



Community Transition Planning Document

Student Name:

DOB:

Grade: 9 10 11 12 12+

IEP Type: Modified Alternative Accommodated

Section 1: Student Vision

Student Interview Summary: Summarize key themes from the student interview, including their interests, goals, preferences, and any concerns about life after graduation.

Family Vision: Briefly describe the family's hopes and priorities for the student's adult life and level of independence.



Section 2: Strengths & Needs Profile

Complete the chart below by identifying the student's strengths, areas of need or skill gaps, and the priority level for each across the different life skills areas.

Area	Strengths	Needs/Skill Gaps	Priority
Employment			
Daily Living			
Community Access			
Communication			
Social Skills			

Section 3: Annual Transition Goals

Goal 1

Goal Area: Employment Independent Living Community Recreation
 Post-Secondary Education

SMART Goal: Write one SMART goal that is specific, measurable, achievable, relevant, and time-bound to support the student's transition planning.



Instructional Strategies: Describe the specific teaching strategies, supports, and accommodations that will be used to help the student work toward their transition goal.

Measurement Method:

- Checklist Observation Data Tracking Supervisor Feedback
 Other:

Review Date:

Goal 2

- Goal Area:** Employment Independent Living Community Recreation
 Post-Secondary Education

SMART Goal: Write one SMART goal that is specific, measurable, achievable, relevant, and time-bound to support the student's transition planning.



Instructional Strategies: Describe the specific teaching strategies, supports, and accommodations that will be used to help the student work toward their transition goal.

Measurement Method:

- Checklist Observation Data Tracking Supervisor Feedback
 Other:

Review Date:

Goal 3

- Goal Area:** Employment Independent Living Community Recreation
 Post-Secondary Education

SMART Goal: Write one SMART goal that is specific, measurable, achievable, relevant, and time-bound to support the student's transition planning.



Instructional Strategies: Describe the specific teaching strategies, supports, and accommodations that will be used to help the student work toward their transition goal.

Measurement Method:

- Checklist Observation Data Tracking Supervisor Feedback
 Other:

Review Date:

Section 4: Ontario Service Connections

Review the service connection options below and check off any that have been initiated or completed, including the relevant dates where applicable.

- Documentation of Disability Confirmed
- Referral to Developmental Services Ontario

Date Initiated: [Date Field]

- Employment Agency Referral
- Recreation Registration
- ODSP Planning Discussion

Notes:



Section 5: Graduation Readiness Checklist

Review the checklist below and mark each item that has been completed to help determine the student's readiness for graduation and transition to adult services.

- Adult service eligibility confirmed
- Community schedule drafted
- Transportation plan in place
- Financial planning discussed
- Student participated in final transition meeting



Community Transition Planning Document - Sample

Student Name: Jordan

DOB: 12/12/2008

Grade: 10

IEP Type: Modified Alternative Accommodated

Section 1: Student Vision

Student Interview Summary: Summarize key themes from the student interview, including their interests, goals, preferences, and any concerns about life after graduation.

Jordan would like:

- *A part-time job working with animals*
- *To take the city bus independently*
- *To participate in a community recreation program*
- *Staying living with family members*

Family Vision: Briefly describe the family's hopes and priorities for the student's adult life and level of independence.

- *Supported employment*
- *Safe travel skills*
- *Continued adult support programming after high school*
- *Independent daily living skills*



Section 2: Strengths & Needs Profile

Complete the chart below by identifying the student's strengths, areas of need or skill gaps, and the priority level for each across the different life skills areas.

