Monsignor Fraser College
Special Education Department

“Empowering independence
Cultivating Community Connections.”
Program Description

The Transition 2 Work Program provides special needs students with the opportunity to learn workplace skills in a supportive environment as they transition from secondary school experiences into the world of work pathway. Through a variety of work placements, students are able to hone work skills based on interests. Students are expected to be at the workplace 4 days per week, while weekly in class learning opportunities further develop skills based on the individual needs of each student as stipulated in the student’s I.E.P. These will include promoting basic literacy and numeracy skills, and personal, social and life skills.

Students completing this program may transition to:
- employment training programs
- volunteerism
- workshop placements
- employment
- college vocational programs

Students 18-20 years of age may stay one, two or three years depending on transition goals and skill acquisition. Programs will emphasize life skills, job readiness and transition to future endeavors. The program is non-credit bearing.

Candidates to be considered are those that are ready to transition from a secondary high school setting to an alternative education setting while still part of the Toronto Catholic District School Board. The ideal student should have an IEP, is able to use the TTC independently or with little support, has previous Co—operative Education experience and have cognitive and adaptive functioning skills within the 5th percentile (possible ODSP recipients).

To access this program, student candidates along with their parents and their special education teacher/guidance teacher are encouraged to complete an application package, attend an intake meeting (SNAP), and participate in an in-school needs assessment interview.

“Empowering independence Cultivating Community Connections.”
Program Locations
Currently the program is running at three of the Monsignor Fraser Campuses:

- Isabella Campus (416) 393-5533
- Midland Campus (416) 393-5532
- Norfinch Campus (416) 393-5558

How to Apply
Students and families wishing to access the T2W Program are encouraged to work with their current school’s guidance and special education teachers to fill out an application (School Referral Form). Applications are to be submitted via fax or email to the campus in which the student is interested in applying. The T2W Program lead teacher will then contact the referring school and arrange for an in-take SNAP meeting. At times, the T2W teacher may arrange for a visit at the home school or visit the candidate at a current work placement.

SNAP Meetings
SNAP meetings occur twice a year or can be requested by a sending school or agency. For this meeting, student candidates, their parents, and their guidance or special education teacher are requested to attend. The meeting is approximately 20-30 minutes in length and provide the Monsignor Fraser staff the opportunity to meet each candidate, assess program readiness, and assess learning skills or needs for transition. Schools are requested to bring to the meeting the student’s OSR (Ontario Student Record), and any assessments on file. This meeting also provides parents the opportunity to further inquire about the program. Schools and families are encouraged to contact the program of choice for in-take dates.
In the T2W program, students have the opportunity to further employability and life-skills development in preparation for their transition into community living and the workplace with dignity. Learning expectations or outcomes for students are individualized with non-credit (K) courses and are articulated in the student’s Individual education plan (I.E.P.). According to the Ontario Ministry of Education:

- Alternative curriculum expectations are expectations that are not derived from those set out in a Ministry of Education of Secondary curriculum policy documents. These can be used to assist with the goal of inclusion and integration.

- Alternative program areas will be identified by K-Codes established by the Ministry of Education.

- K Codes may be used for non-credit courses that are a special education self-contained class.

- The program areas will be highly individualized as reflected in the student’s individual education plan.

- Development of alternative expectations will be guided by the Board Philosophy and will incorporate the Catholic Graduate Expectations.

A variety of criteria will assist Monsignor Fraser T2W Staff to determine skills that need to be addressed through K-courses to include (and not limited to the following):

- Assessments and or reports
- Previous IEP, learning profile, strengths and needs
- Interview, teacher observation of individual student needs
- Parental input and communication
- Transition goals and needs

“Empowering independence
Cultivating Community Connections.”
### T2W K-Courses and Descriptions

