

Individual Education Plans (IEP)

Purpose of the Standard

To inform the Ministry and the public about the ways in which the Board is complying with Ministry requirements for implementing IEP

An IEP form (OCDSB 375) is a written plan of action and a working document prepared for a student who requires modification/accommodation of the regular school program, according to *Regulation 181/98*.

The IEP will:

- be developed for each student who is identified as exceptional through the IPRC process
- may be developed for any student who is receiving special education programs and services but who may not have been formally identified as exceptional
- be developed within 30 school days of the student's first day in the program
- be developed, implemented, and monitored in a collaborative manner with parent(s)/guardian(s), student, the school team, teachers, and Learning Support Services personnel
- outline expectations, strategies, and resources to facilitate learning based on the individual student's needs, strengths, interests, and history
- include a transition plan for: all students who have an IEP as per Policy/Program Memorandum 156, students 14 years of age or older as per Regulation 181/98; and students with Autism (i.e. autism, Asperger's, PDD:NOS) as per Policy and Memorandum 140
- be reviewed and/or revised once each reporting period

Ongoing communication with parent(s)/guardian(s), regarding their child, may occur during in-school and/or multi-disciplinary meetings, regular report card interviews, and as needs arise. Ongoing communication and parental involvement are key components of student's success.

Transition plans are included in the IEP and are developed to assist students in making successful transitions (e.g. from class to class, from high school to post-secondary activities, etc.) by outlining goals, actions required to meet those goals, identifying individuals responsible for the actions, and specifying timelines to guide the plan. Note: If a student with autism does not have an IEP a transition plan must still be developed for that individual.

Transition Plans will:

- be developed within 30 days of the student's placement in a special education program and a copy shared with the parent/guardian of the student and/or the student if he/she is age 16 or older
- be developed, implemented, and monitored in a collaborative manner with parent(s)/guardian(s), the student, the school team, teachers, and Learning Support



Services personnel. Other individuals may be involved on the transition planning team such as: educational assistants, central staff (e.g. learning support consultant, itinerant educational assistant, itinerant teacher, speech-language pathologist, psychologist / psychological associate), occupational therapists, physiotherapists, staff from post-secondary institutions, staff from community agencies, future employers of the student, etc.

- be reviewed and/or revised at least once each reporting period to identify tasks completed to date and to include new ones that are individualized and appropriate for each student

Looking Forward:

In response to the Ministry's *Individual Education Plan (IEP) Provincial Trends Report 2012: Student Achievement and Narrowing Gaps*, the Board will:

- provide ongoing training to classroom teachers to ensure that IEP standards are met and to develop consistency in system-wide understanding of the process
- focus on the development of specific performance expectations and linking assessment data to students' areas of strength and areas of need
- support the efforts of classroom teachers and all Special Education Teachers in continuing to work together to develop accurate and appropriate IEP
- continue with the review of some IEPs of special education students in regular program and specialized program classes
- develop protocols with outside agencies (Pinecrest-Queensway Community Health Care – First Words; Developmental Services Ontario) for transition planning for students with special needs entering or leaving school
- implementation of changes to Transition Planning in keeping with Policy Memorandum 155

Entering School:

First Words – Preschool Speech and Language Program through the Pinecrest-Queensway Community Health Centre

- Upon registration to an OCDSB school, a transition plan for students receiving services from First Words will be developed by First Words
- First Words will provide OCDSB with a report regarding the child's needs
- Upon the child's discharge from First Words and the child's attendance in an OCDSB school, the OCDSB's Speech and Language consent process will be initiated by the home school and service from OCDSB Speech-Language Pathologists will be determined based on the needs of the child

Leaving School:

Transition Planning for Individuals with Developmental Disabilities

Students who are 14 and over with a diagnosis of a developmental disability and who are likely to require Ministry of Community and Social Services funded adult



developmental services are identified for community transition planning. Identification can occur via the student's attendance at an OCDSB school, although this is not the only body through which youth may be identified as requiring a transition plan to support transitioning out of a school setting.

