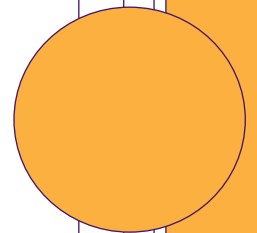


# Transitions to Adulthood: Transition Planning For Students with Developmental Disabilities



*A Guidebook for  
Transition Planning Teams*





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## INTRODUCTION

This document outlines a framework for supporting young people with learning and thinking differences, as they transition from high school to adult life. The planning tools (e.g., [Transitions to Adulthood Planning Checklist](#) and the related resources) are geared towards planning for students who will be eligible for adult support services through [Community Living BC](#) (CLBC) support and funding, although may be helpful for a broader range of individuals.

The [Centre for Child Development \(CCD\)](#) defines Developmental Disabilities as, “a group of conditions due to an impairment in physical, learning, language, or behavior areas. These conditions begin during the developmental period, may impact day-to-day functioning, and usually last throughout a person’s lifetime.”

For CLBC purposes, people who qualify for supports under their “Developmental Disabilities” stream must have a diagnosed intellectual disability.

This document has two main purposes:

1. To provide general information for teachers, school-based case managers, principals/vice principals, students, parents, and community partners; and
2. To provide a consistent format and resources for individual transition planning for case managers.

**Hyperlinks are embedded  
throughout this guide, and so it is best viewed  
on-line.**

## MINISTRY OF EDUCATION INFORMATION

Students experience significant transition points throughout their education, from home or day-care to kindergarten, from class-to-class, school-to-school, from school district-to-school district, and from school-to-post-secondary or work situations. These transitions almost always involve changes in:

- locations, expectations, rules, services; and
- peer groups, staff; jurisdiction; and/or life-style.

The transition process for a student with special educational needs requires especially careful planning to ensure that the elements of the Individual Education Plan and the support services required to carry it out are not disrupted or lost in the process.

In establishing procedures for transition points, school district personnel should keep in mind that transition goals:

- are continuous;
- occur as part of a planned education program;
- involve preparation, implementation and evaluation;
- should be articulated in the Individual Education Plan; and that school teams should be aware of and use the services available for the transition process.

Transition planning involves individual transition goal development, student follow-up studies, and long-range planning. It is essential that school district and individual schools establish procedures to support collaborative consultation in the transition into and from the school system. Students with special needs are at risk of being uninvolved in decision making, uninvolved in their community life, under-employed and unemployed, unable to access further education or training, and generally unable to lead fulfilling lives. Collaboration in transition planning should involve school personnel, district staff, and representatives from community services such as pre-schools and post-secondary institutions, professionals from other ministries, parents and the students themselves.

For most transitions, the roles and responsibilities will need to be formalized. A carefully developed and co-ordinated transition plan will specify the supports and services necessary to enable the student to be successful at school and in the community. IEP transition planning should begin at least one year before school entry, one year before the transition to another school, and two to three years before school leaving. Planning should be specific to individual student needs and should address the specifics in meeting those needs. Plans should include the actions needed, the initiator for each action, and approximate date for the action and completion or follow-up dates.

Source: [\*Special Education Services | A Manual of Policies, Procedures, and Guidelines\*](#)

## TRANSITION PLANNING OVERVIEW

### IT IS NEVER TOO EARLY TO START

It is critical that the transition planning process begins as early as possible – often when the youth is as young as 13 or 14 years of age. Starting early allows time to adequately create and implement a transition plan that will prepare students for adulthood, and allow students and their legal caregiver(s) the time required to fully explore all options.

### ROLE OF THE SCHOOL-BASED CASE MANAGER

School-based case managers take an active role in coordinating transition planning as part of the Individual Education Plan (IEP) process. Long-range transition planning should be integrated into the IEP process, beginning in grade 8 or 9. As the student nears the age of 16, the school-based case manager will work most closely with the student, their legal caregiver(s) and appropriate government and community agencies to support planning for adulthood.

