their community
- ▶ Higher education and/or employment opportunities

The formal process of preparing students for important changes is referred to as **transition planning**.

Transition planning helps students and their families prepare for the changes that will take place as students leave school and begin adult life. Effective planning can help students describe their vision for life after high school. It can help them identify how they will use their talents and abilities to follow their interests and pursue their dreams.

OPENING DOORS, UNLOCKING POTENTIAL

Students, with their parents and families, should lead transition planning. But you are not alone! You, your child's teachers, other school staff, health, and education professionals can work as a team to help ensure your child has every chance to reach their full potential.

And remember ... all students **can** achieve success. They **can** reach their goals – if those goals are right for them and if they receive adequate and appropriate supports.

What's Next?

Transition planning begins with identifying support people and agencies that will help your child lead a productive and satisfying adulthood. These people may include your family and friends, school and community staff, local service providers, and other professionals.

Once you and your school have organized the right team, you can create a plan.

- ▶ That plan will identify your child's long-term goals.
- ▶ It will outline how support people and agencies will assist your child on their path toward those goals.
- ▶ If your child has an Individual Education Plan (IEP), their transition plan will be related to their IEP. But it is a bit different – focusing on your child's transition from high school to a successful life after graduation.
- ▶ What a successful life will look like depends on the unique strengths, challenges and interests of your child. The transition team can work with you to help your child set and achieve goals that are right for them.

Transition planning involves meetings with the transition team to think about:

- ▶ You and your child's dreams and hopes for their adult life.
- ▶ The holistic and lifelong needs of your child, including their health, social, intellectual, spiritual, and cultural needs.
- ▶ Your child's graduation path.
- ▶ What your child will do after high school, including where they will live, what kind of job they want to do, how they can participate in their community and enjoy language and culture learning, etc.

In transition planning meetings, the team will talk about your child's strengths, what they do well, and what can help them continue to learn and grow.

Final Reminders

- ▶ You know your child better than anyone else. Decisions about your child may not be the same as those for other students. You can help make sure your child's unique needs are met by being involved in planning their services, programs, and goals.
- ▶ All children have a right to the best education possible. You have the right to ask questions and to be involved in planning your child's education path.
- ▶ You have the right to expect that all information about you and your child will be kept confidential.
- ▶ You and your child's teachers, other school staff, and health and education professionals can work in partnership to identify appropriate supports, and to encourage your child to reach for goals that are designed especially for them.

APPENDIX 7

Sample Messaging to Share With Students

The following text is intended to be adapted as appropriate.

As you near high school graduation, you can look forward to many exciting opportunities.

- ▶ You can be more independent.
- ▶ You might continue with more education or get a job.

Transition planning can help you prepare for the changes ahead.

- ▶ Planning can help you make positive choices.
- ▶ Planning can help you think about your own special long-term goals. It's OK if you're not sure about all of your goals right now, and it's OK if you change your mind later. Planning early will help you think about what you like and dislike, and your strengths and talents.
- ▶ Planning can bring together people who know and care about you to help you make important decisions. Because a transition plan is meant to support you in achieving your dreams and goals for the future, you are the most important person in designing the plan. But other people in your life who love and care about you, can help – such as your family and friends, school and community staff, local service providers, and other professionals.

Things you will think about in transition planning are:

- ▶ Where do you want to live and who do you want to live with?
- ▶ How will you get around?
- ▶ What do you want to continue doing for fun?
- ▶ What cultural activities do you want to be a part of?
- ▶ How will you make money to support yourself?
- ▶ What further education and/or training do you want?
- ▶ What skills do you need to learn or practice to help you meet your goals?

Transition planning is about making sure you feel ready for life after high school. Everyone on your transition planning team is committed to helping you make your dreams happen!

Glossary of Terms

Adaptive functioning/adaptive behaviour – the set of skills a person needs to handle common demands in life independently (e.g. managing a home, personal care, social skills, ability to get from place to place, obeying the law, planning and organization).

Adapted curriculum/adaptations – changes to how content is taught, made accessible, and/or assessed, without changing the learning standards.

Adult Dogwood – a high school graduation diploma for learners 18 years of age and older.

Autonomy – the capacity to make an informed, uncoerced decision

Advocate – a person who is dedicated to helping an individual student or family.

Community Living British Columbia (CLBC) – a government agency that supports eligible adults aged 19 and over with developmental disabilities, autism spectrum disorder (ASD), and fetal alcohol spectrum disorder (FASD) through funding and services. See www.communitylivingbc.ca for more information.

Day program – a community-based service providing structured activities and supports to adults with disabilities during the day, usually outside of the home. Day programs usually focus on social and recreational activities and may include life skills development.

Dogwood Diploma – high school graduation diploma awarded to students who successfully complete the provincial graduation requirements.

Educational Assistants (EAs) – school support staff who work under the direction of the teacher or administrator to provide support to students.

Evergreen Certificate – a non-graduation certificate used to recognize the accomplishments of students with disabilities or diverse abilities and an Individual Education Plan, who have met the goals of their education program, other than graduation.