In response to the Ministry Policy/Program Memorandum No. 156: Supporting Transitions for Students with Special Education Needs, the board will;

- Support school staff to develop transition plans for all students with an IEP, as well as other students who require support with transitions
- Make changes to the IEP Transition Plan and ASD Transition pages, provide training to school staff around effective transitioning and development of transitional plans





IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

REASON FOR DEVELOPING THE IEP

- ☐ Student identified as exceptional by IPRC ☐ Student not formally identified but requires special education program/services, including modified/alternative learning expectations and/or accommodations

STUDENT PROFILE

Gender: _____

School Year: _____

Most Recent IPRC Date: _____

Statement of Decision: ☐ Exceptional ☐ Not Exceptional

Exceptionality 1:

Exceptionality 2:

Special Education Placement:

- | | |
|---|---|
| <input type="checkbox"/> Regular class with indirect support | <input type="checkbox"/> Regular class with resource assistance |
| <input type="checkbox"/> Regular class with withdrawal assistance | <input type="checkbox"/> Special education class with partial integration |
| <input type="checkbox"/> Special education class full time | |

Reason for Placement:

Program:





IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Exceptionality Definitions

Exceptionality	Ministry of Education Definition





Assessments

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

ASSESSMENT DATA

List relevant educational, medical/health (hearing, vision, physical, neurological), psychological, speech/language, occupational, physiotherapy, and behavioural assessments.

Information Source	Date	Summary of Results	Comments

Areas of Strength	Areas of Need
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Health Support Services/Personal Support Required ☐ Yes (list below) ☐ No

- ☐ Catheterization
- ☐ Injections
- ☐ Muscle strengthening
- ☐ Stretching
- ☐ Toileting
- ☐ Other

- ☐ Dressing
- ☐ Lifting
- ☐ Personal care
- ☐ Suctioning
- ☐ Tube feeding

Health Support Additional Notes:





Courses and Accommodations

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

SUBJECTS, COURSES, OR ALTERNATIVE PROGRAMS TO WHICH THE IEP APPLIES

Identify each as Modified (MOD), Accommodated only (AC), or Alternative (ALT)

1. _____ ☐ MOD ☐ AC ☐ ALT

Elementary Program Exemptions or Secondary School Compulsory Course Substitutions

☐ Yes (provide educational rationale) ☐ No

Complete for secondary students only:

Student is currently working towards attainment of the:

☐ Ontario Secondary School Diploma ☐ Ontario Secondary School Certificate ☐ Certificate of Accomplishment

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

Individualized Equipment ☐ Yes (list below) ☐ No

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year: _____

Accommodations: ☐ Yes (list below) ☐ No

Exemptions: ☐ Yes (provide explanatory statement from relevant EQAO document) ☐ No

-
-
-





Courses and Accommodations

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Deferred: ☐ Yes (*provide explanatory statement from relevant EQAO document*) ☐ No

-
-
-





Special Education Program

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

To be completed for each subject/course with modified expectations and/or each alternative program with alternative expectations

Teacher:	Subject/Course/Alternative Program:
Current Level of Achievement:	Level of Achievement for Alternative Program:
Prerequisite course (if applicable) _____	
Letter grade/Mark _____	
Curriculum grade level (last June) _____	

Annual Program Goal(s): A goal statement describing what the student can reasonably be expected to accomplish by the end of the school year in a particular subject, course, or alternative program.





Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

Strategies / Actions Required	Additional Comment(s)	Person(s) Responsible	Timelines





Human Resources & IEP Team

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

HUMAN RESOURCES (teaching/non-teaching)

Service	Provider	Initiation Date	Frequency	Location(s)

EVALUATION

Reporting Dates: _____

Reporting Format

- ☐ Provincial Report Card (required unless student's program comprises alternative expectations only)
- ☐ Alternative Report

IEP TEAM

IEP Developed by:

Staff Member	Position	Staff Member	Position
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Sources Consulted in the Development of the IEP

Date of Placement in Special Education Program (select the appropriate option)

- ☐ 1) First day of attendance in new special education program
- ☐ 2) First day of the new school year or semester in which the student is continuing in a placement
- ☐ 3) First day of the student's enrolment in a special education program that he/she begins in mid-year or mid-semester as the result of a change of placement

Date of Placement: _____

Completion Date of IEP Development Phase
(within 30 school days following the Date of Placement): _____





Consultation Log & Signatures

Name: _____ DOB: _____
Grade: _____ Student OEN: _____

Log of parent/student consultation and staff review/update for current school year.

