

District Transition Brief for Students with Significant Support Needs

School teams are confident and familiar with supporting transitions for **most** students following typical transition timelines and processes. This document is intended to provide school teams with guiding considerations regarding transition planning for the **few** students having significant support needs.

What: Transition Planning with intention and a lens of curiosity and possibility

Why: Building a comprehensive Learner Profile in the context of the next setting to support programming and planning from a strength-based perspective to maximize student success

Who: Students with complex dependent support needs across multiple domains, often identified as having Tier 3 needs (i.e. 1-2% of student population). Domains include:

Cognitive (executive function, attention, memory, etc)	Health (medical needs, physical/mental health, personal care, etc)
Communication	Auditory and/or visual
Social-emotional	Background (family history, school history)

Team Members: Student, Family, School Based Team (SBT) members representing both sending & receiving schools, and Community Team members

Transition process for students with significant support needs

Collaborative transition planning between schools, including preschool and daycare for incoming Kindergarten students, is the responsibility of the school administrators and case manager, supported by the SBT, parents/guardians, and involved community agencies; students are critical to include in this process. Planning and implementing transition activities occurs both well before and during the transition, as well as once the transition to the new environment has occurred through ongoing monitoring and support. Consider the following points when meeting as sending/receiving school teams:

- Student voice – Consider the following [document](#) & guiding questions for student perspective and input

- Technology equipment and tools (include screenshot of apps currently used by student)
- Communication needs, equipment and resources
- Transport or purchase needs re: specialized equipment or materials
- Medical health care plan(s)
- Student transportation
- Toileting and/or self-care
- Supports that allow for the student's successful participation in:
 - understanding new surroundings, routines, and schedules
 - scaffolding for academic achievement given the different expectations and demands that may come with a new school
 - encouraging and maintaining positive social relationships as students encounter new teachers, staff and peers
- Spring Up Transition Support between middle and secondary

*As needed throughout the transition process, submit any District Collaborative Support requests via the [GVSD referral app](#)

Considerations and resources to support student transitions:

Transition	Context	Considerations	Resources
Within a school	Class-to-class Grade-to-grade Semester-to-semester	<ul style="list-style-type: none"> - Review key documents as part of transition planning process, such as: <ul style="list-style-type: none"> ● IEP and/or Learner Profile ● Student Support Plan ● Medical/Health Plan (e.g. community nursing/healthcare provider) ● Worker Safety Plan - Ensure any specified equipment for the student moves with the student (e.g. iPad with AAC, mic or FM system, magnifier, etc.) - Facilitate opportunities for student and next teacher to connect to increase familiarity and consider the role the student will play 	<ul style="list-style-type: none"> ● SD61 Support for Learning - Transitions ● CAPP Site - Learner Profile ● Strength Based Student Profile - Shelley Moore ● Non-Violent Crisis Intervention (NVC) Student Support Plan
Within SD61	Kindergarten entry School-to-school	In addition to above, consider: <ul style="list-style-type: none"> - Use of District Kindergarten Transition forms and resources - Use of Student Transition form to gather student information - Sharing copies of key documentation early to support receiving school planning and programming - School visits and other transition support activities for small groups of students or individuals. Examples may include: <ul style="list-style-type: none"> ● schedule multiple personalized school visits/tour ● meet potential teachers and key personnel ● school structures ● bell schedule and locker location ● review timetable and finding classrooms ● practice bus or transportation plan ● determine student strengths/interests to surface potential authentic social opportunities or course enrolment (e.g. sports/teams, Library, club opportunities, Foods, Autoshop, Art, etc) - Spring Up: personalized supplemental transition support for students moving from grades 5 to 6 or grades 8 to 9 	<ul style="list-style-type: none"> ● Student Support Plan ● Universal & Essential Supports Checklist ● School based File Review template ● Student Planning Tool ● CLBC Self Advocate Booklet ● My Booklet BC ● Person Centred Planning ● What is PATH? ● Spring Up Framework ● Transition Activities and Resources

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		<ul style="list-style-type: none"> - Work closely with community agencies to support the student and their family as they identify their “future think” plan, e.g. PATH (~Gr 10-11) 	
Outside of SD61	School-to-school (of district or out of province)	<ul style="list-style-type: none"> - Connect with previous school contact/team to gather or share information as identified above where a student is transitioning from (or to) a school from out of district or province -Using the Referral App, submit requests for file reviews to District Psychologist or requests to designate to the ASD/PDCH Designation Review Committee 	<p>See above</p> <ul style="list-style-type: none"> • GVSD Referral App
Leaving SD61 Secondary School	Exit to post-secondary or adult living services	<ul style="list-style-type: none"> - Ensure Grade 9/10 file review by District Psychologist occurs for the purpose of CLBC funding - If the student is the student is CLBC eligible (MID/MPID, Autism or FASD), consult with school psychologist and submit appropriate documentation (age 16+) - Prioritize planning and programming specific to a Year 13 where one is planned, to ensure maximizing student development in the context of transition occurs - Collaboratively develop IEP with programming focusing on identified learning goals that reflect student voice, skill development and learning strengths. <p>Consider:</p> <ul style="list-style-type: none"> • Inviting relevant District Team members (e.g. Itinerants, Psychologist, PT, OT, and/or SLP) and Community Team members (e.g. CYSN Social Worker) into planning and collaboration • Consulting with OT to determine appropriate referrals for students/families who will benefit from extra support as they pre-transition and begin navigating their way through “the system.” • Consulting with post-secondary institution where appropriate (e.g. Centre for Accessible Learning at Camosun/UVic) 	<p>As above</p> <ul style="list-style-type: none"> • Planning for Year 13 • Community Supports for Students with Complex Needs • SD61 OT Services Information <p>CLBC:</p> <ul style="list-style-type: none"> • Preparing to Access CLBC • CLBC Planning for Schools

