
A Transition Planning Guide & Resource Guide For Youth with Special Needs And Their Families who Live in Richmond



YOUR FUTURE NOW



School District #38
(Richmond)

TABLE OF CONTENTS

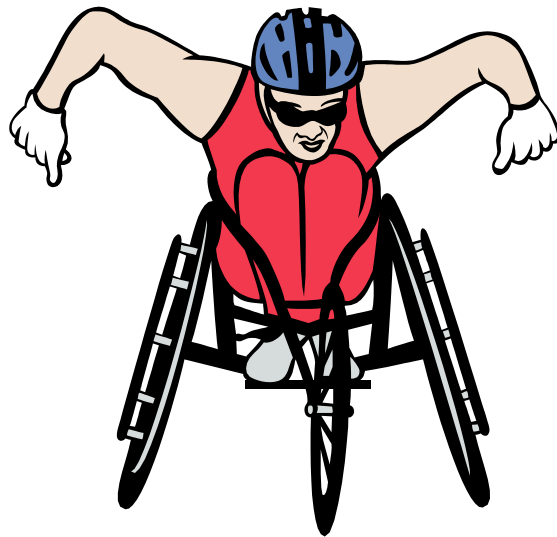
	Page
INTRODUCTION	2
Your Transition to Adulthood	2
YOUR TRANSITION	3
What is Transition Planning?	3
What is Transition Planning Important?	3
What Should I be Involved in Transition Planning?	3
SIX STEPS TO A SUCCESSFUL TRANSITION PLAN	5
Step 1: Build Your Transition Planning Team	5
Who can be on my planning team?	5
What do my team members do?	6
Step 2: Gather Information	8
Transition Planning Tools	8
Create Your Profile	9
Create Your Family Profile	10
Identify Your Goals	11
How do I set Goals?	12
Step 3: Develop Your Transition Plan	13
Step 4: Put Your Transition Plan Into Action	15
Step 5: Update Your Transition Plan	16
Step 6: Hold An Exit Meeting	16
YOUR TRANSITION PLANNING WORKBOOK	18
WORKSHEET 1: Building Your Transition Team	18
WORKSHEET 2: Your Profile	20
WORKSHEET 3: Your Family Profile	23
WORKSHEET 4: Setting Your Goals	24
WORKSHEET 5: Your Progress	27
WORKSHEET 6: Setting Checklist	29
SAMPLE TRANSITION PLANS	34
TRANSITION PLAN TEMPLATE	41
RICHMOND RESOURCES GUIDE	43

INTRODUCTION

Your Transition to Adulthood

Moving into adulthood is both exciting and challenging for many youth. As you explore new opportunities, places and relationships you will be in *transition*, meaning you will experience changes in your life, and be adjusting to being an adult. You and your family will need to make many decisions about your future, including choices about where you are going to live, what kind of job you will have, and what you will do with your free time.

Decisions about your future can be tough to make, but planning ahead will help. The transition planning process can begin when you are as young as 14 years of age. Starting early allows time to create a Transition Plan that will help you face the challenges of becoming an adult and make your dreams come true.



YOUR TRANSITION

What is Transition Planning?

Transition planning involves looking ahead and planning for your future. While you are still in school you can prepare for the opportunities and experiences of being an adult.

Transition planning involves you, your family, your local service providers, school personnel, and government staff who support youth transitioning to adulthood.

When you build your plan, you will list your goals and dreams. Then you will decide how you will reach them. Developing a Transition Plan can be fun and exciting but it also requires many meetings with your team. Your partnership with your team will help you get ready for the challenges and privileges of being an adult, and make your transition a success.

Why is Transition Planning Important?

Transition planning can help you find a job, find a place to live, get involved in your community, and possibly continue your education. Transition planning gives you a chance to review your accomplishments and create a vision for your future. As you prepare to leave high school, your Transition Plan will guide you and help you be successful in your life as an adult.

Why Should I be Involved in Transition Planning?

You know yourself better than anyone else – including your friends and family members. If you are at the centre of the Transition-planning process, you can make sure your Transition Plan reflects who you are and what you want to achieve in your life.

This approach is called ***person-centered planning*** because it places you in a respected leadership position. Person-centered planning encourages you and your family to actively participate in planning for your future. Your involvement in building your Transition Plan will make your plan a success and may also help you learn valuable skills, such as how to advocate for yourself and direct your life.

In British Columbia, the school system supports youth involvement in future life planning. School graduation requirements include the successful completion of the ***Grade 10 Planning*** course and a ***Graduation Portfolio***. These requirements help students plan for their future education and careers. They also introduce financial planning skills and decision-making skills for making informed choices on issues such as health.

In addition, ***Individualized Education Plans*** (IEPs) are required for all students identified as having a special need. In many cases your IEP may be used as your Transition Plan. This means you can use your IEP and your ***Graduation Transitions*** to assist in planning for your transition to adult life.

A ***Transition Planning Workbook*** with sample Transition Plans and Transition Plan templates are included in the back of this guide (pages 19-42) to help you shape your goals and develop your own unique plan. You can use the planning workbook to assist you and your family in preparing for your transition to adult life.

The ***Resource Guide***, will give you more information on housing, funding supports and recreation.

The next step is to start putting your Transition Plan together!

SIX STEPS TO A SUCCESSFUL TRANSITION PLAN

Here are six steps to help you develop a successful Transition Plan. This plan will guide your transition to adult life.

Your plan will be unique to you. Actively participating in the discussions and decisions will make sure that it reflects who you are and what you want for your future. This also means you are responsible for completing the steps and achieving the goals you've set in your Transition Plan.

STEP 1: Build Your Transition Planning Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers and your friends. Sharing your goals, hopes, and needs with these people is essential to the success of your plan.

Your team will help you develop goals, identify problems, create solutions and establish links with agency and community resources. You and your family are responsible to pick the most appropriate people to be on your transition planning team. Remember you can include friends, classmates and extended family.

Who can be on my planning team?

Your planning team should consist of a minimum of two members and it is suggested that there be no more than eight members. Any more than eight members can make the group overwhelming for some youth and their families.

Some key participants in planning for your future may include:

- You
- Your family
- School personnel
- Social workers
- Service agencies for adults
- Current service providers
- Community members
- Your friends

You can answer the questions below to help you decide who the best members for your planning team are and what roles they can play (Wehman, 2001):

- Who knows me the best?
- Who do I trust and feel comfortable around?
- Who do I go to for advice and support?
- Who would I like to help me with my transition from school to adulthood?
- How can these people best help me?

What do my team members do?

Assigning roles and responsibilities to your team members is an important part of making your team successful.

You play a key role on the team and you are responsible for sharing your interests and goals with the team, asking questions of them and working towards your goals.

School personnel and other community members (example: social workers, therapists) can assist you in planning for your transition. They can give you feedback on your school and work performance.

They can also tell you about possible training opportunities and other resources that may interest you. Contact your local school or school district to find out who can best help you with your Transition Plan.