Date	Activity	Outcome	Staff Involved
	(indicate parent/student consultation or staff review)		

The principal is legally required to ensure that the IEP is properly implemented and monitored.

This IEP has been developed according to the ministry's standards and appropriately addresses the student's strengths and needs. The learning expectations will be reviewed and the student's achievement evaluated at least once every reporting period.

Signature of Principal _____

Date _____

Involvement of Parent/Guardian and Student (if student is 16 or older)

I was consulted in the development of this IEP

☐ Parent(s)/Guardian(s) ☐ Student

I declined the opportunity to be consulted in the development of this IEP

☐ Parent(s)/Guardian(s) ☐ Student

I have received a copy of this IEP

☐ Parent(s)/Guardian(s) ☐ Student

Parent(s)/Guardian(s)/Adult Student Comments:

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____

Date _____

Signature of Parent(s)/Guardian(s)/Student (if 16 or older) _____

Date _____





IEP Consultation Form

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Please complete areas of this form that you feel will assist staff in developing the IEP for your child. Please return the form by the date noted in the attached letter to the staff member responsible for the IEP. Please note that input may be considered in the development of your child's IEP.

1. Medical:

Is there any medical condition or concern which you feel may impact your child's learning? (Please include any changes to your child's medical condition.)

2. Testing/Assessment Results:

Are there any recent testing/assessment results which would be helpful in programming for your child?

3. Previously Successful Strategies:

Are there strategies which have worked particularly well for your child in the past?

4. Parental or Other Supports:

Are there supports that you have put in place (such as homework routines, assistive technology, tutoring, etc.) which would be helpful for school staff to know about?

5. Priorities: What do you consider to be a priority for your child's learning this year?

6. Other: Is there any other information you feel may impact on your child's learning (e.g. strengths and/or areas of need)?

Thank you for your contribution to your child's success at school.

Signature of Parent(s)/Guardian(s)/Student (if 16 or older)

Date

Signature of Parent(s)/Guardian(s)/Student (if 16 or older)

Date





IEP Summary Layout

CONFIDENTIAL (For teacher/school use only)

STUDENT PROFILE

Student: _____ ID: _____ OEN: _____
Gender: _____ DOB: _____ Grade: _____ Homeroom: _____
School: _____ Principal: _____
Most Recent IPRC Date: _____ Date Annual Review Waived by Parent/Guardian: _____
Exceptionality 1: Exceptionality 2:

Placement Decision	Recommended Program

STUDENT STRENGTHS AND NEEDS

Areas of Strength	Areas of Need

ACCOMMODATIONS

(Accommodations are assumed to be the same for all subjects to which they are applicable, unless otherwise indicated)

Instructional Accommodations	Environmental Accommodations	Assessment Accommodations

PROVINCIAL ASSESSMENTS (Accommodations and Exemptions)

Provincial assessments applicable to the student in the current school year:

Accommodations:

Modified Subjects:

Comments:



Exceptionalities

No Exceptionality
Autism
Deaf and Hard-of Hearing
Learning Disability
Language Impairment
Giftedness
Mild Intellectual Disability
Developmental Disability
Blind and Low Vision
Physical Disability
Multiple Exceptionalities
Speech Impairment
Behavioural

Recommended Programs

Autism Spectrum Disorder Secondary Credit
Support Program
Autism Spectrum Disorder Program
Behaviour Intervention Program
Deaf/Hard of Hearing Program (Congregated)
Developmental Disabilities Program
Dual Support Program
General Learning Program
General Learning Program/Storefront
Gifted Specialized Program
Language Learning Disabilities Program
Learning Disability Program (Sec.)
Learning Disabilities Specialized Intervention
program (Elem.)
Physical Support Program
Primary Special Needs
Regular Class

Recommended Placement

FSC - Fully self-contained
IS – Indirect Service
PI - Partially Integrated
RA - Resource Assistance
WA - Withdrawal Assistance



Recommended Placement Reasons

Autism Spectrum Disorder Secondary Credit Support Program: To provide a program emphasizing the development of learning strategies, social and communication skills, and support for behaviour needs.

