J. TRANSITION PLANNING

Students experience significant transition points throughout their education. The transition process for a student with special educational needs requires careful planning to ensure that the student is supported.

Facilitating Transitions for Students with Special Needs
The school administration, in collaboration with the School Based Team (SBT), parents and relevant Student Support Services personnel are responsible to ensure that all students, including those with special needs, have planning for major transitions.

Transition team members should include:

- The case manager of student’s Individual Education Plan;
- Parents, and when appropriate, the student;
- Teachers and Educational Assistant, both current and receiving;
- Student Support Services staff both current and receiving;
- Involved agencies and/or community services personnel.
Transition from Child Development Centre (CDC) to Kindergarten

The Child Development Centre in collaboration with the Yukon Education facilitates a smooth transition for the student. The Child Development Centre transition process ensures:

- parents are well-informed about the programs and resources;
- a personal connection between parents and the school;
- information is given to the schools to understand the student's learning profile, current level of functioning in all areas, and successful strategies for the student;
- that referrals for continuing support services are made in a timely manner;
- all needed equipment and training are available to staff before the student enters school.

Transition of students with Individual Education Plans between grades within the same school

Before the new school year, the case manager will arrange a meeting between the sending teacher and the receiving teacher to discuss the student’s learning plan, programming and successful strategies. Any additional equipment and any necessary training for the teacher and/or the Educational Assistant will be arranged before the beginning of the school year. The case manager will ensure that the receiving teacher is aware of the contents of the student’s confidential file and the
Individual Education Plan. An Individual Education Plan planning meeting should be scheduled following this initial review.

**Transition of students with Individual Education Plans between schools within Yukon Territory**

**During the school year**

The administrator of the sending school will notify the administrator of the receiving school and the Director of Student Support Services as soon as the parent’s intent to relocate within Yukon is known.

The receiving administrator arranges a transition meeting between the personnel from the sending and receiving schools, parent(s) and Student Support Services staff to assist in the transition. Student information files are exchanged as expeditiously as possible. Any allocation of Educational Assistant support at the sending school must be reviewed by the administrators and Director of Student Support Services.

**A New School Year**

By October 31st of each school year, school-based teams will identify students with Individual Education Plans who will be transitioning from one school to another. The sending school will notify the receiving school of incoming students with Individual Education Plans and will provide information needed to maintain continuity of programming. Each receiving school will identify a case manager to facilitate the transition of information and
arrange an Individual Education Plan meeting. Student Support Services staff will be invited as required. The transition plan should include orientation planning for the student (and parents when applicable) and possibly a visit to the new placement to introduce new support staff.

Transition of Students on Individual Education Plans from Elementary to Secondary School

By November 1st, the elementary school administrator and/or Learning Assistance Teacher contact the secondary school regarding students with Individual Education Plans. A transition plan for entry to secondary school involves the student, parents, administrators, sending Learning Assistance Teachers and receiving Learning Assistance Teachers, teachers, and case manager. The teachers and Learning Assistance Teachers or case managers exchange and discuss:

- an up-to-date student record;
- information about resources;
- strategies for teaching and/or behaviour management;
- adaptations and supports needed for student success.

Ideally, there should be one or more scheduled visits to the new school with introductions to school staff and an opportunity to spend some time in a classroom. It is recommended that support staff and/or parents from the elementary school accompany the student. Students may take a variety of work samples or a portfolio with them as a personal introduction of themselves to staff and students in the new setting.
As part of planning for transition, students should be encouraged to articulate their personal goals for post-secondary life. This information forms part of the Student Learning Plan and Individual Education Plan process of planning for transition.

Students and parents will be informed about:

- course options, course requirements, the course credit system and the career and program plan process;
- new and different routines;
- the number of different classrooms and teachers;
- student use of lockers, lunchroom, student clubs and noon hour and after school activities;
- opportunities to visit the new school;
- Educational Assistant assignment and role of Educational Assistant.

**Transition of Students from Secondary School to Adulthood**

The Individual Education Plan team helps facilitate the transition of students on Individual Education Plans in secondary school to further training, work and life in the community. A transition plan should be developed collaboratively with the student, family, and any services and agencies involved. Such decisions may include post-secondary education, employment, finances, future living arrangements and community and social involvement. The plan
should address any concerns the student or parents may have about the move to a new setting.

Transition planning for students leaving school must start early enough to ensure that the student has the supports and services in place for the next stage. For some students, this will require the involvement of other government departments such as Adult Services or community-based services such as Yukon College Learning Assistance Centre, Teegatha’ Oh Zzeh and Challenge Community Vocational Alternatives, or others. Individuals from non-governmental organizations (NGOs) may be invited to become members of the Individual Education Plan team for the purpose of transition. This assists the student in becoming familiar with the programs as well as sharing information with the program’s staff.