



Nova Scotia Public Education System

Transition Plan Grades 9-12

User Guide

TINET

Revision Date:
August 1, 2025

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(Note: Student names appearing in this document are fictitious names)

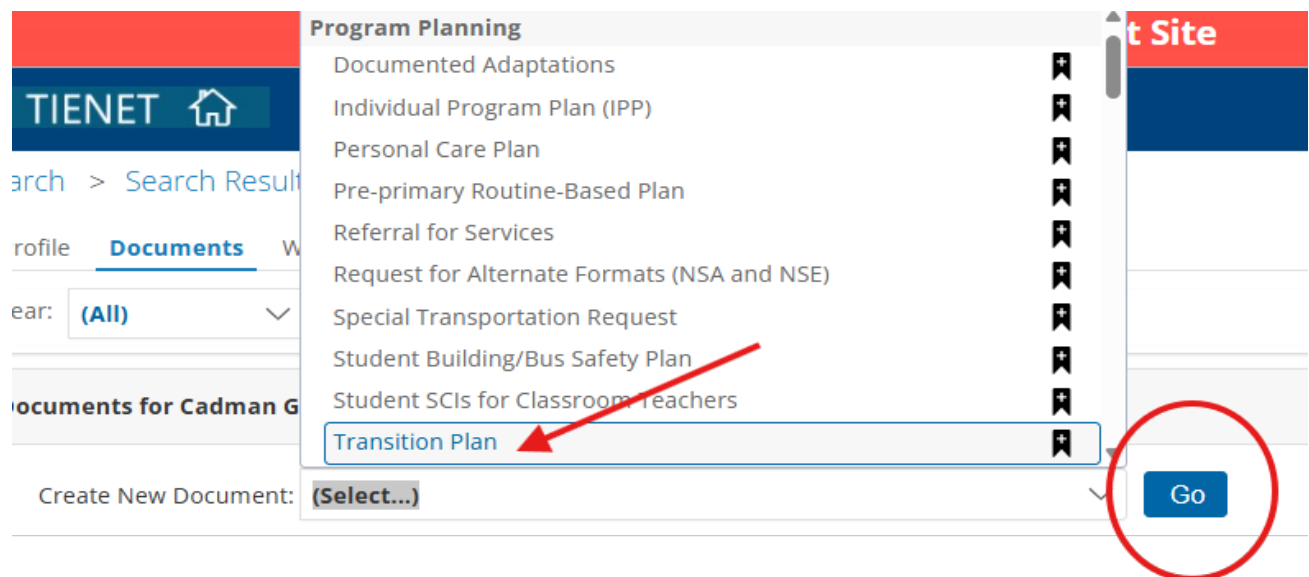
SECTION 1: OVERVIEW OF TRANSITION PLANNING FOR GRADES 9-12

Transition planning is a student-centred process to help students prepare for key stages connected to school and life. **School-to-Community** transition planning focuses on utilizing a student's strengths, challenges, interests, and aspirations to explore meaningful pathways toward increasing independence and success in the community. The **Student Planning Team (SPT)** works collaboratively to develop this plan, with student voice and choice guiding every step of the process.

Beginning in Grade 9, a Transition Plan is required prior to developing an IPP, as the student's strengths, challenges, interests and aspirations are fundamental in creating transition goals and may be supported by all members of the SPT and be reflected in the Individual Program Plan (IPP) outcomes.

1.1 CREATING A TRANSITION PLAN DOCUMENT

To create a Transition Plan for a student, go to the student's TIENET document library and in **Create New Document**, choose **Transition Plan** from the drop-down list in the Program Planning section and select **Go**.



You will see **Label/Comment** (it is suggested to label the document with the student's current grade), then click **NEW**.

1.2 SUPPORTING INFORMATION

Once the document has been created, users will see the *Supporting Information* section. The following questions will automatically populate *Yes/No* if there is an existing document for the current school year. Because the Transition Plan stays in *Draft* all year, the *Yes/No* will update as documents are created. The only *Yes/No* exception is the question *Student is a School Leavers Program participant* which automatically populates from the *Service Data* (not a document).

Supporting Information
* Student has Documented Adaptations? → No
* Student has an Individual Program Plan? → Yes
* Student has a Health Plan of Care? → No
* Student is a SchoolsPlus Program participant? → No
* Student is a School Leavers Program participant? → Yes

Although the focus of the **Transition Plan 9-12** is school to community transition planning, users can check additional boxes to select other areas that are applicable.

