



Transition Planning

**Handbook for Students with Disabilities and Diverse Abilities
in Grades 8 to 12**



HANDBOOK 2021 - 2022



Transition Planning

This document articulates the values and beliefs of the North Vancouver School District, working in collaboration with community agencies. It outlines a framework to support young people with disabilities and diverse abilities, in their transition from school to adult services.

The document has two main purposes:

- To provide general information about the transition process for students, parents/guardians and staff
- To provide a specific format for individual student planning for students, parents/guardians and staff

Students experience significant transition points throughout their education, from home or day-care to kindergarten, from class to class, school to school, from school district to school district, and from school to post-secondary or work situations. These transitions almost always involve changes in:

- locations, expectations, rules, services
- peer groups, staff, jurisdiction, and/or life-style

The adult transition process for a student with disabilities and diverse abilities requires careful planning to ensure that the elements of the Individual Education Plan (IEP) and the support services required to carry it out are not disrupted or lost in the process. At the adult transition stage it is necessary to:

- have a clear vision of the student's and the family's plan for life after high school
- work with other agencies to achieve the student's post secondary goals
- ensure the IEP transition goals are met each year

It is important for students with disabilities and diverse abilities be involved in decision making related to community life, employment, further education or training. Planning must involve individual transition goal development, student follow-up studies, and long- range planning. The work experience facilitator plays a key role in this process.

Collaboration in transition planning must also involve other school personnel, district staff, and representatives from community services such as post-secondary institutions, professionals from other ministries, parents/guardians and the students themselves.

For a video clip example please see: www.transitionplanningbc.ca

Transition Planning Best Practices

There are six best practices associated with transition planning for youth with disabilities and diverse abilities:

- Person-Centered Planning
- Youth Involvement
- Family Involvement
- Community Involvement
- Identification and Use of a Transition Coordinator
- Inter-Agency Collaboration

Six Steps to Person Centered Transition Planning

Youth and their family members are central to the transition planning process. Here are six steps to developing a successful transition plan to adulthood:

Step 1 Build a Planning Team

Choose people who know you best and can assist you with identifying your goals, needs and future services. Consider your family, teacher, social worker, current service providers, service agencies for adults, and people from your personal support network such as peers, friends, classmates and extended family members.

Step 2 Gather Information

Inform your team members about your goals, strengths and needs to ensure the transition plan is centred on you. This process may include making a MAP (Making Action Plans) or using PATH (Planning Alternative Tomorrows with Hope) or COACH (Choosing Outcomes and Accommodations for Children) to gather information.

Step 3 Develop Your Transition Plan

List the tasks that must be completed to reach your goals as well as the services and supports you use now and those you will need as an adult.

Step 4 Put Your Transition Plan Into Action

Each team member works on their assigned tasks.

Step 5 Update Your Transition Plan

Monitor how everyone is doing with their tasks and adjust the plan if need be.

Step 6 Hold an Exit Meeting

Arrange a final planning session before you leave high school to finalize your plan and to check to see what tasks are left to complete.

For more information on MAPS and PATH, please see www.inclusion.com

Giangreco, M. (2011). *Choosing Outcomes and Accommodations for Children (COACH): A Guide to Educational Planning for Students with Disabilities, Third Edition*. For more information on these steps see [Your Future Now: A Transition Planning and Resource Guide for Youth with Special Needs and Their Families](https://www.chs.ca/sites/default/files/uploads/your_future_now.pdf) https://www.chs.ca/sites/default/files/uploads/your_future_now.pdf

Planning Considerations

Transition IEP's and Progress Reports

The IEP is used to document the transition plan. With the student and family, create concrete and sequential IEP goals to support the vision and review/revise regularly. The IEP is a living and evolving document. Transition goals can take time and need to be broken down into realistic and achievable steps year after year. The IEP thus increasingly involves staff from other agencies. After Grade 10 onwards, IEP meetings for students with more complex disabilities and diverse abilities will therefore include MCFD and/or CLBC staff.