You and your team will want to choose one person who will act as your ***transition coordinator***. This role can be filled by a variety of individuals, including you or your parent or guardian. The transition coordinator will organize meetings, manage the paper work (example: collect assessment reports, record your Transition Plan) and monitor the progress of your Transition Plan.

If you are preparing a Transition Plan using the IEP process at school, a school-based employee usually takes on the role of transition coordinator. Remember, you and your family are still encouraged to actively participate throughout the planning process.

You may also choose to develop a Transition Plan outside of school. In this case you, a member of your family or another member of your transition team can act as the transition coordinator.

EXERCISE

In the back of this booklet there is a *Transition Planning Workbook*. Go to *Worksheet 1, Building your transition Team*, and use the questions on page 6 to list the member of your transition team, including your transition coordinator (see pages 18-19)

STEP 2: Gather Information

Gathering information about you — your goals, your strengths and your needs — makes sure your plan creates the future you want. This step helps people ‘get to know’ you and understand your dreams.

Transition Planning Tools

A variety of tools can help you gather information about your preferences, goals, hopes, skills, community connections, communication style, and your health and medical needs. This information can be shared with your transition team to help them understand you. In turn, team members will share any information from completed assessments with you and your family to help you prepare your Transition Plan.

You and your family may choose to use the planning tools **MAPS** (Making Action Plans) and/or Planning Alternative Tomorrows with Hope (PATH) to identify your preferences, experiences, skills, support needs, and goals.

MAPS is a planning process that begins with telling your story — your personal history. It is about listening to your dreams, acknowledging your issues, and developing a profile of your gifts and talents.

These tools can help you better understand yourself, define your life goals and make choices and decisions. They will also provide the transition planning team with a stronger sense of what you want to achieve in your life.

PATH is a planning tool that first helps you envision your future and then work backwards to the beginning steps that must be taken in order to make your dream come true.

To identify possible **MAPS** and **PATH** facilitators in your community, contact the Family Support Institute and/or the British Columbia Association for Community Living at (604) 875-1119.

Both **MAPS** and **PATH** can be accessed online at www.inclusion.com. When you get to this website, click on 'inclusion press'. You will find **MAPS** and **PATH** in the left hand table of contents for that page.

WWW.INCLUSION.COM

Create Your Profile

Your Profile describes who you are. It includes your interests, abilities, likes, dislikes, achievements and needs.

We encourage you to speak with your parent(s) or guardian(s) when you are creating your profile. You know yourself best, but your parents and other family members may have some insight about your strengths and areas where you could grow further.

You can ask yourself and people who know you questions like:

- What are my strengths and interests?
- What are my likes and dislikes?
- What are my accomplishments?
- How do I communicate with people?
- What services and/or supports do I currently use?
- What services and/or supports do I need?

EXERCISE

To build a self-profile that describes who you are, go to *Worksheet 2, Your Profile* (see pages 20-22). You can develop a self-profile on your own although it is recommended that you complete the table with a family member as they often have valuable insights.

Create Your Family Profile

A family profile describes both what a family needs and what they have to contribute during the time their son or daughter makes the transition to adulthood.

It may be helpful for your family to consider what services and supports they will need during this time and what they can do to help you successfully create and complete your Transition Plan.

Your parent(s) or guardian(s) can ask themselves these questions:

- What can I do to help my son or daughter prepare for adult life?
- What support can I offer that will help my son or daughter make this transition?
- What services and supports does our son or daughter currently need and use?
- What services and supports do we need to assist us as a family during our son or daughter's transition to adult life (example: home renovations, respite)?

EXERCISE

To create a family profile, go to *Worksheet 3, Your Family Profile*. On this worksheet your family can record their own thoughts about what services and supports they may need to help you transition to adulthood (see page 23)

Identify Your Goals

Once you and your family have created profiles, you can start to discuss your hopes and dreams for the future with them.

Here are a few questions to guide your discussion:

- What will my health and medical needs be? How will I live a healthy lifestyle?
- What about daily living? Will I need help to care for myself? Will I need help with shopping and/or meal preparation?
- Where will I be living? Will I be living at home, in a supported living arrangement, in a group home, or in my own apartment?
- What about money? What will be my source of income? Will I require assistance with banking? If so, who will help me?
- What will my social life look like?
- What will my transportation needs look like? Do I need to use adapted transit?
- What will I do after school is finished? Will I get a job? Will I go to a day program?
- Will I go on to further my education? Will I go to a university or college? Will I take a training course?
- What will I do for recreation? Will I join a sports team? Will I take an art class?
- What will I do during my spare time? Will I volunteer? What about spiritual and cultural activities?
- What will my legal needs be? Who will help me stand up for my rights?

How do I set goals?

A goal is something specific that you want to accomplish within a certain period of time. Talking about your goals with your family may help you better understand what is important to you in your transition to adult life. Your family may also suggest goals they think you could reach and that you may want to consider.

Writing your goals down will help you be clear and specific. It is also useful to think of goals that are short term (take six months to one year to complete) and long term (take one to five years to complete).

EXAMPLE OF SHORT AND LONG-TERM GOALS

Short Term: Joe will have a volunteer position beginning in April.

Long Term: Joe will have a part-time job that pays by the end of the year.

EXERCISE

Record your goals using *Worksheet 4, Setting Your Goals* (see pages 24-26). It may be helpful to work with your parent (s) or guardians (s) as you go through the worksheet, as they may be able to offer suggestions.

STEP 3: Develop Your Transition Plan

Developing your Transition Plan involves talking with your team and doing some creative thinking before writing your plan down. Your written Transition Plan will outline the tasks that must be completed to reach your goals. It will also state who is responsible for completing each task and when it should be done.

Your plan can also list the services and supports you use now and those you will need to make your transition to adulthood successful.

Two sample Transition Plans and a Transition Plan template, included later in this guide on pages 33-42, can give you ideas for your plan and show you different possible layouts. You, your family and your transition team may choose to modify one of the plans to fit your unique circumstances.

First, identify what services and supports are available in the following areas:

- health (medical needs and healthy lifestyle choices)
- daily living (self-care, shopping, meal preparation)
- housing/living arrangements
- finances and money management
- friendship and socialization
- transportation
- post-secondary education/training
- employment
- recreation
- community involvement (volunteer, spiritual and cultural organizations)
- legal and advocacy needs

To find out more about possible services and supports, go to the Resource Guide.

Your team should consider how the available services in each of these areas can support your goals. When thinking about these services and supports have your team consider the following five questions (Wehman, 2001):

1. What are your goals?
2. What skills or behaviours do you need to learn to reach your goals?
3. What local programs, services and supports are available to support your goals?
4. What responsibilities must you, the school, adult services, cultural and community agencies, and your family assume in order for you to reach your goals?
5. What are the gaps or barriers within current programs and services that must be addressed?

Second, identify the steps that must be taken to achieve your goals. For your Transition Plan to succeed, the team must identify the specific tasks to be done. The team should also assign these tasks to people on your team to make sure they are completed by the agreed upon time.

