

TRANSITION from SCHOOL to ADULT LIFE



First Year of Plan Personal and Social

Actions	Responsibility	Timeline
1. Present the plan to the students and his/her parents.	Principal Teacher TÉVA committee member	At the beginning of the school year or at the end of the school year, if the plan is to be updated during the following school year.
2. Hand out the following questionnaires: <ul style="list-style-type: none"> Exploring my Life Road Map Exploring my child's Road Map Exploring my student's life Road Map 	Teacher Resource Person	After the meeting
3. Collect the questionnaires and complete the summary.	Resource Person Teacher SET	
4. Provide the summary to the people attending the meeting so they can read it beforehand. <i>Accompany the student when he or she first becomes familiar with the document.</i>	Resource Person	
5. Plan a meeting to develop an action plan. It may be beneficial to invite other members of the student's team to the meeting (e.g. CRE or CRDITED caregiver, social worker).	Resource Person	Once the summary is completed.
6. Hold a meeting: <ul style="list-style-type: none"> Discuss the observations drawn from the summary. Develop an Action Plan. 	Principal Teacher SET Resource Person TÉVA committee member	
7. Update the action plan.	All team members	Throughout the year
8. Meet with the student to assess his/her employability status if his/her employability status is undetermined. The results of this evaluation will be used to guide the plan in the coming years.	Development officer (SSMO)	
9. Plan a meeting to discuss the term progress report.	Resource Person	At the end of the school year



Second Year of Plan Personal and Social

Actions	Responsibility	Timeline
1. Plan a meeting for the 2 nd year of the transition plan. Others may join the transition planning.	Resource Person	At the beginning of the school year
2. Hold a meeting: <ul style="list-style-type: none"> • Discuss the summer break. • Review the life plan road map (priorities). • Develop an Action Plan for the current year. 	Principal Teacher SET Resource Person TÉVA committee member	
3. Update the Action Plan.	All team members	Throughout the school year
4. Plan a meeting to discuss the progress report.	Resource Person	At the end of the school year
5. Hold a meeting: <ul style="list-style-type: none"> • Review the actions that have been taken. • Plan summer activities. 	Principal Teacher SET Resource Person TÉVA committee member	

3rd or last year of the plan Personal and Social

Actions	Responsibility	Timeline
1. Plan a meeting for the 3 rd year of the transition plan. Others may join the transition planning.	Resource Person	At the beginning of the school year
2. Hold a meeting: <ul style="list-style-type: none"> • Discuss the summer break. • Review the life plan road map (priorities). • Develop an action plan for the current year. 	Principal Teacher SET Resource Person TÉVA committee member	
3. Update the action plan.	All team members	Throughout the year
4. Plan a meeting to discuss the term progress report.		At the end of the school year
5. Hold a meeting: <ul style="list-style-type: none"> • Review the actions that have taken. • Plan summer activities. • Plan the other necessary actions students who are at the end of their academic career. 	Principal Teacher SET Resource Person TÉVA committee member	

Note: A transition plan may take more than three years. An Action Plan and a progress report must be drafted for each year of the transition.

TRANSITION from SCHOOL to ADULT LIFE



First Year of the Socio-professional Plan

Actions	Responsibility	Timeline
1. Present the plan to the students and their parents.	Principal Teacher TÉVA committee member	At the beginning of the school year or at the end of the school year, if the plan is to be updated during the following school year
2. Hand out the following questionnaires: <ul style="list-style-type: none"> Exploring my life plan road map Exploring my child's life plan road map Exploring my student's life plan road map 	Teacher Resource Person	After the meeting
3. Collect the questionnaires and complete the summary.	Resource Person Teacher SET	
4. Provide the summary to the people attending the meeting so they can read it beforehand. <i>Accompany the student when he or she first becomes familiar with the document.</i>	Resource Person	
5. Plan a meeting to develop an action plan. It may be beneficial to invite other members of the student's team to the meeting (e.g. CRE or CRDITED caregiver, social worker).	Resource Person	Once the summary is completed
6. Hold a meeting: <ul style="list-style-type: none"> Discuss the observations drawn from the summary. Develop an Action Plan. 	Principal Teacher SET Resource Person TÉVA committee member	
7. Update the Action Plan.	All team members	Throughout the year
8. Meet with the students to assess their employability status if their employability status is undetermined. The results of this evaluation will be used to guide the plan in the coming years.	Development officer (SSMO)	
9. Plan a meeting to discuss the term progress report.	Resource Person	At the end of the school year
10. Hold a meeting: <ul style="list-style-type: none"> Review the actions that have taken. Plan summer activities. 	Principal Teacher SET Resource Person TÉVA committee member	



Second Year of the Socio-professional Plan

Actions	Responsibility	Timeline
1. Plan a meeting for the 2 nd year of the transition plan. Others may join the transition planning.	Resource Person	At the beginning of the school year
2. Hand out the following questionnaires: <ul style="list-style-type: none"> • Exploring my life plan road map • Exploring my child's life plan road map • Exploring my student's life plan road map 	Teacher Resource Person	After the meeting
3. Collect the questionnaires and complete the summary.	Resource Person Teacher SET	
4. Provide the summary to the people attending the meeting so they can read it beforehand. <i>Accompany the student when he or she first becomes familiar with the document.</i>	Resource Person	
5. Meet with the student to assess his/her employability status, if not done in the first year of the plan.	Resource Person Development officer (SSMO)	As soon as possible
6. Plan a meeting to develop an Action Plan.	Resource Person	Once the summary is completed
7. Hold a meeting: <ul style="list-style-type: none"> • Discuss the observations drawn from the summary. • Develop an Action Plan. 	Principal Teacher SET Resource Person TÉVA committee member	
8. Update the Action Plan.	All team members	Throughout the year
9. Research internships related to the student's interests and skills.	Teacher SET Resource Person	
10. Plan a meeting to discuss the term progress report.	Resource Person	At the end of the school year
11. Hold a meeting: <ul style="list-style-type: none"> • Review the actions that have taken. • Plan summer activities or employment 	Principal Teacher SET Resource Person TÉVA committee member	
12. Meet with employers to find summer employment or an internship for the student.	Development officer (SSMO)	
13. Follow up on the student during his or her summer employment.	Development officer (SSMO)	



Third or Last Year of the Socio-professional Plan

Actions	Responsibility	Timeline
1. Plan a meeting for the 3 rd year of the transition plan. Others may join the transition planning.	Resource Person	At the beginning of the school year
2. Hold a meeting: <ul style="list-style-type: none"> • Discuss the summer break. • Review life plan (priorities). • Develop an Action Plan for the current year. 	Principal Teacher SET Resource Person TÉVA committee member	
3. Update the Action Plan.	All team members	Throughout the year
4. Meet with the students to re-evaluate their employability status.	Development officer (SSMO)	
5. Research internships related to the student's interests and skills.	Teacher SET Resource Person	
6. Plan a meeting to discuss the term report card.	Resource Person	At the end of the school year
7. Hold a meeting: <ul style="list-style-type: none"> • Review the actions that have taken. • Plan summer activities. • Plan subsequent actions for students completing school. 	Principal Teacher SET Resource Person TÉVA committee member	
8. Meet with employers to find the student a summer job or internship.	Development officer (SSMO)	
9. Follow up on the student during his/her summer job or permanent employment.	Development officer (SSMO)	

Note: A transition plan may take more than three years. An action plan and a progress report must be drafted for each year of the transition.