Exceptionalities – challenges or disabilities that require deliberate and structured assessments and interventions to make the student's educational experience as positive as possible – sometimes referred to as special needs or disabilities or diverse abilities.

OPENING DOORS, UNLOCKING POTENTIAL

Health Plan - A written document that outlines a student's medical needs and how to manage them at school. It can include an outline of their condition, what to do in the event of a medical emergency, what training is required and staff responsibilities.

Individual Education Plans (IEPs) – comprehensive plans designed to help students with exceptionalities meet their specific and unique academic, functional (e.g., independence, behavioral, or organizational), and social / behavioral goals that extend beyond their current skill levels.

Inclusion - the principle that schools should ensure that all students, including students with exceptionalities, are able and welcomed to engage in age-appropriate, regular classes, with appropriate supports that enable them to join in, learn, and contribute to all aspects of school life.

Learning Assistance Teacher (LAT) – a teacher who specializes in supporting students with exceptionalities. Often this person writes IEPs and assists with their implementation.

Life skills – the skills that are necessary for full participation in everyday life. See “adaptive functioning” above for examples.

Learning standards – what a student should know and be able to do at the end of a course. In the transition planning context, a student's ability to meet the learning standards of courses required for graduation will determine their graduation path.

Making Action Plans (MAP) - a creative planning tool that uses both process and graphic facilitation to create a shared vision of a positive future for individuals and families.

Modified curriculum – changes to the learning standards a student is expected to master. Usually, modifications are made for students who have significant limitations in intellectual or adaptive functioning; modifications mean students will not earn credits towards graduation.

One Page Profile – tool used for sharing key information about a student, without the need for a lengthy care plan. These profiles are useful when introducing the student to new professionals, allowing people to quickly see what is most important about the student and their experiences within their environment.

Planning Alternative Tomorrows with Hope (PATH) - a creative planning tool used to create a shared vision of a positive future for individuals, families, teams, or whole organizations.

Person Centred Planning (PCP) – a planning approach that places the student at the centre, with support people and agencies organized around the student to help them create a vision for the future.

Safety plan – a formal plan that is put in place to support the safety of an individual or the people who work with that individual – sometimes used when a person can hurt others around them when they become upset, or used to protect a person who needs support (e.g. an individual who may wander away and not know how to return home, someone who is vulnerable without support, ...)

School-based team/student support team – a team created to support students who have exceptionalities and problem-solve at the school level. The role and membership of this team varies from school to school; they may collaboratively develop and monitor a student's IEP, consider the effectiveness of interventions being used at the school, assist with transition planning, etc.

School leaving certificate – see “Evergreen Certificate” above

Service providers – people who are paid to support a person or provide a service. Examples include occupational therapists (OTs), speech-language pathologists (SLPs), physiotherapists, support workers through a day program, respite workers, etc.

Transition Coordinator – a team member who is committed to managing the planning process and monitoring the resulting action plan for the student's transition. The coordinator is often a school representative (a Learning Assistance Teacher, the principal, or another staff member) who will consult with the student and their family to schedule meetings, monitor timelines, track the student's progress, and facilitate communications between everyone involved.

Vocational Specialist – a person trained to provide education and support for finding and maintaining employment.

References

(n.d.). Retrieved from Teen Transition Planning: <http://www.teentransitionplanning.ca>

Bexley Voice. (n.d.). *Transition - Preparing for Adulthood*. Retrieved from Bexley Voice: <https://www.bexleyvoice.org.uk/transition---preparing-for-adulthood.html>

Components of a Good Transition Plan. (2022, May 19). Retrieved from Alberta Caregiver College: <https://caregivercollege.ca/mod/page/view.php?id=277&forceview=1>

Family Support Institute of BC. (2023). *Transitions Timeline*. Retrieved from FindSupport BC: <https://findsupportbc.com/timeline/>

Family Support Institute of BC. (2024). *Welcome to myBooklet BC!* Retrieved from myBooklet BC: <https://mybookletbc.com>

First Nations Health Authority. (n.d.). *First Nations Perspective on Health and Wellness*. Retrieved from First Nations Health Authority: <https://www.fnha.ca/wellness/wellness-for-first-nations/first-nations-perspective-on-health-and-wellness>

Inclusion Outreach. (2022). *Supporting the Inclusion of Students with Complex Needs*. Retrieved from Supporting the Inclusion of Students with Complex Needs: <https://openschool.bc.ca/inclusionoutreach/>

Inclusive Solutions. (2015). *Person Centred Planning*. Retrieved from Inclusive Solutions: <https://inclusive-solutions.com/person-centred-planning/>

Nichols, M. (2018, March 10). *The One Page Profile*. Retrieved from Unpacking Disability with Meriah Nichols: <https://www.meriahnichols.com/the-one-page-profile/>

North Vancouver School District Inclusive Education. (2022). *Transition Planning: Handbook for Students with Disabilities and Diverse Abilities in Grades 8 to 12*. North Vancouver, British Columbia, Canada.

Vancouver School Board. (2019, April). *Transition Planning*. Vancouver, BC, Canada.