Area	Strengths	Needs/Skill Gaps	Priority
Employment	<i>Loves animals; friendly; learns well with visual supports</i>	<i>Job task stamina; workplace safety; money management</i>	<i>High</i>
Daily Living	<i>Motivated to gain independence; follows routines with visuals</i>	<i>Independent money skills; household task independence; safety awareness</i>	<i>High</i>
Community Access	<i>Wants to take city bus; interested in recreation programs</i>	<i>Independent travel training; route planning; community safety skills</i>	<i>High</i>
Communication	<i>Friendly; expresses interests clearly</i>	<i>Self-advocacy skills; asking for help appropriately in new settings</i>	<i>Medium</i>
Social Skills	<i>Enjoys peers; participates in group activities</i>	<i>Maintaining friendships; navigating social boundaries</i>	<i>Medium</i>

Section 3: Annual Transition Goals

Goal 1

Goal Area: *Employment*

SMART Goal: Write one SMART goal that is specific, measurable, achievable, relevant, and time-bound to support the student's transition planning.

By June 2026, Jordan will successfully participate in and complete two community-based job sampling placements (at least 4 shifts each), demonstrating appropriate workplace behaviour and completing assigned tasks with no more than two verbal prompts per shift.



Instructional Strategies: Describe the specific teaching strategies, supports, and accommodations that will be used to help the student work toward their transition goal.

Provide pre-teaching of workplace expectations using visual supports and role-play; use task analysis to break job duties into manageable steps; provide travel training and safety instruction prior to placements; implement on-site job coaching with gradual fading of prompts; and use visual checklists to support independence and routine.

Measurement Method:

Checklist Observation Data Tracking Supervisor Feedback

Other: *Attendance Logs*

Review Date: *June 2026*

Goal 2

Goal Area: *Independent Living*

SMART Goal: Write one SMART goal that is specific, measurable, achievable, relevant, and time-bound to support the student's transition planning.

By June 2026, Jordan will demonstrate weekly budgeting skills using a \$20 practice fund by accurately tracking income and expenses and remaining within budget in 4 out of 5 consecutive weeks.

Instructional Strategies: Describe the specific teaching strategies, supports, and accommodations that will be used to help the student work toward their transition goal.

Provide direct instruction on basic budgeting concepts using visual organizers; model how to record purchases and calculate remaining balance; use a structured tracking sheet or budgeting app; incorporate real-life practice opportunities; and provide guided feedback with gradual release of support.

Measurement Method:



Checklist Observation Data Tracking Supervisor Feedback

Other:

Review Date: *June 2026*

Goal 3

Goal Area: *Community*

SMART Goal: Write one SMART goal that is specific, measurable, achievable, relevant, and time-bound to support the student's transition planning.

By June 2026, Jordan will independently complete three pre-taught, familiar city bus routes (to and from identified community locations) by following his travel plan and safety steps with no more than one prompt, as measured by a travel training checklist.

Instructional Strategies: Describe the specific teaching strategies, supports, and accommodations that will be used to help the student work toward their transition goal.

Provide structured travel training with route mapping and visual cue cards; practice reading bus schedules and identifying landmarks; use graduated exposure (supported practice to independent travel); review community safety expectations; and conduct debrief sessions after each trip to reinforce problem-solving skills.

Measurement Method:

Checklist Observation Data Tracking Supervisor Feedback

Other:

Review Date: *June 2026*

Section 4: Ontario Service Connections

Review the service connection options below and check off any that have been initiated or completed, including the relevant dates where applicable.



- Documentation of Disability Confirmed
- Referral to Developmental Services Ontario

Date Initiated: *October 15, 2025*

- Employment Agency Referral
- Recreation Registration
- ODSP Planning Discussion

Notes:

Jordan and his family have been actively engaged in transition planning and are responsive to referrals. Follow-up with DSO is pending intake confirmation, and employment agency intake meeting is scheduled for early February 2026. Continued collaboration with family will focus on travel training and financial literacy skill development to support upcoming service transitions.

Section 5: Graduation Readiness Checklist

Review the checklist below and mark each item that has been completed to help determine the student's readiness for graduation and transition to adult services.

- Adult service eligibility confirmed
- Community schedule drafted
- Transportation plan in place
- Financial planning discussed
- Student participated in final transition meeting