Third, go over your plan and check that it is consistent with your vision. Look back at your results from the **MAPS** or **PATH** tools and compare them to your list of tasks in order to make sure the steps your team has listed support your dreams.

Answering the following questions can also help you and your team check that your plan is heading in the right direction (Evan & Reid, 1999):

- Will the stated goals move you towards your dreams?
- Will reaching these goals assist you in leading a healthy and successful adult life?

If the answer to these questions is no, or if there is uncertainty, your team should discuss and possibly re-consider the identified tasks and look at your goals again.

STEP 4: Put Your Transition Plan Into Action

To put your Transition Plan into action you and your team need to decide who will do each task, how they will do them and when they should be done by. Each team member will be assigned certain tasks and will be responsible for carrying them out on time.

One person on your team should be in charge of making sure everyone follows through on his or her assigned tasks. This could be done by you, the transition coordinator, or by your parent or guardian. If you are using an IEP to plan for your transition to adult life, then a school employee (example: a teacher or principal) often monitors putting your plan into action and makes sure everybody carries out their assigned tasks.

With everyone on your team working together, your Transition Plan will roll into action, moving you closer and closer to your life as an adult.

EXERCISE

To help you and your transition coordinator track the team's progress complete *Worksheet 5, Your progress* (see pages 27-28).

NOTE:

Your transition planning team may develop their own format to record your plan and to list and monitor tasks, in order to keep your transition Plan on track.

STEP 5: Update Your Transition Plan

As you and your team work on your plan, it is important to keep track of how everyone is doing and to adjust the plan if anything changes. Your transition coordinator is responsible for scheduling follow-up meetings and updating your plan as needed. To check the progress of your plan, you, or other team members can directly check with the person responsible for a specific task, or you can ask the transition coordinator to set up a meeting to review and update your plan.

STEP 6: Hold an Exit Meeting

The transition coordinator will arrange an exit meeting, which is your team's final planning session. This should happen around the time you are nearing the end of high school. At this meeting the Transition Plan is finalized and the tasks that have been completed are checked off. If any of your goals have not been met, then your team will talk about them and about what to do next.

By this time you will be well on your way to making the adult life you have dreamed of a reality.

MOVING TOWARDS SUCCESS

EXERCISE

As you prepare to leave high school, there are a number of actions you can take to make the transition to adult life as smooth as possible. *Worksheet 6, Your Checklist*, lists these tasks (see pages 29-32)

Your Checklist can help you keep on track with your plan as you get older and make the transition to adult life. As you move towards your life as an adult, certain tasks can be done at different times. Some can be done when you are as young as 14 years of age, others can wait until you are older. *Your Checklist* (Worksheet 6) lists some of these tasks and suggests at what age you might want to do them. Some of the tasks may not apply to you, but many of them will. This list includes tasks that will help you plan for your transition, participate in your planning sessions, access various programs and services and put your plan into action.

YOUR TRANSITION PLANNING WORKBOOK

WORKSHEET 1: Build Your Transition Planning Team

Building your transition planning team is the first step in achieving your future dreams. People who can support you in setting your goals and planning for your future may include your parent(s) or guardian(s), other members of your family, teachers, school support staff, social workers and your friends.

On the next page, fill in the names of the people you have chosen beside their role or title. Remember, your planning team should consist of a minimum of two members and it is suggested that there are no more than eight members. Any more than eight members can make the group more difficult to manage than a smaller group of key people.

Choose one member of your team to be your transition coordinator. This role can be filled by either you, your parent or guardian, or another family member. If you are using the IEP to develop your Transition Plan; a school employee often takes on the role of transition coordinator.

YOUR TRANSITION TEAM

TEAM MEMBERS	NAME/ PHONE NUMBER	COMMENTS
Your Name	Tel:	
Transition Coordinator	Tel:	
Family Member	Tel:	
Facilitator	Tel:	
School Personnel	Tel:	
Service Provider	Tel:	
Community Member	Tel:	
Friend	Tel:	

WORKSHEET 2: Your Profile

Your Profile describes who you are, including your interests, abilities, likes, dislikes, achievements and needs. You can use this worksheet to make notes about yourself. Table 1 asks you to describe your personal characteristics and Table 2 asks you to list the services and supports you need now and in the future.

TABLE 1 – CHARACTERISTICS AND QUALITIES

List as many points as you can think of in the boxes on the right. You can develop your profile on your own, but it is helpful to also ask a family member these questions to find out how they see you.

QUESTIONS	MY CHARACTERISTICS AND QUALITIES
What are my strengths?	
What are my interests?	
What are my likes?	

TABLE 1 – (continued)

QUESTIONS	MY CHARACTERISTICS AND QUALITIES
What are my dislikes?	
How do I communicate with people? (Example: quiet, talkative, use a communication device?)	
What are my accomplishments?	
Do I have any special considerations? (Include anything not covered by the above topics.)	
What are some words that describe myself? (Example: outgoing, positive, picky, good reader, shy, funny, patient, etc.)	

TABLE 2 – SERVICES AND SUPPORTS

On this table, list the supports you use now and those that you will need in the future.

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports do I currently use?	
What additional services and supports do I need now?	
What services and supports do I anticipate needing when I leave high school?	

WORKSHEET 3: Your Family Profile

Parent(s) or guardian(s) may choose to use this worksheet to identify the services and supports they will need as their son or daughter transitions to adulthood.

SERVICES, SUPPORTS AND ACTIVITIES

QUESTIONS	SERVICES AND SUPPORTS
What services and/or supports does my son or daughter currently use?	
What additional services and supports do our family need now?	
What services and supports does our family anticipate needing when our son or daughter leaves high school?	
What activities can I provide that will help my son/daughter prepare for adult life?	
Special Considerations (include anything not covered by the above topics.)	

WORKSHEET 4: Setting Your Goals

To help you set your goals, 11 *goal categories* are listed in the following table. Beside the categories that are important to you, write down your short-term goals (six months to one year) and your long-term goals (one to five years). It may be helpful to work with your parent(s) or guardian(s) in setting your goals as they may have suggestions and insights.

GOAL CATEGORY	MY SHORT – TERM GOALS	MY LONG – TERM GOALS
<p>HEALTH</p> <p>(Example: I will take my medication at the right time, without anyone reminding me to do so.)</p>		
<p>DAILY LIVING</p> <p>(Example: I will be able to plan and prepare all of my meals.)</p>		
<p>HOUSING / LIVING ARRANGEMENTS</p> <p>(Example: I will live in my own apartment.)</p>		

GOAL CATEGORY	MY SHORT – TERM GOALS	MY LONG – TERM GOALS
<p>FINANCES / MONEY</p> <p>(Example: I will deposit my allowance and any other money I earn into a bank account using an ATM bank machine.)</p>		
<p>FRIENDSHIPS/ SOCIAL LIFE</p> <p>(Example: I will get together with my friends to socialize once a week.)</p>		
<p>TRANSPORTATION</p> <p>(Example: I will take a public bus to school.)</p>		
<p>POST-SECONDARY EDUCATION / TRAINING</p> <p>(Example: I will go to college to be come a _____ .)</p>		

GOAL CATEGORY	MY SHORT – TERM GOALS	MY LONG – TERM GOALS
<p>EMPLOYMENT</p> <p>(Example: I will have a job working as a _____ .)</p>		
<p>RECREATION</p> <p>(Example: I will participate in an art class.)</p>		
<p>COMMUNITY INVOLVEMENT</p> <p>(Example: I will volunteer at the SPCA.)</p>		
<p>LEGAL / ADVOCACY</p> <p>(Example: I will learn how to advocate for myself.)</p>		

WORKSHEET 5: Your Progress

You can use this worksheet to track the progress of your Transition Plan by identifying specific tasks that need to be done in order to reach each of your goals.