Autism Spectrum Disorder Program: To provide a program emphasizing the development of social communication, functional academics, self-help, and self-regulatory skills.

Specialized Deaf/Hard of Hearing Program: To provide instruction in American Sign Language.

Developmental Disabilities Program: To provide a program focusing on functional academics, communication, social life skills, and work experience.

Dual Support Program: To provide basic academic skills with a social, behavioural, and life skills component in a structured learning environment.

General Learning Program: To provide a program designed to maximize the learning potential of students, and to develop academic, social, work, and life skills.

Gifted Specialized Program: To provide the opportunity to interact with others of similar interests and abilities.

Language Learning Disability Program: To provide a learning environment which will facilitate the development of the student's expressive and receptive language and communication skills.

Learning Disability Program: To provide a program which will develop academic, communication, social, organizational and self-advocacy skills.

Physical Support Program: To provide appropriate accommodations for physical support and to meet educational needs.

Primary Special Needs Program: To provide opportunities to progress in all relevant areas of development.

Behaviour Support Program: To provide a structured environment and opportunity to develop appropriate behavioural and social skills.

Regular Class - No specialized program.



Completion of Program - Student completed the maximum number of years of a specialized program.

Graduating - Placement no longer applicable (Secondary option).

Moved out of OCDSB jurisdiction - Student no longer attends OCDSB.

Strengths

Artistic Expression	Orientation Skills
Auditory	Organizational Skills
Braille Skills	Perseverance/ Motivation to Learn
Communication Skills	Positive Attitude
Creative Problem Solving	Problem Solving Skills
Daily Living Skills	Reading Comprehension
Decoding	Receptive Language
Expressive Language	Receptive/Expressive Language
Fine Motor Skills	Self-Advocacy Skills
General Knowledge	Self-Regulation Skills
Gross Motor Skills	Sign Language Skills
Intellectual Aptitude	Tactile
Interpersonal Skills	Task Persistence
Keyboarding	Time Management Skills
Kinesthetic	Visual
Memory Skills	Visual Perceptions Skills
Mobility Skills	Word Attack Skills
Multimodal Learning Style	Written Expression
Musical/Rhythmic Ability	
Numeration	

Needs

Attention Skills	Expressive Language
Auditory Perceptual Skills	Fine Motor Skills
Auditory Skills	Gross Motor Skills
Braille Skills	Impulse Control Skills
Communication Skills	Information Processing Skills
Creative Thinking Skills	Leadership Skills
Critical Thinking Skills	Memory Skills
Decoding Skills	Mobility Skills
Emotional Regulation	Non-verbal Communication Skills
	Numeration



Organizational Skills
Orientation and Mobility Skills
Orientation Skills
Personal Care Skills
Personal Safety Skills

Residual Hearing and Auditory Skills
Self-advocacy Skills
Self-regulation Skills
Sign Language Skills
Social Skills
Spatial Skills
Speech/articulation Skills
Tactile Perceptual Skills

Problem Solving Skills
Reading Comprehension
Receptive Language
Receptive/expressive Language
Needs (Cont'd)

Task Persistence Skills
Time Management Skills
Visual efficiency
Visual motor integration
Visual Perception Skills
Visual Perceptual Processing
Written Expression

Assessment Sources

Audiological assessment
Behavioural assessment
Developmental assessment
Educational assessment
Functional visual assessment
Group ability test e.g., Canadian
Cognitive
Abilities Test
Medical assessment