### PARTNERSHIPS

Effective transition planning involves the creation of a collaborative partnership between the individual with diverse needs, their family, local service providers, school personnel and government staff. Transition planning is an interactive, dynamic process that requires a number of meetings to prepare, plan, implement, and evaluate.

### WHO AND HOW MANY PEOPLE MAY BE INVOLVED?

In addition to the youth and their legal caregiver(s), the planning team should consist of at least two members and as many as eight. Too large of a group may be overwhelming for some youth and their parents, and may be less effective than a smaller group consisting of key individuals.

The core members of the transition planning team typically include:

- School-based Case Manager
- Teacher and/or Education Assistant
- Current service providers (as applicable)

The core members of the transition planning team may also include:

- Other school-based staff including the principal or vice principal
- [School Indigenous Graduation Advocates](#)
- Current service providers (as applicable)
  - Behaviour Consultants
  - Counsellors or therapists
  - Outreach Workers
  - Nurses or doctors
  - Ministry of Children and Family Development (MCFD) Children and Youth with Special Needs (CYSN) Social Workers (SWs)
- Adult Service Providers

## ADULT SERVICE PROVIDERS

### ➤ [Community Living BC \(CLBC\)](#)

CLBC is a government agency that provides funding to service providers that support adults with developmental disabilities with daily living and community inclusion. These supports include the following.

- ❖ [Community Inclusion Support](#). Individuals feel more included in their communities, and have a better quality of life, when they are connected and can contribute to their community. CLBC facilitators can help you explore ways to get involved in your community. Sometimes the only relationships people have are with staff who are paid to be in their lives. While the support provided by paid staff is important and often necessary, it is not a substitute for friendships and being a contributing member of community. There are four types of community inclusion support:
  - Employment
  - Skill Development
  - Community-based
  - Home-based
- ❖ [Employment Support](#). Employment is an important part of creating lives filled with possibility in welcoming communities. When people request CLBC supports, or change existing supports, a CLBC facilitator will talk about options to help find employment. This could include services through [WorkBC](#).
- ❖ [Residential Supports](#). CLBC funds different types of residential support called supported living, shared living and staffed residential that provide support where people live.
- ❖ [Behavioural Support](#). Behaviour support addresses behaviours by working with a person and those around them to replace the behaviour with positive social or communication skills.
- ❖ [Respite for Families](#). Respite support provides time when family member's needs will be met, by allowing family members to use that time for themselves as they choose.
- ❖ [Provincial Assessment Centre](#). The Provincial Assessment Centre is a part of Community Living British Columbia (CLBC) and is designated as a tertiary care mental health service under the Mental Health Act. PAC is mandated to provide multi-disciplinary mental health services for referred individuals ages 14 and up with a developmental disability and a concurrent mental illness, or behaviour issue.

Phone: 604-660-0228  
Email: [CLBCPACAdmin@gov.bc.ca](mailto:CLBCPACAdmin@gov.bc.ca).
- ❖ [CLBC Facilitators](#). CLBC Facilitators connect with individuals and their families to determine and request the support services required.
- ❖ [CLBC Personalized Supports Initiative \(PSI\)](#). The CLBC PSI is separate from services for adults with developmental disabilities and provides services to adults who have both significant limitations in adaptive functioning and either a diagnosis of Fetal Alcohol Spectrum Disorder (FASD) or Autism Spectrum Disorder (ASD). ASD is also known as Pervasive Developmental Disorder (PDD). The PSI provides an individualized and personalized approach to meeting the needs of eligible adults by coordinating existing community supports to help people to maintain or increase their independence. PSI augments, rather than replaces, existing support. Where necessary, PSI will provide funding for supports such as supported living, respite, employment support, skill development, homemaker support, and development of support networks. Youth

may apply when they are over the age of 16 to receive supports when they become 19 years of age. When individuals apply, CLBC will need to confirm they are not eligible for CLBC's developmental disability services.

For a copy of the CLBC PSI brochure, see [HERE](#).

