Cape Breton Victoria Regional School Board
Guidelines

Transitioning

Opening Statement

In accordance with Nova Scotia’s Department of Education policies and guidelines the Cape Breton Victoria Regional School Board promotes diverse learners. Each school’s program planning team will be responsible for providing appropriate transitioning supports to students with identified needs as outlined in the Special Education Policy (2008) and Transition Planning for Students with Special Needs: The Early Years Through Adult Life (2005).

Purpose

To ensure that successful transition support is provided for students with identified needs at the school level.

Guidelines

1. Transition planning is part of the individual planning process for each student with special needs (Policy 2.7, Special Education Policy).
2. Transition implies passage from one stage to another. While this applies at all stages from pre-school age to grade twelve, special emphasis should be placed on particular phases of this process; for example, the transitions from home to school entry, from elementary to junior high, junior high to high school, and high school to community.
3. School to community transition is the crossover from youth to adulthood and carries with it expectations of independent living, employment, and recreational pursuits.
4. Transition planning must take into consideration all major aspects of each student’s life experiences.
5. Transition planning is an integral part of the ongoing programming planning team process throughout the school years.
6. The process of school to community transition is an integral part of the individualized program planning process.
7. School-to-community transition planning should begin when a student enters junior high school.
8. School to community transition planning should address any area necessary for students to participate successfully in education, employment, housing, friendships, recreation, medical services, transportation, community activities, financial management, etc.
9. Transition planning is a collaborative process that is most often initiated by the school program planning teams. This process should involve the parents and anyone working with that student who is able to contribute to the transition planning.

10. If schools require additional support with transitioning, the school’s program planning team must complete a Student Services referral form and send to the Coordinator of Student Services for approval. With the approval from the Coordinator of Student Services, a member or members of the Student Services lead team will help to support the school program planning teams with this process.

11. The school program planning teams, with support from the parents/guardians, are responsible for creating and implementing the transition plan.

**Cross Reference**

- Education Act (1995)
- Special Education Policy (2008)
- Supporting Student Success: Assistive Technology (2006)
- Teacher Assistant Guidelines (2009)
- Gifted Education and Talent Development (2010)
- Guidelines for Use of Physical Restraint (2011)
- Speech Language Pathology Guidelines (2010)
- Handbook For the Transportation of Students with Special Needs (1999)
- Life Skills: Supporting Student Success (2009)
- Guidelines for use of Physical Restraint (2011)
- Guidelines for Supporting Students with Type One Diabetes (and Other Diabetes Requiring Insulin in Schools) 2010

**Forms**

Until TIENET implementation (2012) all necessary forms and resources for Student Services supports are located at [www.cbv.ns.ca/studentservices/](http://www.cbv.ns.ca/studentservices/)

Transition for Students Entering School
Transition Template