Occupational therapy assessment
Other sources (please specify)
Pediatric assessment
Physiotherapy assessment
Psychiatric assessment
Psychological assessment
Psycho-Educational assessment
Social work assessment
Speech/language assessment
Vision Technology assessment
Wechsler-Fundamentals assessment
Orientation and Mobility assessment

Assessment Summary

Report describes significant behavioural problems
Report indicates adaptive equipment essential to access the curriculum
Report indicates areas of need in ...
Report indicates assistive technology essential to access the curriculum
Report indicates blind/low vision
Report indicates mild adaptive functioning delays
Report indicates mild articulation difficulty
Report indicates mild developmental delays
Report indicates mild hearing loss
Report indicates mild intellectual disability



Report indicates mild/moderate/severe adaptive functioning delays
 Report indicates mild/moderate/severe articulation difficulty
 Report indicates mild/moderate/severe developmental delays
 Report indicates mild/moderate/severe/profound hearing loss
 Report indicates moderate adaptive functioning delays
 Report indicates moderate articulation difficulty
 Report indicates moderate developmental delays
 Report indicates moderate hearing loss
 Report indicates profound hearing loss
 Report Indicates sensory equipment essential to access the curriculum
 Report indicates severe adaptive functioning delays
 Report indicates severe articulation difficulty
 Report indicates severe developmental delays
 Report indicates severe hearing loss.
 Report provides diagnosis of ...
 Report provides diagnosis of Asperger's Syndrome
 Report provides diagnosis of Attention Deficit/Hyperactivity Disorder
 Report provides diagnosis of Autism
 Report provides diagnosis of Developmental Disability
 Report provides diagnosis of Learning Disability
 Report provides diagnosis of Oppositional Defiant Disorder
 Test results indicate very superior intellectual functioning

EQAO Assessment

Grade 3 Reading, Writing, Mathematics
 Grade 6 Reading, Writing, Mathematics
 Grade 9 Mathematics
 Ontario Secondary School Literacy Test (OSSLT)

EQAO Exemptions

Student not able to provide evidence of learning under the conditions of the assessment

A student must be exempted from reading, if the student has to be read to by a teacher or other adult.

A student must be exempted if he/she is unable to participate in part or all of the assessment even with accommodations or special provisions.

Student exempt from participating in the Grade 9 Assessment of Mathematics because he/she is enrolled in Locally Developed Mathematics (MAT1L1).
 Student exempt from participating in the OSSLT because he/she is not working toward an OSSD.



EQAO Accommodations

EQAO Accommodations are the Assessment Accommodations below.

Equipment

Communication aid
Computer hardware
Computer software
Symbol or letter voice translator
Amplification system
FM system
Speech analyzer
Change table
Personal care items
Toileting system
Adjustable computer table
Adjustable table
Fine Motor
Frames
Harness for moving student
Insulated booth
Insulated study carrel
Lift for moving student
Positioning device for sitting, standing, and lying
Therapy Mat
Tilt table
Braille writer
Print enlarger for low vision

Health Support

Catheterization
Dressing
Injections
Lifting
Muscle strengthening
Personal care
Stretching
Suctioning
Toileting
Tube feeding
Other