### ➤ [Services to Adults with Developmental Disabilities \(STADD\)](#)

STADD encourages, supports, and coordinates information-sharing between government and community resources. STADD is a partnership among:

- ❖ Ministry of Children and Family Development (MCFD)
- ❖ Ministry of Social Development and Poverty Reduction (SDPR)
- ❖ Schools and school district
- ❖ Delegated Aboriginal Agencies (DAAs)
- ❖ Community Living BC (CLBC)
- ❖ WorkBC Employment Service Centres
- ❖ Ministry of Advanced Education, Skills and Training (AEST)
- ❖ Health Authorities
- ❖ Public Guardian and Trustee
- ❖ Other community organizations

STADD offers [Navigator services and supports](#) for transitioning youth and their families. Navigators help organize a youth's transition planning team and develops a person-centred transition plan. Navigators function as the primary point of contact for individuals in coordinating transition planning and access to supports and services through the transition period of 16-24 years old and are a single point of contact for the individual and their families in finding supports and accessing supports.

Youth that are deemed eligible for CLBC services in adulthood may apply to have a STADD Navigator. They may request the services of a STADD Navigator through CLBC or contact 1-855-356-5609 to self-refer.

*Community Living BC (CLBC) Facilitators and Services to Adults with Developmental Disabilities (STADD) Navigators work closely with Children and Youth with Special Needs (CYSN) Social Workers to become integral members of the support team.*

For additional information regarding STADD Navigators, see [HERE](#).

### ➤ **OTHER AGENCIES / PERSONNEL**

There are a number of other personnel that may be involved including:

- **Aboriginal Education Support Workers and Aboriginal Social Workers.** *Students of aboriginal decent may have Aboriginal Education Support Workers and Aboriginal Social Workers providing support.*
- **Board Certified Behaviour Consultants (BCBAs) and Behaviour Interventionists.** *Students on the Autism Spectrum often have Board Certified Behaviour Consultants (BCBAs) or Behaviour Interventionists providing support.*
- **Guardianship Social Worker.** *Guardianship Social Workers will be involved when the youth is in MCFD care.*



- [Health Services for Community Living \(HSCL\)](#). HSCL supports medical needs of individuals in adulthood and is connected to the individual and their families through CLBC. Other health benefits also come from Persons with Disabilities Benefits (PWD).
- [THE AT-HOME PROGRAM \(AHP\)](#). The AHP is designed to support children and teens with a severe disability or complex health care needs.
  - [AHP Medical Benefits](#). AHP Medical Benefits program provides a range of basic, medically necessary items and services; however, *all AHP Medical Benefits come to an end on the last day of the month of a youth's 18th birthday*. PharmaCare benefits provided through AHP Medical Benefits also end on the last day of the month of the youth's 18th birthday.
- **TRANSITION TO ADULT DISABILITY ASSISTANCE**. Young people with disabilities who are 18 years of age or older may qualify for adult disability assistance, including financial and supplementary health assistance, through the [Ministry of Social Development and Poverty Reduction \(SDPR\)](#). The application process for these services should begin **six months before their 18th birthday**.

Young people enrolled in AHP Medical Benefits have access to a streamlined application process for disability assistance made available through SDPR. For more information on the application process, please visit the [SDPR website: 17 Year Old Disability Assistance Applicants](#).

To view the At-Home Info Sheet, see [HERE](#).

To view the At-Home Program website, [see HERE](#).

- [NURSING SUPPORT SERVICES](#). Nursing Support Services (NSS) assists parents and caregivers of children and youth (0-19) with medical complexities to lead active, healthy lives in their communities.

***NSS provides in-home respite care for children who may:***

- |   |  |
|---|--|
| • have a tracheostomy                                     | • require peritoneal dialysis  |
| • require supported ventilation (ventilator, BiPAP, CPAP) | • have other conditions that require the support of a registered nurse |
| • have a life-limiting/palliative diagnosis               |  |