First, write down your goals in the space provided at the tops of the following three tables. Then list the tasks required to reach each goal in the Tasks column. Your team can assign these tasks to specific team members and set the date when each task should be finished. Write down the responsible team member for each task and the date it is to be completed by. Then mark whether each task is *not started, in progress or complete* in the status column.

Goal #1: _____

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (not started, in progress or completed)

Goal #2: _____

TASKS	RESONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (not started, in progress or completed)

Goal #3: _____

TASKS	RESPONSIBLE TEAM MEMBER	DATE TO BE COMPLETED	STATUS (not started, in progress or completed)

WORKSHEET 6: Your Checklist

This checklist includes some tasks that may not be included in your individual Transition Plan but may help make your transition to adulthood easier. Look these tasks over and decide which ones apply to you. Then work with your family and your transition coordinator to track your progress by checking each task off when it is done.

TASK CHECKLIST	CHECK WHEN DONE
PLAN & PREPARE: AGE 14 – 15 (Grade 9 & 10)	
Develop a vision for your life after high school.	
Network with others who have recently experienced transition planning.	
Learn and gather information about team building and connecting with resources in your community.	
Apply for a Social Insurance Number: 350-5611 Cooney Road, Richmond, British Columbia, V6X 3J6 http://www.servicecanada.gc.ca/eng/sin/apply/how.shtml	
Obtain a birth certificate and/or proof of citizenship.	
Participate in the school-directed Grade 10 Planning course To learn about planning for education and career transitions, Financial planning, and decision-making skills related to your Health and other areas of your life (if required).	

TASK CHECKLIST	CHECK WHEN DONE
PARTICIPATE IN YOUR PLANNING SESSION ACCESS PROGRAMS & SERVICES: AGE 16 – 17 (Grade 11 & 12)	
Begin planning for your transition by using the enclosed <i>Transition Planning Workbook</i> and participate in the development of your Individualized Education Plans (IEP).	
Consider hosting a planning session with your family that is separate from the IEP process (if needed), and invite some of the key players you may have listed on <i>Worksheet 1, Build Your Planning Team</i> (pages 18-19).	
Clarify your college options, training opportunities and other post-secondary education entry requirements to see if you qualify.	
Identify community services and programs in your area (see Resource Guide).	
If you have not received a cognitive assessment, request a referral from the school based team to have a psycho-educational assessment. You may also purchase a private assessment. For a list of psychologists, contact the Learning Disabilities Association of BC at (604) 873-8139 or visit their website at www.ldav.ca/ .	
If appropriate, apply for Persons with Disability (PWD) benefits through the Ministry of Employment and Income Assistance (MEIA). For information on income assistance for persons with disabilities, see page 52 of the Resource Guide in the back of this booklet.	
Make arrangements to visit agencies in your community that can offer day program opportunities, supported employment or volunteer opportunities, that are of interest to you (See Resource Guide).	
If you are currently receiving CLBC services ask the CLBC facilitators to make a referral to the Community Living Centre office nearest you. If not currently receiving CLBC services contact your CLBC office.	
Open a bank account, if you haven't already done so.	
Apply for the British Columbia Identification Card (B.C. I.D. card). Ironwood Plaza (beside Rogers Video) 2030-11662 Steveston Highway, Richmond, B.C. V7A 1N6 www.icbc.com/licensing/lic_utility_id_cardPU.asp	

TASK CHECKLIST	CHECK WHEN DONE
PUT YOUR PLAN IN PLACE: AGE 18 (Grade 12)	
With your family and school, determine whether or not you are eligible to attend an additional year of school.	
<p>If you are eligible for the CLBC Adult Community Living Services and are requesting these supports:</p> <ul style="list-style-type: none"> • Take your transition plan to the Richmond Quality Service Office to determine if requested CLBC funded supports are approved or • Request the assistance of a Facilitator to help you develop your transition plan which will then be sent to the Quality Service Office to determine if requested CLBC funded supports are approved. 	
Establish strong connections in your community by volunteering, and by exploring recreational, social and cultural opportunities (see Resource Guide).	
Complete a personal portfolio of work and volunteer experience, such as your <i>Graduation Transitions</i> .	
Find out if the government can help with your transportation needs by contacting the Ministry of Human Resources. (Call Enquiry B.C. as listed in the Resource Guide).	
If eligible, apply for Home and Community Care (home support for personal care, meals preparation and respite) three months before your 19 th birthday. For more information on Home and Community Care and the Choices in Supports for Independent Living program (which provides funds to purchase home supports) please see the Resource Guide.	
Ask your family, your lawyer, financial planner and/or transition coordinator to help you understand adult guardianship and will and estate planning.	
For youth who will not be actively participating or directing their health care and other life decisions, consider preparing a Representation Agreement for when the youth turns 19 years of age. (See Resource Guide)	

TASK CHECKLIST	CHECK WHEN DONE
ONGOING PLAN: 19 AND BEYOND	
Further develop your plan using either MAPS or PATH . You can turn to “ <i>Transition Planning Tools</i> ” on page nine to find out more about these tools, or visit www.inclusion.com	
Work with your family to make a long-term financial plan that will help you transition to adulthood.	
Continue to build strong social networks (with family support if needed) that help you pursue your interests (example: hobbies, recreation, spiritual and cultural activities).	
Learn to be a strong advocate for yourself. Contact one of the many advocacy networks listed in the Resource Guide.	

SAMPLE

TRANSITION PLANS

The following pages provide two sample transition plans and a transition plan template. They may be used as a guide to create your plan and can be modified to meet your personal needs.

SAMPLE TRANSITION PLANS

Sample Plan 1

Date: December 17, 2007

Name: Alex

Birth Date: June 5, 1987

School: Haliburton High

Profile

Alex is a 17-year-old student with a diagnosis of autism spectrum disorder (ASD) and mild intellectual disability. He is the oldest of three children and lives with his single mother. Alex takes medication for anxiety.

Alex will have a School Leaving Certificate when he completes his last year of school (age 19). He is in a School to Work program for students between the ages of 16 to 19.

Alex receives Autism Funding through Community Living BC (CLBC). He currently uses this funding to support his participation in social recreation programs in the community. This funding is not available after his 19th birthday.

Strengths

Alex's strengths include computer skills and sorting materials. He has a keen eye for detail and is gentle with animals.

