

BRIDGING TO ADULTHOOD:

**A Protocol for
Transitioning
Students with
Exceptional Needs
from School to Community**

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The Protocol for Transitioning Students With Exceptional Needs From School to Community has been built on the foundation provided by the committee who developed the Manitoba Transition Planning Process Support Guidelines in 1999.

Preface

Government of Manitoba Interdepartmental Protocols

A protocol is an agreement between two or more departments, agencies or authorities that describes how they will work together to achieve a common goal. It identifies who is responsible, individually or jointly, for specific tasks and their timelines.

Mandate

The Healthy Child Committee of Cabinet directs the province's interdepartmental protocols on service provision for children, youth and families across the province. These protocols mandate a co-ordinated approach by the staff of departments and related organizations (schools, regional health authorities, child and family services authorities and other designated agencies) who work with children, youth and their families.

The following protocols are available on the Healthy Child Manitoba website at www.gov.mb.ca/healthychild:

- *Guidelines for School Registration of Students in Care of Child Welfare Agencies (2002)*
- *Guidelines for Early Childhood Transition to School for Children with Special Needs (2002)*
- *Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders (1995)*
- *Information Sharing Protocols Under the Youth Criminal Justice Act (Canada) (2004)*
- *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community (2008)*

Introduction

Purpose

Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community:

- directs provincial government departments to support cross-departmental policy development and co-ordinate administering bodies who work directly with students who have exceptional learning needs which include school divisions, institutional schools (including those in correctional and treatment facilities residential settings) regional health authorities, and child and family services authorities
- outlines the interactive roles and responsibilities of transition planning partners and their timelines
- provides guidelines and support materials for transition planning and implementation

This document replaces *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* (1999). It is intended for transition planning partners, including Manitoba Family Services and Housing, designated agencies, Child and Family Services Authorities and Agencies, Manitoba Health and Healthy Living, regional health authorities and their programs and services, Manitoba Education, Citizenship and Youth and educators in Manitoba.

As students enter the senior years, they must begin to plan for their options in life after High School. The goal is to help partners better support students with exceptional needs who require supports from the provincial government, its agencies and/or Regional Health Authorities after leaving school. This includes students with mental, learning, physical and psychiatric disabilities, persons with spinal cord injuries and persons with a visual disability or who are Deaf or hard of hearing. The transition planning process facilitates timely access to available adult supports. Supports may assist individuals to contribute to the economic, social and cultural life of Manitoba.