All students may graduate from school in one of three ways:

- Dogwood Certificate - for students on adapted programs
- Evergreen Certificate - for students on modified programs
- Adult Dogwood - for students on adapted program who are over the age of 19

All students who meet the applicable graduation requirements of one of the above receive a transcript of grades indicating the courses successfully completed.

For further Assessment and Reporting information please see:

<http://nvسد44curriculumhub.ca/assessment/principle-10/>

For further information, please see:

www.bced.gov.bc.ca/classroom_assessment/09_report_student_prog.pdf

Request for Grade 13 Year for Students with Disabilities and Diverse Abilities

The majority of students graduate with their peers at the end of their Grade 12 year. However, the BC School Act defines school age as the age between the date on which a person is permitted under section 3 (1) to enroll in an educational program provided by a board and the end of the school year in which the person reaches the age of 19 years. The provision for enrolment of a student for a Grade 13 school year is done in consultation with School Administration, Case Manager, Student, Family and Community Agencies.

Considerations include:

- The student was reported on the school's Ministry Inclusive Education count for Grade 12
- The student is continuing to work on the IEP transition goals agreed for Grade 12
- The Grade 12 IEP transition goals cannot be completed in an adult transition context
- IEP Transition goals include the use of adult-based services

PORTFOLIO DEVELOPMENT

Beginning in Grade 8, students can start to develop a personal portfolio to share strengths, goals, and support needs using the online mybookletbc.com or in MyBlueprint.

MyBooklet BC is A FREE online tool that families and people with disabilities and diverse abilities can use to create a beautiful and personalized information booklet for a loved one or for themselves <https://mybookletbc.com/>. This format is now used as the planning tool for CLBC.

Every North Vancouver student has access to myBlueprint through their NVSD login. MyBlueprint is an online platform that employs an inquiry based approach. It follows a comprehensive education and career planning process that meets the learning needs, interests, and aspirations of all students. The objective is for each student to learn about themselves, explore options for the future, and reflect on their personal growth and to create a plan moving forward once they leave high school.

There are several units within this format that students can complete:

- Discover Yourself – contains several “Who am I? ” assessments
- High School – tracks courses completed
- Post Secondary – allows students to explore post-secondary opportunities
- Work – explores occupations/job postings and has a resume and cover letter template
- Money – Learn real money skills and create a personal budget
- My Portfolio – helps students keep track of important experiences, activities, achievements, self assessments and reflections. Photos and videos can be uploaded and stored in this section.

WORK EXPERIENCE

Developing pre-employment and employment skills

The school based Case Manager and the Work Experience Facilitator support youth to find work experience opportunities that align with the student’s interests. Work experience can start in grade 10 and experiences should increase up until the student graduates.

- Use the pre/post work experience evaluation forms with the student and job coach to track and monitor progress
- Create a resume and cover letter using the template in myBlueprint and update as necessary
- In the student’s final year they have the option to connect with WorkBC to receive customized employment service. <https://www.workbc.ca>
- Visit the North Shore Inclusive Employment website: <https://www.nsinclusiveemployment.org/> for resources across the North Shore
- Students eligible for CLBC can receive employment supports through CLBC and referrals to North Shore Connexions, CBI or WorkBC.

COMMUNITY AGENCIES

Community Agencies on the North Shore include:

North Shore Disability Resource Centre
<https://www.nsdrc.org/resource-guide/>

North Shore Connexions Society
<https://nsconnexions.org/>

Strive Living Society
<https://striveliving.ca/>

North Shore Special Olympics
<https://www.sobcnorthshore.ca/>

Hollyburn Family Services
<https://www.hollyburn.ca/>

Community Living Society
<https://www.communitylivingsociety.ca>

Spectrum Society for Community Living
<https://www.spectrumsociety.org>

Transition Planning Resources

<http://www.bcchildrens.ca/transition-to-adult-care/Documents/ONTRAC-timeline-brochureBCCH.pdf>