Team Members

Alex Student

Judy Mother

Charles Transition Coordinator and Special Education Teacher,
School to Work program

Michael Support Worker for after school program
(family is using Austism Funding for this)

Mary Community Living BC (CLBC) facilitator

Alex's Vision

Alex and his family would like a supported employment position for Alex in his neighbourhood. His family sees him living at home in the immediate future and then possibly living with another young adult with special needs in a supported placement.

PART 1: ALEX'S EMPLOYMENT PLAN

Employment Goal

Short term: Alex will participate in a variety of supported work placements over the next two years.

Long term: Alex will work full-time with support.

Skills and Abilities

Currently, Alex's interests lie in using computer programs, counting money, using vending machines, organizing basic materials (sorting, distributing) and grooming and walking small dogs. He participates in a number of Life Skills Programs at school (basic literacy and numeracy and recreation and leisure programs). This term Alex has also worked at the SPCA and at his local grocery store stocking shelves.

Tasks To Be Completed To Achieve Alex's Employment Goal

1. Alex will continue in the School to Work program for his remaining two years of high school.
Until June 2007
2. Alex will explore other work experiences based on his interests and strengths.
By January 2005
3. Alex will identify a preferred job site for his entry into supported employment.
By January 2007
4. The CLBC facilitator will assist Alex and his mother where needed to identify adult services and programs available through the Ministry of Human Resources, including financial assistance, transportation, employment planning and support.
By December 2006

Person(s) Responsible For Implementation

Transition Coordinator and Special Education Teacher from the School to Work program.

PART 2: ALEX'S INDEPENDENT LIVING PLAN

Independent Living Goal

Short Term: Alex will continue to live at home with his mother until the transition to supported employment is complete and successful.

Long Term: Alex will live with a roommate in a community housing co-op with supports.

Skills and Abilities

Alex requires assistance with some daily living activities and he needs reminders to take his medications.

Tasks To Be Completed To Achieve Alex's Independent Living Goal

1. Alex and his mother will use some of the Autism Funding to hire a self-care worker/professional (example: occupational therapist) to assist Alex in learning self-care, medication management and household safety skills.

By February 2006

2. The CLS Social Worker, Alex and his mother will meet to explore options and possible adult services and programs.

By January 2005

3. The CLS Social Worker, Alex and his mother will discuss possible adult programs and services available through the local health authority, including In-home and Community-based Services.

By March 2007, three months before Alex's 19th birthday

4. Alex and his mother will apply for an apartment in a co-op housing unit.

Person(s) Responsible For Implementation

Transition Coordinator and the CLBC facilitator.

Note: Alex's Transition Plan could also include goals for employment training, financial needs, transportation, social relationships, etc. They chose not to put those goals in his plan.

SAMPLE PLAN 2

Date: January 2005

Name: Sandeep

Grade: 11

Age: 16

Profile

Sandeep is a 16-year-old high school student with a diagnosis of cerebral palsy. A cognitive assessment in grade nine, part of the Ministry of Education's requirements for adjudication, revealed Sandeep has average intellectual ability and a learning disability. She requires adaptations for all subjects and uses a voice output device and a laptop computer with Co:Writer. She also uses a power chair for mobility.

Strengths

Sandeep's strengths include being a fast learner and a strong communicator.

Team Members

Sandeep Student

Ranjit Mother

Paul Transition Coordinator – Special Education Teacher

Sandeep's Vision

Sandeep is interested in journalism and writing for periodicals and her favourite magazines. She wants to take a journalism program at a university, but she is concerned that her marks are not good enough for admission. Consequently, she will apply for entry to the community college and take first year English and writing courses before transitioning to university.

Current School Program

Sandeep is working towards a Dogwood Diploma (British Columbia Certificate of Graduation), however she is taking a reduced course load due to fatigue. She will remain in school for a year following her 18th birthday to complete her course credits.



SANDEEP 'S POST-SECONDARY PLAN

Post-Secondary Goals

Short term: Sandeep will successfully complete high school.

Long term: Sandeep will attend a Community College and successfully complete first year English and writing courses.

Tasks To Achieving Sandeep's Post-Secondary Goals

1. Sandeep will obtain journalism and writing experience through volunteering for the school newspaper during her last two years of high school.

2. The Transition Coordinator (Paul) will contact Special Education Technology BC regarding the transition to adult services for computer and communication equipment support.

By September 2007

3. Sandeep and her parents will contact the Ministry of Human Resources regarding programs and services for persons with disabilities (example: transportation, employment planning).

By September 2007

4. Sandeep will apply for admission to college.

By March 2008

Note: Sandeep may apply for university entrance after she has completed courses at a community college. Her plan could also include goals around housing and independent living.

TRANSITION PLAN TEMPLATE

Date:
Name:
Birth Date:
School:

Profile

Strengths

Team Members

Student's Vision

Goals

Short Term:

Goals

Long Term:

Skills and Abilities

Tasks to be Completed to Achieve Student's Goal (who, what and when).

1. _____
2. _____
3. _____

Richmond Resources Guide



TABLE OF CONTENTS

SERVICE BC.....	2
ADVOCACY	3
EDUCATION.....	5
EMPLOYMENT/CAREER PLANNING.....	7
FINANCIAL ASSISTANCE	8
FUNDING AND SUPPORTS	9
HEALTH	14
HOUSING	16
LEGAL.....	16
RECREATION	17
*REHABILITATION	21
TRANSPORTATION	22

SERVICE BC

Service BC will provide:

- ✓ **Basic provincial government information.**
- ✓ **Assistance in identifying the ministry, program, or person with whom you need to speak.**
- ✓ **Government program or government employee phone/fax numbers and addresses.**
- ✓ **Assistance in identifying the level of government responsible for programs or services.**
- ✓ **Toll-free transfer for callers who wish to receive information from or conduct business with the provincial government.**

Service BC

BC Lower Mainland..... (604) 660-2421

Elsewhere in BC..... 1 (800) 663-7867

TTY..... 1 (800) 661-8773

Email..... access via website:

<https://extranet.gov.bc.ca/forms/gov/contact/index.html>

ADVOCACY

BC Association for Community Living

Provides advocacy, referral services, workshops, and parent support.

Tel: (604) 777-9100

Toll Free: 1 (800) 618-1119

Email: info@bcacl.org

Website: www.bcacl.org

BC Coalition of People with Disabilities

Provides advocacy, public awareness, research, and referral services.

Tel: (604) 875-0188

Toll Free: 1 (800) 663-1278

TTY: (604) 875-8835

Website: www.bccpd.bc.ca

BC Human Rights Tribunal

The Tribunal is responsible for accepting, screening, mediating and adjudicating human rights complaints.

Tel: (604) 775-2000

Toll Free: 1 (888) 440-8844

TTY: (604) 775-2021

Website: www.bchrt.bc.ca

Family Support Institute

Provides information, referrals, training, and province-wide parent networking.

Tel: (604) 540-8374, ext. 523

Toll Free: 1 (800) 441-5403

Website: www.familysupportbc.com

Office of the Ombudsman

Receives inquiries and complaints about the practices and services provided by public bodies, and may investigate to determine if the public body is being fair to the people it serves.