<table>
<thead>
<tr>
<th>K Course</th>
<th>Description</th>
<th><strong>Depending on the course, goals and expectations will be individualized as reflected in the student’s IEP</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>KAL</td>
<td>Creative Arts for Enjoyment and Expression – Visual Art</td>
<td>Under this code, students will be exposed to a variety of visual art forms. The focus will be on the development of art appreciation, creative expression, and the application of skills using a variety of materials and processes.</td>
</tr>
<tr>
<td>KBB</td>
<td>Money Management and Personal Banking</td>
<td>Under this code, students will develop their money management skills with the goal of maximizing independence in the management of personal finances.</td>
</tr>
<tr>
<td>KCC</td>
<td>Transit Training and Community Exploration</td>
<td>Under this code, students will develop community awareness and transit skills with the goal of maximizing independence in accessing community resources.</td>
</tr>
<tr>
<td>KCW</td>
<td>Exploring Our World</td>
<td>Under this code, students will develop an awareness of their immediate community in relationship to the greater local, regional, national and/or global community. Students will work towards the goal of developing self and social responsibility.</td>
</tr>
<tr>
<td>KEN</td>
<td>Language and Communication Development</td>
<td>Under this code, students will develop their receptive and expressive communication skills. The focus will be on the development of functional literacy skills in viewing, reading and writing. The primary goal is to enhance independence in daily living in a variety of settings including home, school, the community and workplace.</td>
</tr>
<tr>
<td>KGL</td>
<td>Personal Life Skills</td>
<td>Under this code, students will develop skills in daily living in order to maximize independence both now and in the future. The focus will be on the development of self-help skills, personal management, problem solving, development of interpersonal relationships and the pursuit of leisure activities. Development of skills in these areas will lead an enriched life as members of their home and community.</td>
</tr>
<tr>
<td>KGW</td>
<td>Exploring the World of Work</td>
<td>Under this code, students will develop pre-vocational and vocational skills in order to maximize independence. The focus will be on the development of skills that will provide opportunity for students to participate as productive and contributing members of their community.</td>
</tr>
<tr>
<td>Code</td>
<td>Course Title</td>
<td>Course Description</td>
</tr>
<tr>
<td>------</td>
<td>-------------</td>
<td>--------------------</td>
</tr>
<tr>
<td>KHD</td>
<td>Social Skills Development</td>
<td>Under this code students will develop self-awareness and social skills to enhance relationships with family, friends and others. The focus will be on the development of communication skills, emotional self-regulation, positive conflict resolution, decision-making and social problem-solving in daily living.</td>
</tr>
<tr>
<td>KHI</td>
<td>Culinary Skills</td>
<td>Under this code, students will develop food preparation skills. The focus will be on the development of healthy food habits, meal planning and safe handling of food, utensils and equipment.</td>
</tr>
<tr>
<td>KMM</td>
<td>Numeracy and Numbers</td>
<td>Under this code, students will develop basic numeracy skills required for daily living. The focus will be on the development of functional skills related to classification, number sense, time, measurement and money. The primary goal is to enhance independence in daily living in a variety of settings including home, school, the community and workplace.</td>
</tr>
<tr>
<td>KPF</td>
<td>Personal Health and Fitness</td>
<td>Under this code, students will be exposed to a variety of individual and group activities that promote lifelong, healthy and active living.</td>
</tr>
<tr>
<td>KPH</td>
<td>Choice Making for Healthy Living</td>
<td>Under this code students will gain understanding of the decision-making process. They will develop skills to make effective choices that enhance physical, social, emotional and spiritual wellbeing.</td>
</tr>
<tr>
<td>KPP</td>
<td>Self Help and Self Care</td>
<td>Under this code students will develop skills that promote independence in self-help and self-care. The focus will be on personal hygiene and grooming, dressing, care of personal belongings and personal space.</td>
</tr>
<tr>
<td>KSN</td>
<td>Exploring Our Environment</td>
<td>Under this code students will be exposed to basic scientific concepts and principles related to everyday life. They will explore characteristics of living and non-living things. They will have the opportunity to develop knowledge about the care and maintenance of plants and animals, and develop an appreciation of the importance of respecting the natural environment. Students will have the opportunity to understand how they can affect the environment and how the environment affects them.</td>
</tr>
<tr>
<td>KTT</td>
<td>Computer Skills</td>
<td>Under this code students will have the opportunity to develop computer skills including effective use of hardware and appropriate software applications. Students will develop an appreciation of how computers touch various aspects of their lives enhancing communication, learning and leisure.</td>
</tr>
</tbody>
</table>

“Empowering independence
Cultivating Community Connections.”
Goals of the T2W Program

The overall focus of the Transition 2 Work Program is to assist students to become as independent as possible while preparing for an ease of transition to the community. Throughout their secondary school experience, transition planning with the student, parents/guardians, teachers and board professional staff members develops a process to ease the transition to the post-secondary environment. Programming is individualized for each student through Individual Educational Plans.