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

https://www2.gov.bc.ca/assets/gov/family-and-social-supports/roles_tasks_transition.pdf

Developing Personal Transition Goals

GOAL CATEGORY	MY GOALS AND CONSIDERATIONS FOR THE FUTURE
Finances/Money	(Considerations: depositing money, withdrawing money, using an ATM, cash or debit transactions, etc.)
Friendships/Social Life	(Considerations: building social connections through structured activities, social events, building friendships, etc.)
Transportation	(Considerations: public transit, transportation to social activities, visits with friends, work or group activities, etc.)
Post-Secondary Education/ Training	(Considerations: Trades, Technical School, College, University, etc.)
Work Experience	(Considerations: interests, skills, attributes, preferences, etc.)
Housing	(Considerations: shared living, independence, group home, family home, etc.)

Lifestyle	(Considerations: interests, passions, healthy living, etc.)
Community Involvement	(Considerations: volunteer opportunities, interests, etc.)



Transition Planning Checklist

TASK CHECKLIST	TEAM MEMBER RESPONSIBLE (IF APPLICABLE)	DATE TO BE COMPLETED
PLAN & PREPARE: AGE 13 (Grade 8)		
Develop a vision for your life after high school which may include post-secondary education/training, employment, community inclusion, social/leisure, recreation, self-management, independent living skills, housing, personal care and hygiene.		
Support a person-centred approach that empowers the youth to actively participate in the decision making to honour what they want for themselves now and in the future – teach and promote self-determination and self-advocacy skills.		
IEP – with the student/family create concrete and sequential IEP goals to support the vision and review or revise regularly		
Network with others who have recently experienced transition or are currently in transition planning: https://inclusionbc.org/ or https://familysupportbc.com/		
Develop a Transition support team, including members from home, school and community.		
Begin to develop a personal portfolio – collect photos, artifacts, work samples, videos, self-assessments of the core competencies etc. This evidence collected over time can be used to create an on-going portfolio in myBlueprint to showcase growth in the student throughout their high school journey.		
PLAN & PREPARE: AGE 14-15 (Grades 9 & 10)		
Student/Family apply for a Social Insurance Number https://www.canada.ca/en/employment-social-development/services/sin/apply.html		
Obtain a birth certificate and/or proof of citizenship. An original birth certificate or permanent resident card is required when applying for the PWD benefit.		
Open a bank account, if you haven't already done so and start practicing money management skills.		
Obtain your HandyDART or HandyCARD pass https://www.translink.ca/rider-guide/transit-accessibility/handydart		
Apply for the British Columbia Identification Card (B.C. I.D. card). https://www.icbc.com/driver-licensing/getting-licensed/Pages/Apply-for-an-enhanced-licence-ID-or-BCID.aspx		
Apply for Access to Entertainment Card https://access2card.ca/		

Enroll in Grade 10-12 Career-Life Education/ Career Life Connections or equivalent Self Determination Course – Adapt/Modify CLC curriculum to align with IEP and transition goals		
If accessing MCFD, CYSN supports/services contact social work for assistance with transition planning		
Review eligibility for CLBC – Bring students forward to ESBRT for updated assessment information to meet CLBC eligibility requirements and to gather an accurate description of the student’s level of functioning in all domains to ensure an accurate GSA (Guide to Support Allocation) is assigned by CLBC		
Ensure the CLBC Assessor Form is signed by the school psychologist and given to the family to use in the application. https://www.communitylivingbc.ca/wp-content/uploads/CLBC-Eligibility-Form-Assessor-updated-Sep-04_2019.pdf		
Attend school/community transition fairs		
Inclusive Work Experience Placements – begin in Grade 10		
Use the pre/post work experience evaluation forms with the student and job coach to track and monitor progress.		
Create a resume and cover letter using the template in myBlueprint and update as necessary.		
ACCESS AND APPLY: AGE 16 – 17 (Grades 11 & 12)		
Apply for CLBC after 16 th birthday https://www.communitylivingbc.ca/who-does-clbc-support/eligible-clbc-support/		
Apply for your PWD benefits at age 17 1/2 . https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/disability-assistance		
Explore and review post-secondary programs, review entry requirements and eligibility criteria: https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-special-education Look into Steps Forward http://www.steps-forward.org/ which provides inclusion support for students with developmental disabilities to access post-secondary education		
IEP – invite CLBC Facilitator and CYSN Worker to IEP meetings and Transition Meetings		
Include Specialist Staff in Transition Planning Meetings ie. Hearing Resource Teachers, Vision Resource Teachers, Augmentative and Alternative Communication Specialists		
Ensure student/family are connected with the Grad Sponsor to receive information about all grad events, when grad photos are scheduled etc.		

