

7.2 Transition Planning for Youth with Special Needs

Please read through all of the ages to get a good idea of the general annual framework necessary for a smooth transition.

Age 14-15 Develop a Transition Plan Inclusion Support Teacher	Age 16 Continue Transition Planning Inclusion Support Teacher
<ul style="list-style-type: none"> <input type="checkbox"/> Write IEP with a transition goal. <input type="checkbox"/> Determine with the School IST if the assessments are current (Psych. Ed. report, FBA, etc.). <input type="checkbox"/> Investigate whether additional agencies or services may be required or available for the student (FASD Keyworker, CYSN, CLBC, etc.). <input type="checkbox"/> Ensure the parent has a caseworker at Child and Youth with Special Needs. If not, they should call a CYSN Social Worker to determine if they are eligible. <input type="checkbox"/> Provide opportunities to learn employment skills and community participation skills (i.e., bus transportation, shopping). <input type="checkbox"/> Check with the parent that the student has a Social Insurance Number. If not, encourage them to obtain one in order for the student to be eligible for benefits at age 17.5. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to create IEP transition goals for the student. <input type="checkbox"/> Check in with the district to determine if assessments are still current. <input type="checkbox"/> Collaborate with relevant service providers (FASD Keyworker, CYSN, CLBC, etc.). <input type="checkbox"/> Teacher makes referral to STADD. <input type="checkbox"/> Complete relevant sections of the Transitions File. <input type="checkbox"/> Assist the youth/parents in identifying further supports and services (Transition Fair). <input type="checkbox"/> If applicable, assist the student to learn about post-secondary education, vocational skills training, and community participation skills (Selkirk, Bigby Place, etc.). <input type="checkbox"/> Provide information about the student, with Informed Consent signed from the parents/guardians, to adult service organizations (CLBC). <i>*If STADD is involved, STADD Consent covers above.</i> <input type="checkbox"/> Inform the student and parents of applicable scholarships and bursaries (Council for Exceptional Children, etc.). <input type="checkbox"/> Check with the parent that the student has a Social Insurance Number. If not, encourage them to obtain one in order for the students to be eligible for benefits at age 17.5. <input type="checkbox"/> Connect with parents to ensure funding process has begun. <input type="checkbox"/> Designated OT/PT to review current equipment with family and caregivers. Potential equipment needs for the next 3 to 5 years are discussed and a plan is developed for updating, replacement or provision.



Age 17-18 Continue Transition Planning Inclusion Support Teacher	Age 19 and beyond Continue Transition Planning Inclusion Support Teacher
<ul style="list-style-type: none"> <input type="checkbox"/> Continue to create IEP transition goals for the student. <input type="checkbox"/> Check with the School IST that the assessments needed for transitioning are complete. <input type="checkbox"/> Complete relevant sections of the Transitions File. <input type="checkbox"/> Encourage the parents/guardians and student to attend the District Transition Fair. <input type="checkbox"/> Teacher makes referral to STADD. <input type="checkbox"/> Determine the student's graduation date based on their birthday. Confirm the graduation date with the Director of Instruction - Inclusive Education. Communicate this information to the parents/guardians and student. <input type="checkbox"/> Provide information about the student, with Informed Consent signed from the parents/guardians, to adult service organizations (CLBC). <i>*If STADD is involved, STADD Consent covers above.</i> <input type="checkbox"/> Inform the student and parents of applicable scholarships and bursaries (Council for Exceptional Children, etc.). <input type="checkbox"/> Check in with the parents once the student is 17.5 to see that they have applied for the Persons with Disabilities (PWD) program through the Ministry of Social Development. <i>*For students in care, the age changes to 18.5.</i> <input type="checkbox"/> Check that a caseworker has been assigned to the student. Discuss this with their parents and refer them to their CYSN Social Worker or Intake worker at CYSN if necessary. <input type="checkbox"/> Where possible, continue to provide the student with opportunities to learn employment skills and community participation skills. <input type="checkbox"/> Check with parent regarding Technology and Services Support Program through CAYA (Communication Assistance for Youth and Adults) and SET-BC for adults. <input type="checkbox"/> At age 18 student is no longer eligible for equipment funding with "At Home Program" (if previous recipient). Equipment funding is now provided by the Ministry of Social Development. <input type="checkbox"/> In February or March of school leaving year, designated OT/PT will refer client to Home and Community Care for ongoing PT/OT services if required. Client Discharge Summary will be provided, place one copy in school file. 	<ul style="list-style-type: none"> <input type="checkbox"/> Continue to create IEP transition goals for the student. <input type="checkbox"/> Ensure that assessments are current. <input type="checkbox"/> Complete relevant sections of the Transitions File. <input type="checkbox"/> Connect students to community opportunities and adult support and services. With Informed Consent signed by the parents/guardians, provide information to adult service organizations (Community Living BC, Child and Youth with Special Needs). <i>*If STADD is involved, STADD consent covers above.</i> <input type="checkbox"/> Assist the youth/parents in identifying further supports and services. <input type="checkbox"/> Inform the student and parents of applicable scholarships and bursaries. <input type="checkbox"/> Upload required Transition documents to collaborate.