Learning Outcomes: Skills for a level of independence based on the above skills as stipulated in the Individual Education Plan of each student.

“Empowering independence
Cultivating Community Connections.”
# Transition 2 Work Program

## T2W Individualized Learning Skills Planning Chart (K) Courses

| Name of Student: ___________________ | Identification: ____________ |
| Interests: ________________________ | Current Age: ____________ | D.O.B. _________ |

<table>
<thead>
<tr>
<th>Program Year</th>
<th>Quad 1 K Courses</th>
<th>Quad 2 K Courses</th>
<th>Quad 3 K Courses</th>
<th>Quad 4 K Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Two</td>
<td>KGW</td>
<td>KGW</td>
<td>KGW</td>
<td>KGW</td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Year Three</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Alternate program (K Courses) to be established once student has been accepted into the program and program skill development/transition needs for each student are to be reviewed from Quad to Quad. The student’s IEP to reflect program goals and outcomes.**

“Empowering independence  
Cultivating Community Connections.”
Transition 2 Work Program

Community School to contact T2W teacher To Start application process

Application Process
- Complete School Referral
- Send Supporting Documents
- Such as IEP, Credit Counselling Summary, previous assessment

Individualized Program
- MFC Team Reviews Application Prepares for an SNAP Intake meeting

SNAP Meeting
- Parents, students, SET or Guidance to Attend
- Schools are encouraged to bring OSR to meeting
- Exchange of information
- Opportunity for Program Clarification
- Schools to be given a response within 1-2 weeks
- In regards to committee recommendations and next steps

SNAP Meeting
- Interview to assess candidate readiness and to review suitability of a candidate's learning profile/style (within 5th percentile, TTC trained, past work experiences)
- Team reviews skills that need to be further developed in the program (K Course planning)

Communication
- On-Going Partnership with parent(s) to communicate learning achieved and further skill development for transition
- Transition to be updated in IEP and supported through team meetings (SBSLT), IPRC.

K Course Planning and the Student’s IEP
- Depending on the individual needs of the student accepted into the program, the T2W Teacher will determine specific skills to be taught, assessed, and reviewed to determine level of achievement. This will occur on a Quad-to-Quad basis for each student in the program.

Program Outcomes
- Level of independence achieved to transition to community living, vocational programs, work placements, volunteerism etc.
- Level of literacy, numeracy and life skills achieved
- Achievement of attitudes and skills to transition into the community
- Supportive network of agencies (DSO, ODSP, Community Living)

“Empowering independence Cultivating Community Connections.”
The future is not some place we are going to, but one we are creating. The paths to it are not found but made, and the activity of making them changes both the maker and destination.”

- John Schaar

**The Next Step: Program Completion and the “Big T” Transition Plan:**

“Transition planning is necessarily a collaborative activity, involving the team of people who will provide support in assisting the student to achieve his or her goals.” Transition Planning: A Resource Guide, 2002

- Collaboration/communication between the sending school and MFC Staff
- Exchange of information
- Knowing the student’s “story, hopes and dreams for the future”
- Honouring strengths, gifts
- Planning for the future
- Ensuring all supports are in place

**Transition Team**

Transition team members may include:

- Parent/Guardian(s)
- Student
- Principal, or designate
- Special Education Resource Teacher
- Guidance Counsellor
- Community agencies
- Board Support Staff

The school teams at Monsignor Fraser College work collaboratively with parent/guardian(s), students, community schools and community agencies to support students’ transitions throughout their school career. Students’ unique learning styles are recognized and planned for in a caring and sensitive manner, enabling them to learn and participate in the workplace and at school or in the community with dignity and respect.

“Empowering independence
Cultivating Community Connections.”
SECONDARY TO POST SECONDARY ACTIVITIES

The key to planning the transition from secondary school to postsecondary activities (such as the world of work, further education, or community living) is early and ongoing planning to identify options, regular communication with transition team members and designing an individualized and comprehensive transition plan. However, the maze of post-secondary options can be overwhelming for a student with special education needs and their parent/guardian(s)/guardians.

It is very important to start planning for the future early and including your child in the process, if appropriate. The Ministry of Education requires that “IEP Transition Plans” are created for students with special education needs. This plan outlines the steps for your child to realize their post-secondary goals.