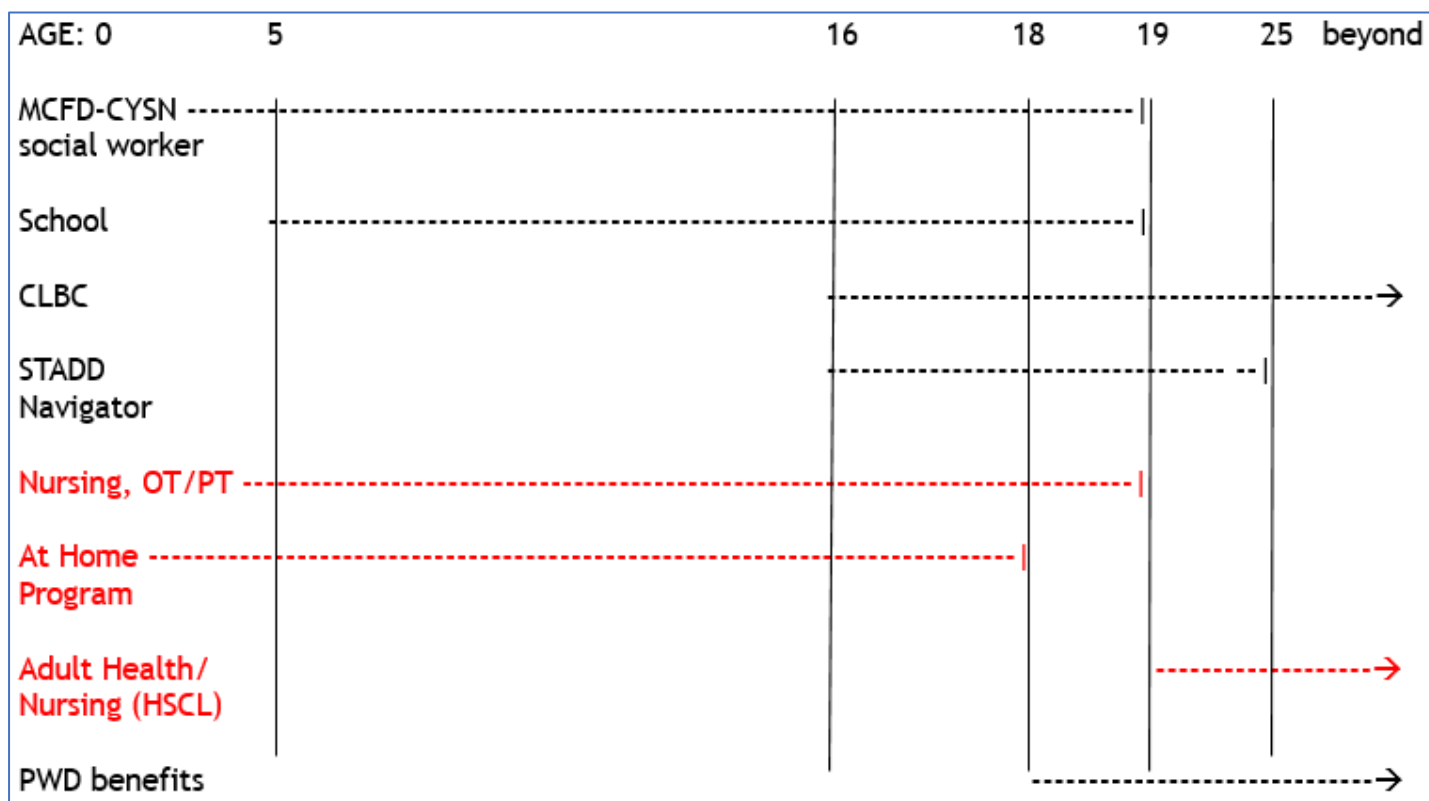
***Other potential team members:***

- |  |  |
|--|--|
| • Members of service agencies for adults       | • Community members (e.g., youth group leader)           |
| • Counsellors                                  | • Cultural or Spiritual leader/mentor                    |
| • Occupational Therapists and Physiotherapists | • Members of the youth's informal network (e.g., friend) |
| • Speech-Language Pathologists                 |  |
| • Doctors                                      |  |

***Additional team members and their respective roles are decided based on:***

- Who knows the youth the best?
- Who does the youth trust and feel comfortable around?
- Who does the youth look to for advice and support?
- Who would the youth like to help them with their transition from school to adulthood?
- What knowledge, connections and access to supports can the supporting member provide?
- What roles will these people play?