Toll Free: 1 (800) 567-3247

Website: www.ombudsman.bc.ca

Philia - A Dialogue on Citizenship (PLAN)

The Philia Project provides a voice for the full inclusion of Canada's citizens.

Tel: (604) 439-9566

Website: www.philia.ca

Planned Lifetime Advocacy Network (PLAN)

Provides advocacy and information on planning with respect to housing, support networks, wills, trusts, financial and estate planning.

Tel: (604) 439-9566

Email: inquiries@plan.ca

Website: www.plan.ca

Public Guardian and Trustee of British Columbia (Public Trustee)

Protects the legal rights and financial interests of children and vulnerable adults.

Tel: (604) 660-4444

Email: mail@trustee.bc.ca

Website: www.trustee.bc.ca

The Advocate for Service Quality

Assists with the resolution of concerns and complaints about the services delivered to adults with developmental disabilities. Also provides information, consultation and advice regarding services for adults with developmental disabilities.

Tel: (604) 775-1238

Website: www.mhr.gov.bc.ca/advocate

Vela Microboard Association

Develops microboards for people with disabilities. Committed family and friends join together with a person with challenges to create a non-profit society (board) to address the person's planning and support needs.

Tel: (604) 575-2588

Email: info@microboard.org

Website: www.microboard.org

EDUCATION

Adult Special Education (ASE) – Ministry of Advanced Education

Provides a resource list for post secondary options for students who have disabilities.

Website: www.aved.gov.bc.ca/adultspecaled

Student Aid BC

Helps eligible students with the costs of post-secondary studies at colleges, universities, university colleges, institutes and private training institutions. Grants may be available for part-time students and for students who have dependents.

Tel: (604) 660-2610

Website: www.aved.gov.bc.ca/studentaidbc

AT-BC Program (Assistive Technology - BC)

Increases access to educational and employment opportunities for adults with disabilities. Fosters independence with reading, writing, and communication within learning and job environments. Facilitates the transition between public school and post-secondary to employment for persons with disabilities.

Tel: (604) 264-8295

TTY: (604) 263-2267

Email: info@at-bc.ca

Website: www.at-bc.ca

Learning Disabilities Association of BC, Vancouver Chapter:

Learning Center provides remedial academic classes, social skill development, creative art therapy, support to young adults.

Tel: (604) 873-8139

Email: info@ldav.ca

Website: www.ldav.ca

STEPS Forward

Inclusive Post Secondary Education Society - Inclusive College or University for Adults with an Intellectual Disability.

Tel: (604) 782-1382

Email: info@steps-forward.org

Website: www.steps-forward.org

POST SECONDARY SCHOOLS

Kwantlen University College

Richmond Campus

Tel: (604) 599-2530

Website: www.kwantlen.bc.ca

Access Programs for People with Disabilities

Website: www.kwantlen.bc.ca/aca/appd.html

Vancouver Community College

Downtown Campus

Tel: (604) 443-8451

The Community and Career Education Department at VCC is committed to innovative instruction to students with disabilities.

Douglas College

New Westminster Campus

Tel: (604) 527-5126

Adult Education Programs for people with learning difficulties or barriers to employment. Innovative programs provide several training options. Participants will gain the knowledge and hands-on skills for today's workplace while gaining the confidence and relevant skills needed to succeed.

EMPLOYMENT/ CAREER PLANNING

Employment Program for Persons with Disabilities

Ministry of Employment and Income Assistance (MEIA)

Provides vocational services and supports to persons with disabilities.

Tel: (604) 660-9284

Website: www.eia.gov.bc.ca/pwd.htm

Open Door Group (formerly THEO BC)

Employment programs for people with disabilities, barriers to employment, or with Mental health or substance abuse issues.

Tel: (604) 247-0770

Website: www.opendoorgroup.org

Richmond Employment Resource Centre

Provides resource information and support to people seeking employment. Orientation necessary.

Tel: (604) 244-9262

Richmond Society for Community Living

Coordinator of Employment Services

(Including the Handy Crew): The Handy Crew Co-operative is a group of reliable and skilled workers who do small outdoor and home maintenance jobs in the Richmond community.

Lizanne Clark, Employment Services/Handy Crew

Tel: (604) 278-5380

Email: lclark@rscl.org

Kerstin Grossmann, Family Resource

Tel: (604) 279-8245

Email: kgrossmann@rscl.org

Employment Resources in the Lower Mainland

Website: www.lmer.ca

Start Now! Work Futures for Entry Level Jobs

Website: <http://startnow.workfutures.bc.ca>

Polaris Employment Services

Provides skill teaching, job search and job coaching to people who are ready for employment. Serving Richmond residents, but must travel to Burnaby for initial introduction.

Tel: (604) 430-1557

Website: www.polaris-employment.bc.ca

FINANCIAL ASSISTANCE

Income Assistance for Persons with Disabilities (PWD)

The Ministry of Employment and Income Assistance (MEIA) provides income assistance along with enhanced medical coverage. Financial assistance is available for individuals age 18 or over who are eligible. Fact sheets available. ** As early as 6 months before a person's 18th birthday, they are invited to call the MEIA in their area to inquire or apply for Income assistance for Persons with Disabilities.

Tel: (604) 660-9284

Website: <http://www.eia.gov.bc.ca/pwd.htm>

Disability Tax Credit and Benefit

A non-refundable tax credit that reduces the amount of income tax that may be owed by people with disabilities or the people who support them.

Toll Free: 1 (800) 959-8281

BC Ministry of Small Business and Revenue

Persons with certain physical disabilities are eligible for a refund of the provincial tax they pay on gasoline, diesel, or propane used in their vehicles.

Toll Free: 1 (877) 388-4440

Website: www.gov.bc.ca/sbr

FUNDING AND SUPPORTS

Arbour Consulting

Provides behaviour and communication assessments, assistance with transition planning and resource exploration to enhance family and individual and capacity and well being.

Tel: (604) 209-6239

Website: www.arbourconsulting.com

Autism Community Training British Columbia (ACT BC)

Provides information, training and vital support services to parents across BC who have children with an autism spectrum disorder. Service Provider list provided on website.

Tel: (604) 205-5467

Email: info@actcommunity.net

Website: www.actcommunity.net

Autism Society of British Columbia

Promotes inclusion and acceptance of people with autism spectrum disorder.

Tel: (604) 434-0880

Toll Free: 1 (888) 437-0880

Email: info@autismbc.ca

Website: www.autismbc.ca

BC Paraplegic Association

Facilitates improved quality of life for persons with spinal cord injuries and other physical disabilities. Works to ensure access to medical equipment and supplies, treatments, physical training, counselling services, job placement, accommodation, education, vocational training, sports and recreation.

Tel: (604) 324-3611

Info Line: 1 (800) 689-2477

Email: info@bcpara.org

Website: www.bcpara.org

Behavioural Solutions Inc.