* Is the student transitioning in any of the following areas:

- ☐ New to Nova Scotia public school (i.e., new primary, student transfer, or newcomer)
- ☐ Return to school (after extended absence)
- ☐ Grade-to-Grade
- ☐ School-to-School

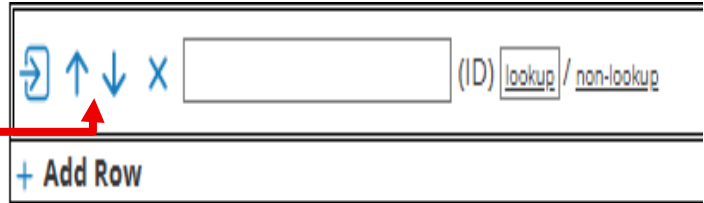
If additional transition area(s) are identified, users can complete the provided text box to document any logistical considerations that are connected to other applicable transition areas (e.g., site visits, scheduled meetings, sharing routines schedules and resources/equipment). If more text is required, users can expand by selecting the feature in the bottom right-hand corner to make the text field larger.

1.3 STUDENT PLANNING TEAM (SPT)

The section titled **Student Planning Team Members Supporting the Transition Plan** lists all individuals responsible for supporting the transition goals throughout the school year. This includes student, parents/guardians, school staff - which are selected using the **lookup** option - and external agencies and supports (e.g., Local Area Coordinator) - which are selected using the **non-lookup** option.

To add team members, select the horizontal arrow or **+Add Row** option.

The SPT members can be changed in order of appearance by using the up/down arrows.



How does the student participate in transition planning?




Pink sections are required fields. Enter in this section how the student was involved/participated in transition planning.

1.4 STRENGTHS, CHALLENGES, INTERESTS, AND ASPIRATIONS

Identifying the student's strengths, challenges, interests, and aspirations are necessary to explore meaningful pathways toward increasing independence and future success in the community.

Strengths, challenges, and interests can be edited directly on this document, or they will be auto populated from what currently exists in the student profile.

Enter in this section the student's future aspirations.

Student's Future Aspirations:




1.5 TRANSITION AREAS FOR CONSIDERATION

Based on the student's strengths, challenges, interests, and aspirations, the SPT will create the individual transition plan consisting of long-term and short-term goals. There are nine (9) identified transition areas for consideration to support in goal development.

*It is important to note that while all nine areas can be used for goal development, all areas are not required.

Schools can print a worksheet to provide students and families with the 9 transition areas for consideration. This working resource can be sent home prior to an SPT meeting to support with transition planning.

1. Social Development
2. Leisure/Recreation
3. Training/Employment
4. Personal Management
5. Living Arrangements
6. Transportation
7. Financial Planning
8. Health/Medical Services
9. Advocacy

Please print and provide the following resource to students/parents/guardians to support the development of the Transition Plan.

1.6 SAVING 'SUPPORTING INFORMATION' SECTION OF THE TRANSITION PLAN

Staff are encouraged to click **Save, Continue Editing** while completing the document to ensure the current edits are being saved or if staff leave the document to edit later.

Once the first section of the transition plan is complete, click **Save, Done Editing**.

At the top of the page, users will see a check box next to the *Supporting Information*, indicating the first section of the transition plan is complete.

The screenshot shows a navigation bar at the top of the page. On the left, there is a button labeled 'Supporting Information' with a blue checkmark icon. To its right is a dropdown menu labeled 'Set Document...'. Further right is a 'Navigate To...' dropdown menu. The 'Navigate To...' menu is open, showing two options: 'Supporting Information' with a blue checkmark, and 'Transition Goals' without one. The 'Supporting Information' option is highlighted, indicating it is the selected section.

SECTION 2: TRANSITION GOALS

This next section of the transition plan is used to create the long-term and short-term transition goals. It is important to note while all nine (9) transition areas are not required, at least one area must be completed to finalize the document.

2.1 CREATING TRANSITION GOALS

Each transition area has a section to document the *Long-term Goal(s)*, select *Focus Areas* and add *Details of Short-term Goal(s)*.