**TIMELINE ILLUSTRATING WHEN DIFFERENT AGENCIES PROVIDE SUPPORT**



Connections to the various support agencies are voluntary and accessed only by request and so it is important to inform families of the potential benefits of connecting with these agencies.

## PERSON-CENTRED TRANSITION PLANNING

Person-centred planning is an ongoing process for selecting and organizing the services and supports that a person with a disability may need to live in the community. Most important, it is a process that is directed by the person who receives the support.

Core values of a person-centred approach include individuality, rights, privacy, choice, independence, dignity, respect and partnership.

Effective person-centred planning incorporates:

- Family Involvement
- Identification and Use of a Transition Coordinator
- Inter-Agency Collaboration
- Community Involvement

## CAPITALIZING ON STUDENT STRENGTHS

The act of transitioning involves the identification of personal accomplishments and school-based opportunities and experiences that the student enjoys and does well with. Strength based transition planning can assist the youth in securing employment, pursuing post-secondary education, and experiencing a meaningful community life.

## EXPLORING OPTIONS AND DECISION-MAKING

Making important decisions about the future, while transitioning to adulthood is both exciting and challenging for young people and their families. This is especially true for youth with exceptional needs. Being informed about options, potential pathways in life and the various supports available, are central to this decision-making process. Decisions include making choices regarding future living arrangements and financial matters, further learning/education, employment, community leisure, and social connections.

## FUTURE THINKING

Transition planning provides an opportunity to create an individualized vision for the future. This in turn prepares the youth for new and exciting challenges and opportunities.

Utilize the [\*Transitions to Adulthood Planning Checklist\*](#) to support and document the planning process starting as early as when youth are 13-14 years of age. Attach the checklist to the IEP as a reference for those involved with the transition planning.

## DEVELOPING A SUCCESSFUL TRANSITION PLAN

- Step 1:**
- Build a Planning Team.
  - Choose people who know you best and can assist you with identifying your goals, needs and future services. Consider your parents, teacher, social worker, current service providers, service agencies for adults, and people from your personal support network such as peers, friends, classmates and extended family members.

- Step 2:**
- Information Sharing.
  - Inform your team members about your goals, strengths and needs to ensure the transition plan is centered on you.
- Step 3:**
- Transition Planning.
  - List the tasks that must be completed to reach your goals as well as the services, supports you use now, and those you will need as an adult.
- Step 4:**
- Put Your Transition Plan into Action.
  - Each team member will work on their assigned tasks.
- Step 5:**
- Update Your Transition Plan.
  - Monitor how everyone is doing with his or her tasks and adjust the plan if needed.
- Step 6:**
- Hold an Exit Meeting.
  - Arrange a final planning session before you leave high school to finalize your plan and to check to see what tasks are left to complete.

## THE ROLE OF THE SCHOOL-BASED CASE MANAGER

The principal of the school is responsible for ensuring that students with identified needs are assigned a school-based case manager. A school-based case manager is the person assigned to coordinate the collaborative process involved in developing, writing, introducing and evaluating an Individual Education Plan (IEP). School-based case managers coordinate services and liaise with other staff members who work with a particular student, as well as members of involved agencies and ministries. A school-based case manager promotes quality and effective interventions and outcomes. Where possible, students should have the same school-based case manager over extended periods (e.g., K through Grade 7, or Grade 8 through 12) in order to support relationship building and a coherent education plan. <sup>i</sup>

Long-range transition planning should be integrated into the IEP process, beginning in grade 8 or 9. As the student nears the age of 16, the school-based case manager will work most closely with the student, their legal caregiver(s) and appropriate government and community agencies to support planning for adulthood.

In addition to planning and supporting school programming (courses, IEP, Graduation pathway), school-based case managers have several important tasks in helping students/families prepare for the transition to adulthood.