Offer support at the ceremony if necessary to ensure the student is comfortable and aware of what is expected: if necessary develop a support plan for this event		
If the student is not attending the formal graduation, plan an event that is appropriate and celebrates the end of their school journey.		
Connect with school counsellor regarding scholarships or bursaries the student may be eligible for.		
ACCESS AND APPLY: AGE 18+ (Grades 12 & 13)		
Apply for BC Bus Pass Program https://www2.gov.bc.ca/gov/content/transportation/passenger-travel/buses-taxis-limos/bus-pass		
Support the youth to participate in the Capstone Project or an individualized portfolio share to highlight the growth the student has made over the years. Parents and other important people in the student's life can be invited.		
Exit Meeting – 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.		
Consider a Representation Agreement for personal planning/advance care planning https://www.nidus.ca/representation-agreement/		
Medical portion of the At Home Program ends at age 18 and VCH and other professionals should help the student/family to coordinate transition to adult services/supports		
For individuals with significant physical disabilities who desire more control and flexibility in managing home support services – 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		
Focus on solidifying growth in skills and support the student to be out in the community practicing the skills they have learned ie. taking public transit, accessing community programs, work experience/volunteering, meal preparation, communication skills etc.		
Explore housing options – at age 19 student may be eligible for a BC Housing Subsidy if they will be living interdependently and meet certain criteria.		

My Transition Plan

Student Information			
Name:	DOB:	School:	School End Date:
Ministry Identification:		PEN #:	

Team Contact Information

Parent(s)/Guardian(s)	CYSN Social Worker	CLBC Facilitator
Name(s): Contact #: Email:	Name: Contact #: Email:	Name: Contact #: Email:
Learning Services Teacher		
Name(s): Contact #: Email:	Name: Contact #: Email:	Name: Contact #: Email:
Name(s): Contact #: Email:	Name(s): Contact #: Email:	Name(s): Contact #: Email:

My Hopes

<ul style="list-style-type: none"> • What I want to do after leaving high school? • Where I want to live after high school or in the future?
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Student Profile

My Strengths/Interests	My Areas of Support/Stretches
<ul style="list-style-type: none"> • • • • 	<ul style="list-style-type: none"> • • • •

Areas for consideration when planning transition from high school to community:

Post-Secondary Training /Employment Outcomes /Other

- University
- Community College /Vocational Training
- Employment (full-time or part-time)
- Supported Employment Services/Supports
- Volunteer work
- Day or Home Program

Present Supports:
Future Supports:

Personal Management

- Communication and social skills
- Personal care/hygiene skills (eg., grooming, dressing, toileting)
- Self-regulation and behaviour
- Self-determination and self advocacy
- Money management and banking skills
- Living skills (e.g., cooking, laundry, dishes, housekeeping/chores)
- Street safety
- Health Management
- Other:

Present Supports:
Future Supports:

Leisure/Recreation/Social

- Recreational activities (e.g., clubs, groups)
- Classes/hobbies (e.g., art, music, choir)
- Community centre programs
- Other:

Present Supports:
Future Supports:

Transportation

- Independent (walk, bike, wheelchair/power chair)
- Public transportation
- Specialized accessible Transportation (e.g., Handydart)
- Other:

Present Supports:
Future Supports:

Living Arrangements

- With family or relatives
- Group home
- Semi - independent
- Shared Living (roommate)
- Independent living (e.g., own apartment or house)

Present Supports:
Future Supports:

Goal Category in Order of Priority	Short Term /Long Term Goals

Goal Category	Action Required/Team Member(s) Responsible	Date (s) of completion
Goal Category	Action Required/Team Member(s) Responsible	Date (s) of completion



Exit Meeting Date:
In attendance/Role:
Discussion Notes:

Roles and Responsibilities of the Transition Planning Team

Youth

- Attend IEP transition planning meetings
- Lead the transition planning meetings, with support as required
- Share personal preferences, interests, skills, goals, and needs with the team (with support, as needed)
- Ask questions and provide information to the team on various issues that the student would like to address, such as wellness, medical, social, sexual, financial or guardianship issues (with support, as needed)
- Assume responsibility for working towards goals and completing the tasks listed in the Transition Plan

Parents or Guardians

- Attend IEP/transition planning meetings
- Prepare their child for participation in the process
- Lead transition planning 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 youth's and family's needs and goals
- Provide their child with opportunities to learn and practice the foundation skills, such as problem-solving skills, assertiveness, self-advocacy, and stress management skills, that support active participation in the transition planning process
- Provide information on the programs and support services that are accessed by and available to their child

Transition Coordinator

- Coordinate and schedule meetings
- Manage the paper work and maintain a transition file that contains assessments, the IEP, Transition Plan and related materials
- Keep the planning session focused
- Ensure the work experience facilitator is involved
- Monitor the progress of the IEP/Transition Plan
- Obtain commitment for follow-up action and ensure that all participants are clear on the specific actions to be undertaken
- Coordinate the writing and implementation of the IEP/Transition Plan

Learning Services Teacher/Staff

- Attend IEP transition planning meetings
- Listen to the youth's vision and identify his or her needs
- Ensure that referrals are made to the appropriate community service agencies
- Ensure that the youth's and family's needs and goals are articulated, understood and used to drive transition planning

Vocational Specialists

- Attend IEP transition planning meetings for students who require vocational training or placement
- Help identify and analyze relevant pre-employment and vocational training programs

Social Workers, Service Providers and Other Community Members

- Attend and contribute to IEP transition planning meetings
- Provide support services in community settings
- Provide the youth with cultural support and connection where possible

Transition to Adulthood Supports and Funding

Have your child apply for a Social Insurance Number and a B.C. Identification Card

A social insurance number is obtained by applying at any Service Canada office, and a B.C. Identification is obtained by applying in person at any Motor Vehicle License Office. <https://www.canada.ca/en/employment-social-development/services/sin/apply.html>
<https://www.icbc.com/driver-licensing/getting-licensed/Pages/Apply-for-an-enhanced-licence-ID-or-BCID.aspx>

Have your child apply for the Persons with Disabilities Designation (PWD)

Disability assistance can help with financial or health support. Individuals must be designated as a Person with Disabilities (PWD) to receive this type of assistance.

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

If a young adult is CLBC eligible, has been determined eligible for benefits via the At Home Program or MCFD Respite benefits, or has a psychological assessment completed by a registered psychologist with a diagnosis of mild, moderate or severe intellectual disability they can apply via a streamlined method.

IMPORTANT: Complete application six months before your child's 18th birthday, as it is quite a detailed process. There is an in-depth questionnaire with sections to be completed by your child (or you, on your child's behalf), your child's physician and an assessor (doctor, psychologist, registered nurse, social worker, or other specified professional). If the youth is in care they can apply at age 18 ½.