“Empowering independence
Cultivating Community Connections.”
The process of developing or reviewing a transition plan should include the following steps:

- Identifying the student’s transition goals;
- Identifying the steps and actions necessary for achieving these goals;
- Coordinating the transition plan with the IEP and other plans;
- Identifying timelines and responsibilities

Student/Guardian questions to consider prior to the transition into Community:

- Have I contacted outside agencies that can assist in this transition?
- Have I worked with my school team to create a comprehensive transition plan?
- Have I learned to use public transportation?
- What can I do on my own? What do I need help with? Consider: daily living skills, shopping, transportation, time/money management, meal planning, use of phone, and household chores.
- Have I applied for financial aid, if applicable?
- Have I created a portfolio to share with workers that describes what I like and dislike and my strengths and needs?
- Have I looked into vocational programs or community programs of interest

“Empowering independence
Cultivating Community Connections.”
The “Big T” Transition-Out Planning Checklist:

<table>
<thead>
<tr>
<th>Outcomes</th>
<th>Present</th>
<th>Future Need</th>
<th>Timeline</th>
<th>Person Responsible/Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Community Agency Connections</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o ODSP</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o DSO (Developmental Services Ontario)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Respite</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Specific Agency Connections</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Supporting Learning Need (i.e.Geneva Centre, Community Living etc...)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Post-Secondary Training or Employment</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Outcomes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Employment Agencies</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Supported work models</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Volunteerism</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Part-time employment</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Vocational Program/College</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Community Programs (literacy/numeracy)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Recreation/Leisure Opportunities</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Parks and Recreation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Library</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Classes (music, art, sports)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Living Arrangements</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal Management</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Social skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Household Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Money Management</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Personal Hygiene/Self Care</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Self-Regulation skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Speech/language skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Sexuality</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Healthy Relationships</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Safety/Vulnerable at-risk behaviors</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Personal/Supportive Family</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Medical/Health</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Transportation</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o Independent (bike, walk, ttc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>o family</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Financial Planning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Other:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transition 2 Work Program

**IMPORTANT VOCATIONAL SKILLS TO LEARN**

Vocational training should provide students with a curriculum that prepares them for the job that they intend to enter. Broad-based knowledge and skills are good, but for some students with disabilities, specific skills are necessary for survival in the workplace and in the community and need to be explicitly taught.

**Academic Skills**
- Reading and writing (e.g., sight-word vocabulary, spelling, handwriting, typing, etc.)
- Math (e.g., basic computation, money, measurement)
- Problem solving
- Listening comprehension
- Speaking
- Computer
- Art or music
- Foreign language

**Occupational and Vocational Skills**
- There are a number of skills and behaviors that most, if not all, jobs require. It is important to help students who do not already possess these skills acquire them. Examples of these activities include the following:
  - Using a time card and punch clock
  - Arriving to work on time
  - Calling when sick
  - Requesting vacation time
  - Using the appropriate voice tone and volume
  - Accepting instructions and corrections
  - Knowing appropriate interaction with coworkers (i.e., getting along; social problem solving; making friends; and recognizing personal, professional, and sexual boundaries)

**Communication Skills**
- Following and giving directions accurately
- Communicating information
- Understanding and processing information
- Requesting or offering assistance

**Social and Interpersonal Skills**
- Answering the phone and taking a message
- Making necessary phone calls to employers and other professionals as part of a job requirement
- Displaying appropriate workplace behavior and etiquette
- Knowing appropriate topics for discussion in the workplace
- Knowing when and when not to socialize on the job
- Learning how to protect themselves from victimization
- Learning social problem-solving techniques

There are also a number of skills that students should have to be as independent as possible in their future job searches; these skills include the following:
- Looking for jobs (advertisements in the newspaper and online, neighborhood help-wanted signs, and local resources)
- Filling out job applications
- Writing résumés and cover letters
- Obtaining necessary identification (photo ID, birth certificate)
- Filling out paperwork (W2 forms, I-9 forms, employer paperwork)
- Having interviewing skills

“Empowering independence
Cultivating Community Connections.”
Sources:

Ministry of Education, Course Codes for Alternate (K Codes) Non-Credit

TCDSB Accountability Framework, Special Services Department

“Empowering independence
Cultivating Community Connections.”