

Please retain in student
cumulative file.

Transition Planning Document



When Transitioning Between Schools:

- MAPS meetings need to be completed within 2 months of the student beginning school
- Initial team meeting between schools needs to take place by March 01. All documentation needs to be completed and up to date (IIP, learning outcomes updated, adaptation/modification list)
- A list of adaptive equipment needs to be given the new school at the initial meeting (note what belongs to the school and what will move to the new school with the student)

When Transitioning for Graduation:

GRADE 8 Please initial the square and enter the date that each step was completed.

- _____ PATH meeting by the end of October (or within 2 months of entry to school)
- _____ Student transition diary begins
- _____ Student completes the "Student Vocational Questionnaire" in the handbook
- _____ Student identifies a career path of interest (signed by school, student, parent)
- _____ Employment goals, social goals, recreational goals, daily living goals, educational goals are identified by student/parent/school : these do not need to match up but need to be signed by all parties
- _____ SLP/OT life skills program is offered if deemed appropriate(this could start in grade 7)

GRADE 9 Please initial the square and enter the date that each step was completed.

- _____ Revisit transition diary
- _____ Student completes the "Student Vocational Questionnaire" in the handbook
- _____ Organize volunteer opportunities
- _____ Begin transition to high school (if appropriate)

GRADE 10 Please initial the square and enter the date that each step was completed.

- _____ Revisit transitional diary
- _____ Student completes the “Student Vocational Questionnaire” in the handbook
- _____ Choose programming based on transition diary and vocational assessment
- _____ Continue with life skills program if appropriate
- _____ PATH meeting (Planning Alternative Tomorrows with Hope)
- _____ Begin work experience, job shadow, volunteering
- _____ Speak with outside agencies about the transition planning and funding and invite them to the MAPS/PATH meeting
- _____ Make sure students have all the necessary documentation to work and live independently (an address, SIN, health card, etc.)

GRADE 11 Please initial the square and enter the date that each step was completed.

- _____ CAPS, COPS, COPES (or other appropriate vocational assessment)
(please indicate if alternative was used) _____
- _____ Revisit transitional diary
- _____ Student completes the “Student Vocational Questionnaire” in the handbook
- _____ Choose programming based on transition diary and needs of post-secondary living situation
- _____ Continue with life skills program if appropriate
- _____ Continue with work experience (in a new location if necessary)
- _____ Make sure any assessments needed to access agencies are up to date (SLP, OT, Ed. Psych, medical, etc.)
- _____ Ensure student is connected with appropriate outside agencies (social services, CDS, etc.)
- _____ Begin visiting post-secondary institutes (housing options, school options work options – Bea Fisher, Multiworks, Libby Young, Way to Work, etc.)

GRADE 12 Please initial the square and enter the date that each step was completed.

- _____ CAPS, COPS, COPES (vocational assessment)
- _____ Revisit transitional diary
- _____ Student completes the “Student Vocational Questionnaire” in the handbook
- _____ Choose programming based on needs from transitional diary and post-secondary living situation
- _____ Continue with life skills program if appropriate
- _____ Continue with work experience (in a new location if necessary)
- _____ Continue with post-secondary institute visits (housing options, school options work options – Bea Fisher, Multiworks, Libby Young, Way to Work, etc.)