HELPFUL RESOURCES:

The Disability Alliance BC has a website with a series of help sheets to assist you when applying for disability benefits, and an appeal guide to assist with appealing a denial of disability benefits and health supplements. The website address is <https://disabilityalliancebc.org/>

How do I Apply for Assistance Document: <https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/policies-for-government/bc-employment-assistance-policy-procedure-manual/additional-resources/howdoiapplyassistance.pdf>

Brochure PWD Youth Application Process <https://www2.gov.bc.ca/assets/gov/british-columbians-our-governments/organizational-structure/ministries-organizations/social-development-poverty-reduction/pwd-youth-application.pdf>

Consider a Representation Agreement

Consider whether to prepare a "Representation Agreement" (when children turn 19 parents are no longer their legal guardians). Visit the Nidus Personal Planning Resource Centre & Registry <https://www.nidus.ca/representation-agreement/> to learn more about this agreement.

CLBC Eligibility (Adults)

Community Living British Columbia (CLBC) supports people in BC who are 19 or older who have a developmental disability. Through a program called the Personalized Supports Initiative, CLBC also supports adults who have a diagnosis of Autism Spectrum Disorder (ASD) or Fetal Alcohol Spectrum Disorder (FASD), and who also need significant support with daily living tasks. To receive CLBC services, your family member must be 19 years of age or older, but they may apply for eligibility after their 16th birthday.

Specific documents such as professional assessments must show that the individual meets CLBC eligibility for a person with a developmental disability. This assessment completed by an approved professional must state that the individual meets the “Diagnostic Criteria for Intellectual Disability” cited in the DSM-5 (Diagnostic and Statistical Manual of Mental Disorders).

Documents that are required for eligibility for the Personalized Supports Initiative (PSI), include a CLBC Eligibility Form completed by an approved professional, and an Adaptive Functioning assessment report completed by an approved professional that says the person has significant limitations in adaptive functioning and either, an assessment document confirming a diagnosis of FASD completed by an approved professional OR an assessment document confirming the diagnosis of ASD by an approved professional.

<https://www.communitylivingbc.ca/who-does-clbc-support/eligible-clbc-support/>

For youth who are already accessing Ministry of Children and Family Development (MCFD) supports, your first step is to contact your MCFD worker for assistance with transition.

CLBC Welcome Workshops

Once you begin the process of determining whether you or your family member is eligible for CLBC services, you will be provided information about upcoming CLBCC Welcome Workshops in your area. These workshops provide information about adulthood, local community resources, planning options and CLBC services.

IMPORTANT: Be sure to begin the planning process well before your child's 18th birthday, as children's services will end at that time. If your child's psycho-educational assessment does not clearly indicate the presence of a developmental disability you should arrange to have a new psycho-educational assessment completed – discuss this with your school based Case Manager. Private assessments can also be completed or contact your local CLBC office for assistance.

Transition Planning Considerations

Make every Individualized Education Plan (IEP) meeting count

Work with your child's educational team to make the most of the final school years. Set tangible goals with graduation in mind. Concentrate your efforts. Continue to build on academic and practical/life skills. Take advantage of your child's continued involvement with professionals who know them. Explore a variety of post secondary options that are available in the Lower Mainland. Attend the Annual Post-Secondary Options Forum and the School District's Annual Transition Fair.

Build a Vision - call a Transition Planning Meeting

Do not wait for anyone else to assume this responsibility. Take the lead. Invite those who can provide answers to your questions (e.g. family members, friends, service providers, educators, health professionals, and your CYSN Social Worker). Meet regularly to review goals and move forward in the process. Clarify roles. Assign responsibilities. Although a CLBC Facilitator may not be assigned to you right away, these meetings can still take place at your child's school. Start planning earlier rather than later so that when you meet your CLBC Facilitator, you have an idea in mind, and the planning process is underway.

Consider the major life domains of self, relationships, and career. What are your child's interests, strengths, and hobbies? What brings joy into their life? Who are the most important people in your child's life? Where do you see your child living as an adult? Where would your child like to live? What does your child want to do for a career? Does your child want to continue with education? Discuss these questions with every member of the transitional team. Involve your child as much as possible in the process. Be prepared to adjust this vision as new information becomes available.