Supports, consultation, training to families, children, adolescents, and adults. Specializing in Applied Behaviour Analysis.

Tel: (604) 930-8488

Website: www.behavioral-solutions.com

Canadian National Institute for the Blind (BC-Yukon Division)

Provides service and support for people who are blind or visually impaired. Services include counselling and referral, rehabilitation, orientation and mobility training, sight enhancement and technical aids.

Tel: (604) 431-2121

Website: www.cnib.ca

CBI Consultants

Providing support and assistance to individuals and families. Specializing in supports for a range of behaviours. Planning support.

Tel: (604) 320-1960

Email: info@cbiconsultants.com

Website: www.cbiconsultants.com

Children and Adults with Attention Deficit Disorder

A support group for families of those with Attention Deficit Disorders.

Tel: (604) 222-4043

Website: www.vcn.bc.ca/chaddvan

Communication Assistance for Young Adults (CAYA)

Serving adults between ages 19-27 who require alternative or augmentative communication (AAC) assistance.

Tel: (604) 261-9450

Email: contact@cayabc.org

Website: www.cayabc.org

Cerebral Palsy Association of BC

Supports individuals and families affected by cerebral palsy.

Tel: (604) 408-9484

Toll Free: 1 (800) 663-0004

Email: info@bccerebralpalsy.com

Website: www.bccerebralpalsy.com

Community Living BC (CLBC)

Provides services and supports to adults with developmental disabilities and their families. #230-5611 Cooney Road, Richmond.

Tel: (604) 660-2100

Email: richmond@communitylivingbc.ca

Website: www.communitylivingbc.ca

Deaf Access Office

Provincial Services for Deaf and Hard of Hearing (PSDHH) provides supports and services to children who are deaf, hard of hearing, or deaf blind to maximize their potential and become fully participating citizens.

Tel: (604) 775-1364

TTY: (604) 660-0508 or 1 (800) 667-4770

Email: psdhh@gov.bc.ca

Website: www.mcf.gov.bc.ca/psdhh/access.htm

Developmental Disabilities Association (DDA)

We offer over 50 community based programs and services, including early intervention support, daycares, and after school youth programs.

Community life skills training, adult residences and employment services.

Tel: (604) 273-9778

Website: www.develop.bc.ca

Disability Resource Centre (DRC)

Information and networking services for people who have disability and accessibility needs.

Tel: 604-232-2404

Email: ella@rcdrichmond.org

Website: www.rcdrichmond.org

Family Support Institute

Networking opportunities, workshops & training, resources & information.
Offering family-to-family support opportunities.

Tel: (604) 540-8374, ext. 523

Toll Free: 1 (800) 441-5403

Email: fsi@fsibc.com

Website: www.familysupportbc.com

Federation of British Columbia Youth in Care Network

Local groups run by and for youth in and from government care provide support, friendship, self-help, information and representation of youth in and from government care.

Tel: (604) 527-7762

Toll Free: 1 (800) 565-8055

Email: info@fbcyicn.ca

Website: www.fbcyicn.ca

Lower Mainland Down Syndrome Society

Support to parents, families, and individuals with Down syndrome.

Tel: (604) 591-2722

Email: imdss@telus.net

Website: www.lmdss.com

Muscular Dystrophy Association of Canada

Supports individuals living with over 40 different neuromuscular disorders and provides advocacy and funding for research.

Tel: (604) 732-8799

Toll Free: 1 (800) 366-8166

Email: infowest@muscle.ca

Website: <http://muscle.ca>

NORD – National Organization for Rare Disorders

The National Organization for Rare Disorders (NORD) is a unique federation of voluntary health organizations dedicated to helping people with rare diseases and assisting the organizations that serve them.

Tel: (203) 744-0100

Toll Free: 1 (800) 999-6673 (voicemail only)

Website: www.rarediseases.org

Planned Lifetime Advocacy Network (PLAN)

Provides advocacy, and information on planning with respect to housing, support networks, wills, trusts, financial and estate planning.

Tel: (604) 439-9566

Website: www.plan.ca

Richmond Society for Community Living (RSCL)

Provides community-based programs and support for people of all ages with developmental disabilities, and for their families. A family resource coordinator offers support and information to families regarding programs and services.

Tel: (604) 279-7040 or Family Resource Coordinator (604) 279-8245

Email: info@rscl.org

Website: www.rscl.org

Semiahmoo House Society

Provides quality services, advocacy and support to people with disabilities and their families in the community.

Tel: 604-536-1242

Email: shs@shsbc.ca

Website: www.semi-house-society.com/

Spina Bifida and Hydrocephalus Association of BC

Supports people with spina bifida and or hydrocephalus and offers assistance with equipment, transportation, family support, resource material, information kits and education assistance awards.

Tel: (604) 878-7000

Email: info@sbhabc.org

Website: www.sbhabc.org

Tetra Society of North America--- Disabilities Society

Recruits skilled volunteer engineers and technicians to create assistive devices for people with disabilities. These volunteers work with the person to create assistive devices or modifications to their environment so that a child, youth or adult with a disability can gain greater independence.

Tel: (604) 688-6464, ext. 108

Toll Free: 1 (877) 688-8762

Website: www.tetrasociety.org/community/chapters/vancouver.php

The "Red Book"

The Red Book Online offers the most complete online guide to Community, Social and Government agencies & services across the Lower Mainland.

Dial 211

Website: <http://bc211.ca>, click on Red Book Online

Vela Microboard Association

Develops micro boards for people with disabilities. Committed family and friends join together with a person with challenges to create a nonprofit society (board) to address the person's planning and support needs.

Tel: (604) 575-2588

Email: info@microboard.org

Website: www.microboard.org

HEALTH

BC Aboriginal Network on Disability Society

BCANDS provides a variety of support services and resources to help BC's Aboriginal People with disabilities. They operate a Health Resource Centre whose mandate is to enhance the delivery of health promotion and disability information to aboriginal communities.

Toll Free and TTY: 1 (888) 815-5511

Email: bcands@bcands.bc.ca

Website: www.bcands.bc.ca

BC Medical Services Plan

MSP Premium Assistance is available for low-income families on a pro-rated basis. Short-term temporary premium assistance is also available based on unexpected current financial hardship.

Tel: (604) 683-7151

Website: www.health.gov.bc.ca/msp

Choice in Supports for Independent Living (CSIL)

Provides Home and Community Care eligible clients with funds to purchase home support services. Contact your local Health Authority for further information.

Website: www.health.gov.bc.ca/hcc/csil.html

Developmental Disability Mental Health Services

Provides services for people with both mental illness and mental disabilities. Services include assessment and diagnosis, psychiatric treatment, counselling, music or art therapy, therapies to deal with behavioural disorders. Serving Vancouver Coastal, Burnaby, Delta, New Westminster and Richmond.

Tel: (604) 918-7540

Home and Community Care (Ministry of Health)

In-home services include home care nursing, rehabilitation, home support, and palliative care. Community-based services include adult day programs, meal programs, assisted living, residential care services and hospice care. Individuals must be 19 years of age or older, enrolled with BC Medical Services Plan, and be unable to function independently because of chronic health-related problems.