- 1) PSYCHO-EDUCATIONAL ASSESSMENT.** Ensure a psycho-educational assessment has been conducted, is current, and includes the documentation required to determine CLBC eligibility. The psycho-educational assessment report must indicate a diagnosis of mild to moderate/severe intellectual disability.

*If a diagnosis of mild to moderate/severe intellectual disability is not stated in a psycho-educational assessment report or no psycho-educational assessment report exists, the student has not yet been determined to be eligible for Community Living BC (CLBC) services, and depending upon their age, should be considered a priority for school-based assessment and the following steps should be taken.*

- a) Refer to School-Based Team (SBT).** The school-based case manager must forward the student's name to the SBT who will consider the need for a psycho-educational assessment. If the SBT determines that a psycho-educational assessment should be conducted, the school-based case manager will complete and submit the appropriate referral forms, citing the need to determine CLBC eligibility.
- b) Timing.** It is most effective practice to have a psycho-educational assessment completed before the student is 16 years of age, in order to prevent a delay in accessing and transitioning to adult services. In some instances, parents may consider a private assessment.

The psycho-educational assessment must be accompanied by a [CLBC-Eligibility Review Form](#) which has been completed by a registered psychologist. For additional CLBC eligibility information, see [HERE](#).

- 2) **CONFIRMING CLBC ELIGIBILITY.** To be eligible for CLBC services, a current psycho-educational assessment must clearly indicate that a student meets the Diagnostic Statistical Manual of Mental Disorders 5 ([DSM-5; American Psychiatric Association](#)) Criteria for Intellectual Disability (Intellectual Developmental Disorder). The DSM-5 is accepted internationally as a primary clinical reference enabling psychologists, psychiatrists and other professionals to identify and describe a range of intellectual, psychological, psychiatric and related conditions using commonly understood and validated terminology.
- 3) **CONNECTING WITH CLBC.** Once the student turns 16 years of age and a psycho-educational assessment with completed CLBC eligibility form has been obtained, the school-based case manager and transition team may now support the student and family in their application to CLBC.

The connection with CLBC and the subsequent application process will depend on the parents' comfort level and needs. Parents may wish to:

- a) take the assessment documents to CLBC and apply on their own;
- b) have their CYSN social worker support them with the application process; or
- c) have the school-based case manager support them with the application process. Where the case manager is supporting the family, they must ensure that the parents have provided informed consent to release information (forms signed). Alternatively, the school-based case manager may decide to invite the parents/guardians to the school and to make the phone call to CLBC together.

Once deemed eligible (ideally, between 17 and 18 year of age), CLBC hosts a [Welcome Workshop](#) for parents/guardians and youth. At the [Welcome Workshop](#) CLBC assigns a [Facilitator](#). This facilitator becomes a key member of the transition team, spending time getting to know the individual and their family, and gathering information regarding the type of CLBC support they will want to access when they become 19 years of age.

- ❖ To access the Welcome Brochure, go [HERE](#).
- ❖ To access the Welcome Brochure in a language other than English, go [HERE](#).
- ❖ Planning Information for Families [HERE](#).

#### **Surrey CLBC office**

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Email - General Enquiries: [clbcsurreydelta@gov.bc.ca](mailto:clbcsurreydelta@gov.bc.ca)

- 4) [\*\*SERVICES TO ADULTS WITH DEVELOPMENTAL DISABILITIES \(STADD\)\*\*](#) is a partnership among:

- [Ministry of Children and Family Development \(MCFD\)](#)
- [Ministry of Social Development and Poverty Reduction \(SDPR\)](#)
- [Schools and school districts](#)
- [Delegated Aboriginal Agencies \(DAAs\)](#)
- [Community Living BC \(CLBC\)](#)
- [WorkBC Employment Service Centres](#)
- [Ministry of Advanced Education, Skills and Training \(AEST\)](#)
- [Health Authorities](#)
- [Public Guardian and Trustee](#)
- Various other community organizations

**STADD NAVIGATORS**. When a youth is deemed eligible for CLBC services, they are also eligible to apply for STADD Navigator support. School-based case managers should ensure students are connected with STADD Navigators, who will become an integral part of your student's transition planning team and a main point of contact for the families, which means that the role of school-based case manager may be more focused on establishing student-centred transition goals.