Don't assume anything

Do not assume that your child will receive support as soon as he or she turns 19. Even if your child has accessed special services and is eligible for adult community living services, CLBC has long waitlists for many programs. It could take time for services to become available. Advance planning can help minimize the gap between child and adult services.

Gather Information

Attend information events. Follow up with post-secondary institutions, community based agencies, and generic service providers. Visit the programs that are of interest to you and your child. Arrange tours. Ask for references.

Talk to people. Parents who are a few years ahead of you in the process are an extremely valuable resource. If you don't know other parents, ask a service provider or your school to help get you connected.

REMEMBER: If you find something you like, act immediately. Many programs have waitlists. Find out about entrance criteria and get your name on that list!

Prioritize

Identify the most pressing issues. While housing is probably on your mind, it might not be as urgent a concern as identifying the plan for transitioning to adulthood. Write everything down. This will prevent you from becoming overwhelmed and will provide a clear direction for you and the transition team. Set concrete goals and realistic timelines.

Identify potential funding sources

As an adult, your child may be able to access programs that are funded by CLBC, such as some educational programs, most vocational/day programs, respite, life skills, etc. You can also explore other community services and activities that are not CLBC funded. You may be required to assume some financial responsibility for purchasing certain services. You may be able to share the cost by partnering with some families. Don't be caught by surprise. Be prepared by starting your research now.

For young adults who will pursue post secondary education and training at the college level, there are some government grants available to help cover tuition costs and specialized equipment; a variety of bursaries and grants are also available. Each college will provide information on financial assistance and other accommodation.

Put it in writing

Put everything you do in writing. It generates momentum. It helps to keep you and everyone else on track. It also establishes accountability. Keep a record of all communication (copies of letters, faxes, emails, reports, dated notes about phone conversations). Make sure that your language is objective, clear and simple. Be specific about the purpose of each communication. If you are asking that something be done (e.g. request for information, request that a referral be put through), request a reasonable date.

TRANSITION PLANNING PROCESS

Transition planning for youth should begin at age 13 and may continue beyond age 19 to ensure that there is a coordinated and supported process both during adolescence and into adulthood. Youth and their family members are central to the transition planning process and are supported to actively participate. Starting early allows time to create a transition plan that: includes informal community supports, and; facilitates timely access to adult services for youth who are eligible. The transition planning process for youth with disabilities and diverse abilities involves the following:

Initiate the Transition Planning Process

The Transition planning process is initiated by:

- providing the youth and family with information on transition planning and the process
- assisting the youth and family to identify possible transition planning team members
- providing the youth and family with information about consent for information
- sharing with other transition planning team members

Establish the Transition Planning Team

The transition planning team is comprised of individuals who play a role in the youth's life or who may play a role when the youth becomes an adult. The team includes the youth and parent(s)/caregivers, as well as a variety of others (depending on the youth and their circumstances). The team may include family, friends, representatives from community and cultural organizations, school staff, ministry staff, and service providers.

The Ministry of Children and Family Development arranges a meeting of possible transition planning team members for youth accessing supports and/or services from MCFD, in order to formalize the team's membership.

The Ministry of Education includes possible transition planning team members when formalizing transition planning goals as part of the student's IEP. Where there is a need for a formal transition plan in addition to an IEP, the IEP planning team may be reformed with additional members to establish a transition planning team.

Identify the Transition Coordinator

The transition planning team collectively identifies the most appropriate person to coordinate the transition planning process and subsequent action plan. The Transition Coordinator plays a key role by providing organizational and administrative support to the team, including overseeing the composition of the transition planning team and adjusting membership as needed.

Gather Transition Planning Information

The Transition Coordinator works with the youth and their family to organize and gather information that will assist in:

- understanding the youth and family's support needs, and;
- developing the transition plan

Information may be gathered from a variety of sources, including transition planning team members, and past, present and future service providers.