Long-term goals are the hopes, dreams and aspirations for the student's future

Social Development

Long-term Goal:

Short-term Goal(s)

Those Responsible & Role
(click 1st icon to Add Row)

Action Items/Strategies/Resources

Date

Add Row ↑ ↓ ×

Click 1st icon and select Focus Areas from word bank:

Details of Short-term Goal(s):

Short-term Goal(s) describe the actions that support the achievement of the long-term goal

Under each of the nine (9) transition areas, users can select the *Focus Areas* from the word bank. To access the word bank, click on the first icon to the left. Selecting the applicable words will insert them in the editable text field.

After selecting the *Focus Areas*, you can continue to add to the required text box *Details of Short-term Goal(s)*.

Short-term Goal(s)

Add Row ↑ ↓ ×

Click 1st icon and select Focus Areas from word bank:

Word Bank:

- Friendships
- Socialization
- Family Relationships
- Cultural Involvement
- Personal Development
- Community Involvement
- Valued Roles
- Volunteering
- Safety
- Other

2.2 ROLES & RESPONSIBILITIES

The section *Those Responsible & Role* allows all SPT members to be assigned responsibilities and action items for the short-term goals. Students, parents/guardians, and school staff can be selected using the **lookup** option, and external agencies and supports (e.g., Local Area Coordinator) can be selected using the **non-lookup** option.

Those Responsible & Role
(click 1st icon to Add Row)

5483027 (Aalders,Emily) (ID) lookup / non-lookup

(correct role, if necessary)

The *(correct role, if necessary)* allows the user to change the lookup role that is auto populated in Power School (e.g., *Itinerant Core Professional* may appear for a staff member and can be changed to *School Psychologist*). For non-lookup, the user can type the name and role of external team members.

Click the horizontal arrow icon to add more rows for additional SPT members.

Action Items/Strategies/Resources

In the required pink text box, document any action items, strategies, and resources that are required for each short-term goal.

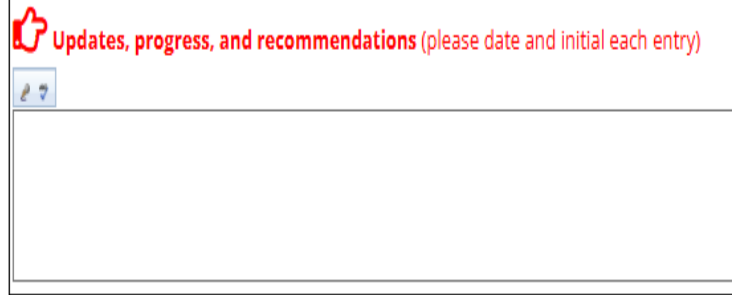
Users can access the expand feature in the bottom right-hand corner to make the text field larger.

Completion Date:

The *Completion Date* section provides a calendar feature that allows staff to select the date an action item was completed (that was assigned to an SPT member).

Under each of the nine (9) transition area(s) –there is a text field to fill in *updates, progress, and recommendations* on the short-term goals.

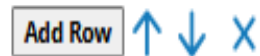
Because the transition plan is open during the duration of the school year, multiple entries can be made throughout the year when the transition plan is reviewed. Each entry should be dated and signed by the author.



Short-term Goal(s)

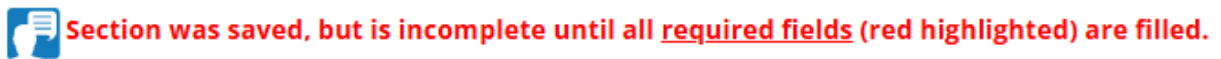
To add more than one short-term goal in any transition area, users can select **Add Row**.

The goals can be changed in order of appearance by using the **up/down arrows**. Goals can also be deleted by selecting the **X** option.

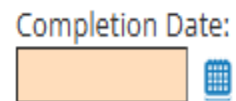


2.3 SAVING 'TRANSITION GOALS' SECTION OF THE TRANSITION PLAN

It is important to note that when users try to select **Save, Done Editing** on the second section of the transition plan, they may receive the below message:



This occurs because the *Completion Date* is a required field and will stay pink until a date is selected. Users will need to select **Save, Continue Editing** to save the goals and come back to the document later to select the completion date.



2.4 ATTACHING FILES TO THE TRANSITION PLAN

Users can attach any relevant transition resources used to support the plan. To learn how to attach files please see the corresponding [user guide](#).