Parents/Guardians may initiate the referral process by making a phone call to STADD. School-based case managers may also refer the student (with signed consent to release information) for Navigator services through the [STADD Collaborate platform](#). The [STADD Collaborate platform](#):

- is a web-based information sharing tool that the members of the team use to share ideas, the student's goals and the steps they want to take;
- allows the STADD Navigator to coordinate transition planning between the various stakeholders; and
- is used only to share important assessment results and anything else that might help with your plans.

School-based case managers are encouraged to join the [Collaborate platform](#) to share transition related information with the team. Only the student and their team will be able to see what has been shared. To log into the [Collaborate platform](#), you will require a Basic BceID - a [BceID](#) account provides secure access to online government services, including STADD. To register for a Basic BceID, see [HERE](#).

#### **STADD** ([STADD Website](#))

Phone: 604-785-1190 (Surrey)

Toll-Free: 1-855-363-5609 (province wide)

- 5) **PERSONS WITH DISABILITIES (PWD) BENEFITS**. All individuals that are eligible for CLBC are eligible to receive [Person with Disabilities \(PWD\) benefits](#) from the BC government. PWD benefits provide individuals with a monthly income assistance, as well as support for transportation/bus pass and medical benefits. For most individuals, PWD can begin when they turn 18 years of age. The Disability Assistance criteria and application process are described on the government website [HERE](#)

Assistance Hotline: [1-866-866-0800](#)

#### **a) STUDENT WITH MEDICAL NEEDS ON THE [AT-HOME PROGRAM](#) AND PWD BENEFITS**

Student on the [At-Home Program](#) must have their PWD benefits in place when they turn 18, as the medical benefits portion of PWD take over the funding for these services. Failure to ensure applications for PWD are completed in a timely fashion could result in significant delays in receiving medical supplies when the individual turns 18.

Most often these individuals have social workers that are aware of this and support the family to ensure PWD is applied for in a timely manner. However, it is important for school-based case managers to check with families to ensure this timeline is followed.

#### **b) YOUTH IN MINISTRY OF CHILD AND DEVELOPMENT CARE**

PWD for youth-in-care begins at age 19 when the Ministry of Child and Development is no longer a guardian.

## TRANSITION PLANNING TOOLS AND RESOURCES

### TRANSITIONS TO ADULTHOOD PLANNING CHECKLIST

School-based case managers utilizing the [\*Transitions to Adulthood Planning Checklist\*](#) as a component of the IEP process, must ensure that teams are considering the elements of transition planning beginning at the age of 13. This checklist may be attached to a hard copy of the student IEP, then placed in the students permanent file and can be uploaded to the Collaborate platform when a STADD Navigator becomes involved. This checklist helps the team delegate roles and responsibilities, and helps to ensure that actions are completed in a timely manner.

### SELF-DETERMINATION AND GOAL PLANNING

The resources below may be accessed to support the student in determining their own path, in recognizing their own strengths and stretches, and to develop a plan to build the skills and independence required to achieve their post-secondary school plan. Supporting this planning as part of an IEP class/block and/or inclusively in career education classes will assist in establishing and maintaining a youth-focused process. The goals that are born out of this planning process should be included in the student's IEP. Transition goals should relate to much more than visiting and learning about potential post-secondary programs or adult-supports, they should assist the student in building the skills required for independence and success in relation to their personal visions for their adulthood.

Many self-determination resources are available, and most high schools have curricular documents that support transitions. Coordinating with your Career Education Department can be a valuable and rich way to support inclusive planning.

### MYBOOKLET BC

[MyBooklet BC](#) is a FREE online tool that families and people with disabilities can use to create a beautiful and personalized information booklet for a loved one or for themselves. Created by the [Family Support Institute](#), MyBooklet BC helps to ensure that you have all of the information in one location, and so you can convey who your child is on a personal level (i.e., not just the medical and diagnostic facts) and do not have to repeat your “story” to doctors, teachers, therapists, friends and family.