Develop the Transition Plan

The transition planning team collaboratively develops an individualized plan to address the youth's needs and the goals identified by the youth and their family. The transition planning team assists youth and their families to identify and access required assessments. The transition plan focuses on the youth's abilities and strengths and connects these to their dreams, goals and desires. The plan is future-oriented and aligned with the youth's cultural identity. The plan includes actions, milestones and timelines (including a timeline for applying for adult services, as required), as well as individual responsibilities for achieving milestones.

Implement the Transition Plan

Once the plan has been developed, the youth is supported in implementing it.

Monitor and Review the Transition Plan

The transition planning team determines a schedule to review, evaluate and update the plan at least once per year.

GOVERNMENT SERVICES AND SUPPORTS

The following is a list of government-funded organizations that can be involved in the transition planning process for youth with disabilities and diverse abilities (ages 13 to 25 years). This list includes a description of the types of services and/or supports provided that may be available to a youth preparing for, and/or entering, adulthood (depending on whether or not he/she meets the established eligibility requirements).

Organization	Government Services and Supports
BC Housing*	Administration of subsidized housing and programs that offer housing options https://www.bchousing.org/housing-assistance/housing-with-support/independent-living-bc-program
Community Living British Columbia*	Community Living Supports and services for eligible adults with developmental disabilities, ASD and FASD (ages 19 and older) A range of supports and funding options that honour choice, including Individualized Funding Supports, including employment support, community inclusion support, behavioral support and residential support Family supports, including respite https://www.communitylivingbc.ca/what-support-is-available/
Ministry of Advanced Education and Labour Market Development	Planning material for youth with special needs transitioning from secondary to post-secondary (financial resource access, assessment requirements services and technology access) Contact information regarding post-secondary institutions financial aid and disability services Grants, scholarships and loan funding for students with permanent disabilities Adult special education programs with a focus on developing vocational and employment skills https://www2.gov.bc.ca/gov/content/education-training/adult-education/adult-special-education
Ministry of Children and Family Development	A range of services for children and youth (ages 0-18) with special needs and their families (e.g. At Home Program, Family Support Services such as respite, CYSN contacts) https://www2.gov.bc.ca/gov/content/health/managing-your-health/child-behaviour-development/support-needs Child and Youth Mental Health services: https://www2.gov.bc.ca/gov/content/health/managing-your-health/mental-health-substance-use/child-teen-mental-health

Organization	Government Services and Supports
Ministry of Education	Funding to Boards of Education for children and youth with disabilities and diverse abilities Individualized Education Plan development and transition goals as part of that plan Work experience/pre-employment preparation Provincially- and locally-developed curriculum
Ministry of Health Services	Home and Community Care may provide health care and support services, including home care nursing, community rehabilitation (occupational and physical therapy), and other community-based services Primary Care - Transition between Pediatrician and General Practitioner care (including Shared Care/Collaborative Models of Care) Regional Developmental Disability Mental Health Services - ages 14 and older Adult Community Mental Health and Addictions Services Child and Youth Addiction services Health Authority Specialized Programs (e.g. Vancouver Island Health Authority Neuropsychiatric Clinic) Acute psychiatry - adult and adolescent units
Ministry Social Development and Poverty Reduction	Employment programs Income Assistance, including Persons with Disabilities (PWD) Health Supplements and Programs (e.g. medical and dental benefits, volunteer supplements, bus pass, etc.) https://www2.gov.bc.ca/gov/content/family-social-supports/services-for-people-with-disabilities/supports-services
Public Guardian and Trustee of BC	Child and Youth Services Responsible for the protection of the financial and legal interests of children and youth under the authority of a range of provincial laws Work on behalf of and directly with children and youth as well as with their parents or guardians
	Services to Adults Consultation on situations of abuse, neglect or self-neglect of adults or youth nearing the age of majority, who may not be able to manage their own legal/financial affairs Acts on behalf of adults, including as a temporary substitute decision-maker regarding health care decisions
	Estate and Personal Trust Services Administration of Public Guardian and Trustee Educational Assistance Fund for eligible former children and youth in care