

## 7.2 Transition Planning for Youth with Disabilities and Diverse Abilities

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

Age 17-18 Continue Transition Planning Inclusion Support Teacher (IST)	Age 19 and beyond Continue Transition Planning Inclusion Support Teacher (IST)
<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to create IEP transition goals for the student.</li> <li><input type="checkbox"/> Check with the school IST that the assessments needed for transitioning are complete.</li> <li><input type="checkbox"/> Complete relevant sections of the Transitions File.</li> <li><input type="checkbox"/> Encourage the parents/guardians and student to attend the district transition fair.</li> <li><input type="checkbox"/> Teacher makes referral to STADD.</li> <li><input type="checkbox"/> Determine the student's graduation date based on their birthday. Confirm the graduation date with the Assistant Superintendent, Inclusive Education. Communicate this information to the parents/guardians and student.</li> <li><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></li> <li><input type="checkbox"/> Inform the student and parents of applicable scholarships and bursaries (Council for Exceptional Children, etc.).</li> <li><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></li> <li><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.</li> <li><input type="checkbox"/> Where possible, continue to provide the student with opportunities to learn employment skills and community participation skills.</li> <li><input type="checkbox"/> Check with parent regarding technology and services support program through Communication Assistance for Youth and Adults (CAYA) and SET-BC for adults.</li> <li><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.</li> <li><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.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Continue to create IEP transition goals for the student.</li> <li><input type="checkbox"/> Ensure that assessments are current.</li> <li><input type="checkbox"/> Complete relevant sections of the Transitions File.</li> <li><input type="checkbox"/> Connect students to community opportunities and adult resources and services. With informed consent signed by the parents/guardians, provide information to adult service organizations (Community Living BC, CYSN). <i>*If STADD is involved, STADD consent covers above.</i></li> <li><input type="checkbox"/> Assist the youth/parents in identifying further resources and services.</li> <li><input type="checkbox"/> Inform the student and parents of applicable scholarships and bursaries.</li> <li><input type="checkbox"/> Upload required Transition documents to collaborate.</li> </ul>