### SELF ADVOCATE WORKBOOK—MY PLAN

This plain language workbook is for adults with developmental disabilities, who want to take charge of their plan.

### ADDITIONAL RESOURCES

- [CBI-Consultants](#)
- [James Stanfield Company Resources](#)
- [Self-determination lessons](#)
- [Transition Curriculum Bundle](#)



## PATHWAYS TO GRADUATION AND POTENTIAL ADDITIONAL SCHOOL YEARS

Students with intellectual disabilities have 3 possible paths to graduation.

- 1) [BC Certificate of Graduation or Dogwood Program](#). The B.C. Certificate of Graduation or "Dogwood Diploma" is awarded to students who successfully complete the provincial graduation requirements.
- 2) [BC Adult Dogwood Program](#). BC Adult Dogwood Learners who are 18 years of age or older can combine credits earned at both secondary and post-secondary schools towards a B.C. Adult Graduation Diploma (Adult Dogwood). Adult learners may also pursue a regular B.C. Dogwood Diploma.
- 3) [School Completion Certificate Program \(Evergreen\)](#). School Completion Certificate Program (Evergreen) for students with intellectual disabilities working on IEP driven programming ([modified programs](#)).

See the [Guide to Inclusive Education for Surrey Schools: Embracing Diversity, Equity and Inclusion](#) in general and the [School Completion Certification \(Evergreen\) Handbook](#) in particular for additional information regarding graduation pathways. Further information may also be found on the Ministry of Education website, in the [BC Graduation Program Policy Guide](#).

Some students with intellectual disabilities will be capable of achieving a Dogwood Diploma or Adult Dogwood Diploma, and others will follow an Evergreen Leaving Certificate path. The members of the student's educational team (including the parents and student) will make program decisions regarding graduation path at the **end of Grade 9**. Decisions regarding graduation programs should not be made prior to grade 10.

### ADULT NON-GRADUATED STUDENTS

The majority of students graduate with their peers at the end of their Grade 12 year. However, in some circumstances, it may be appropriate for a student to continue working toward graduation or toward completion of an Evergreen program. Funding for adult non-graduated students with special needs are eligible for special education funding if they have special needs as per:

**Level 1** - Designation categories A and B

**Level 2** - Designation categories C through G

**Level 3** - Designation category H

See [Form 1701](#) (K-12 Form Instructions) for category details. To be eligible, adult non-graduate students with special needs must be working towards goals set out in their Individual Education Plan (IEP) and:

- have been reported on the Form 1701 in the prior school year (i.e. they are continuing their K-12 education program uninterrupted from when they were still school age); and
- be continuing their program at the same school (i.e. they are continuing their K-12 education program uninterrupted at the same school leading towards a B.C. Certificate of Graduation, the B.C. Adult Graduation Diploma or the School Completion Certificate Program from when they were still school age).

The educational team (including the parent, and student as appropriate) will determine the student's graduation path in accordance with the student's best interests, within the context of transition planning (i.e., in consideration of the student's profile, needs, and aspirations).

For additional information, see Ministry of Education information [HERE](#).



# APPENDICES

*Please click on the appendix you would like access to:*

- [Appendix A:](#) *Transitions to Adulthood Planning Checklist*
- [Appendix B:](#) *Cross Ministry Planning Protocol Tasks and Roles*
- [Appendix C:](#) *What You Need to Know About Me When Working with Me to Develop My Transition Plan*
- [Appendix D:](#) *Summary: Things I can do Independently or with Minimal Assistance*
- [Appendix E:](#) *My Transition Plan*
- [Appendix F:](#) *My Personal Transition Goals*
- [Appendix G:](#) *Adult Services for People with Developmental Disabilities - Parent/Guardian/Caregiver Information Package*
  - *Children and Youth with Special Needs (CYSN) - Social Worker*
  - *Community Living BC (CLBC) Facilitator*
  - *Services to Adults with Developmental Disabilities (STADD) – Navigators*
  - *CLBC Funded Supports*
  - *Secondary Programs for People with Disabilities*
  - *Additional Resources*