Website: www.health.gov.bc.ca/hcc

Health Services for Community Living (HSCL)

This program provides specialized nursing and rehabilitation services for adults (age 19 or older) with developmental disabilities. In addition to nursing, occupational therapy and physiotherapy services, individuals may qualify for nutrition, dysphasia (swallowing difficulties), dental hygiene, or specialized seating and mobility services.

Tel: (604) 278-3361

Richmond Mental Health Team

Tel: (604) 675-3975

PharmaCare

PharmaCare subsidizes eligible prescription drugs and designated medical supplies and provides financial assistance to British Columbians under Fair PharmaCare and other specialty plans.

Tel: (604) 683-7151

Toll Free: 1 (800) 663-7100

Website: www.health.gov.bc.ca/pharmacare

Personal Support Information Line

The province has introduced a toll-free Personal Supports Information Line as a single access point for information about government programs providing equipment and assistive aids. British Columbians can call 1 (888) 818-1211 to be connected to an operator.

HOUSING

BC Housing

A provincial crown agency that develops, manages and administers a wide range of subsidized housing options across the province.

Tel: (604) 433-1711

Website: www.bchousing.org

Canada Mortgage and Housing Corporation

The Residential Rehabilitation Assistance Program (RRAP) for persons with disabilities offers financial assistance to homeowners and landlords to modify dwellings intended for occupancy by persons with disabilities and on a low-income.

Tel: (604) 731-5733

TTY: 1 (800) 309-3388

Website: www.cmhc-schl.gc.ca/en/index.cfm

LEGAL

Community Legal Assistance Society

Provides free legal advice and representation on issues affecting people with disabilities.

Tel: (604) 685-3425

Website: www.clasbc.net

RECREATION

Access 2 Entertainment Card

The Access 2 Entertainment TM card provides persons with a disability to receive either free admission or a significant discount for their support person at member movie theatres. Applications also available through CLBC.

Website: <http://www.access2.ca>

BC Disability Sports

Ensures the offering of multi-sport events and support for people with disabilities, in partnerships with our members, BC communities and key stakeholders.

Website: <http://www.disabilitysport.org>

BC Games Society

Works with Host Communities for the BC Summer Games, BC Winter Games. Stages the Northern BC Winter Games, the BC Seniors Games and the BC Disability Games.

Tel: (250) 387-1375

Email: info@bcgames.org

Website: www.bcgames.org

BC Mobility Opportunities Society

Provides opportunities for people with significant disabilities to participate in challenging wilderness recreation activities.

Tel: (604) 688-6464

Website: www.bcmos.org

BC Parks Disabled Access Pass

Provides persons with disabilities the opportunity to camp for free in road accessible provincial park campgrounds. Must meet specific criteria to be eligible, refer to website for details.

Website: www.britishcolumbia.com/parks/?id=607

BC Special Olympics

Provides sports training and competitive opportunities for people with a disability.

Tel: (604) 275-0078

Websites: www.specialolympics.bc.ca/ or www.sobcrichmond.org

BC Wheelchair Sports

Provides opportunities for athletes with physical disabilities.

Tel: (604) 333-3520

Toll Free: 1 (877) 737-3090

Website: www.bcwheelchairsports.com

Richmond Community Centres:

For more information: www.richmond.ca

Cambie Community Centre	Tel: (604) 233-8399
Hamilton Community Centre	Tel: (604) 718-8055
Lang Centre (City Centre)	Tel: (604) 233-8910
Sea Island Community Centre	Tel: (604) 718-8000
South Arm Community Centre	Tel: (604) 718-8060
Steveston Community Centre	Tel: (604) 238-8080
Thompson Community Centre	Tel: (604) 238-8422
West Richmond Community Centre	Tel: (604) 718-8400

Delta Community Centres:

Ladner Community Centre	Tel: (604) 946-3310
Sungod Recreation Centre, North Delta	Tel: (604) 952-3075
Winskill Aquatic and Fitness Centre	Tel: (604) 952-3005

Disabled Sailing Association of BC

Provides people with significant disabilities leisure and competitive sailing opportunities.

Tel: (604) 688-6464

Website: www.disabledsailingbc.org

Disabled Skiers Association of BC

Provides learn-to-ski programs for students of all ages with a variety of disabilities in Alpine, Nordic and Snowboarding disciplines.

Tel: (604) 333-3630

Website: www.disabledskiingbc.com

Operation Trackshoes

This is an annual sports festival for the citizens of British Columbia who have mental disabilities.

Tel: (250) 721-2233

Website: www.trackshoes.ca

SportAbility

SportAbility is committed to providing recreation and sport opportunities for athletes with disabilities.

Tel: (604) 599-5240

Website: www.sportabilitybc.ca

Theatre Terrific

Enables people with disabilities to participate in Vancouver's vibrant theatrical community, acting as a catalyst for growth and change through many productions, classes and workshops.

Tel: (604) 222-4020

Website: www.theatreterrific.ca

Therapeutic Equestrian Society

Provide therapeutic horseback riding to individuals with disabilities.

Tel: (604) 241-7837

Website: www.rtesrichmond.com

Vancouver Adapted Music Society

Facilitate the rehabilitation of people with significant disabilities through involvement in musical activities.

Tel: (604) 688-6464

Website: www.vams.org

REHABILITATION

G.F. Strong Rehabilitation Centre

G.F. Strong is British Columbia's largest rehabilitation centre and provides inpatient, outpatient, outreach and clinical support services to people in four unique programs: Acquired Brain Injury, Spinal Cord Injury, Arthritis and Neuromusculoskeletal.

Tel: (604) 734-1313

Website: <http://gfstrong.vch.ca>

The Cheshire Homes Society of British Columbia

Provides rehabilitation services and housing for people with acquired brain injuries.

Tel: (604) 540-0686

Website: www.cheshirehomes.ca

TRANSPORTATION

BC Ferries

BC Ferries Disability Status ID card ensures that a person with a disability and their required escort receive a reduced rate on the ferry.

Toll Free: 1 (888) 223-3779

Website: www.bcferrries.com/travel_planning/frequently_asked_questions.html#disabilities

HandyDART

Transportation for anyone unable to use regular public transit. A HandyCard entitles you to Concession fares on the Bus, SkyTrain, SeaBus, West Vancouver Transit and West Coast Express. An attendant who accompanies and assists a HandyCard holder is eligible to travel free.

Tel: (604) 279-7090

Website: www.translink.ca/en/Rider-Info/Accessible-Transit/HandyDART.aspx

Parking Permit Programs for People with Disabilities

SPARC BC issues and administers parking permits for people with disabilities in many municipalities across British Columbia.

Tel: (604) 718-7744

Website: www.sparc.bc.ca/parking-permit

Greyhound Bus

Works directly with customers with a disability to provide accessibility and accommodate their disabilities.

Toll Free: 1 (800) 752-4841

Website: www.greyhound.com/en/ticketsandtravel/disabledtravelers.aspx