Accommodations

Instructional

- Ability grouping
- Anxiety/stress reducers
- Assistive technology
- Audio texts
- Augmentative and alternative communications systems
- Buddy/peer tutoring
- Carry and match system
- Close-ended activities
- Colour cues
- Computer options
- Concrete/hands-on materials
- Contracts
- Creative thinking tasks
- Critical thinking tasks
- Differentiated tasks
- Dramatizing information
- Duplicated notes
- Extra time for processing
- Fading prompts
- First/Then
- Forward/backward chaining
- Functional tasks
- Gesture cues
- Graphic organizers
- High structure
- Increased challenge through higher level thinking skills
- Large-size font
- Leveled breaks
- Manipulatives
- Memory aids
- Mind maps
- More frequent breaks
- Multi-sensory presentations
- Non-verbal signals
- Note-taking assistance
- Organization coaching
- Partnering
- Positive reinforcement
- Pre-cueing
- Preferred activities/items/topics
- Product differentiation
- Prompting (verbal, visual)
- Prompting/modeling/ redirection/fading
- Prompts to return student's attention to task
- Provide choice
- Reduced/simplified language
- Reduced/uncluttered format
- Reduction in the number of tasks used to practice a concept or skill
- Rehearsal strategies
- Reinforcement incentives
- Repetition of information
- Rewording/rephrasing of information
- Sensory diet
- Sensory objects/manipulative/toys
- Shaping
- Shaping/chaining
- Small sequential steps
- Social Narratives
- Social skills coaching
- Spatially cued formats
- Tactile tracing strategies
- Time-management aids
- Tracking sheets
- Verbal cues
- Visual cueing
- Visual supports/schedules
- Word-retrieval prompts



Environmental

- Acoustic treatment of workspace
- Alternative work space
- Area of individual leisure and social leisure
- Assistive devices or adaptive equipment
- Consistent classroom rules and routines
- Minimizing of background noise
- Hush ups
- Minimal visual distractions
- Office/work system
- Predictable environment
- Preparation for transitions
- Proximity to instructor
- Quiet setting
- Reduction of audio/visual stimuli
- Sensory equipment
- Sensory room
- Special lighting
- Strategic seating
- Structured learning environment
- Study carrel
- Use of headphones
- Visual supports

Assessment

- Alternate products
- Alternative settings
- Alternative work location
- Alternative work space
- Alternative time to write tests
- Assessing over multiple sessions
- Assessment embedded in regular programming
- Assessment paired with reinforcement
- Assistive devices or adaptive equipment
- Assistive technology software
- Audio version
- Augmentative and alternative communications systems
- Braille
- Breaks
- Check for understanding of instructions
- Checklists
- Chunk time of assessment
- Cloze
- Colour contrasted materials
- Colour cues
- Computer options
- Conferencing
- Covered overlays
- Daily logs
- Dark lined paper
- Demonstration of task
- Enlarged worksheets
- Extended time limits
- Extra time for processing
- Frequent breaks
- Highlight key information on test
- Intermittent reinforcement during assessment
- Interpreter
- Large print
- Large-size font
- Learning goals checklist (individualized)
- Lighting
- Manipulatives
- Matching
- Memory aids
- Multiple choice
- Oral responses
- Performance-based tasks
- Product differentiation
- Prompts for time management
- Reduce quantity of test items
- Reduced/uncluttered format
- Reduction in the number of tasks used to assess a concept or skill
- Rubric (individualized)
- Scribing
- Self-assessment checklist
- Signing EA
- Sound cues to help retrieval
- Success criteria checklist (individualized)
- Tactile assessments
- Uncluttered format
- Verbatim scribing
- Visual supports
- Work samples



Human Resources

Spec Ed Teacher
ITD/HH
ITB/LV
Teacher
Learning Resource Teacher
Learning Support Teacher
Student Success Teacher
Educational Assistant(s)
Social Worker
Speech-language Pathologist
Physiotherapist
Psychologist
Psychological Associate
Psychoeducational Consultant
Occupational Therapist

Human Resources Location

Regular Classroom
Resource Room
Other

Human Resources Service Type

Direct Instruction
Instructional Support
Consultation
Reading Instruction
Resource Support
Personal Care
Behaviour Support
Technical Support

Transition Type (Including ASD Transition Type)

- Activity to Activity
- Change in Grade Level
- Class to Class
- Elementary to Secondary School
- Entry to School
- Home to School/School to Home
- Lunch to Class/Class to Lunch
- Outside Agency to a School
- Program to Program
- School Entry to Class/Class to School Exit
- Secondary School to Apprenticeship
- School to School
- Secondary School to Community Living
- Secondary School to Day Program
- Secondary School to Supported Employment
- Secondary School to World of Work
- Secondary to Post Secondary Educational Institution
- Setting to Setting
- Subject to Subject



Transition Plan Persons

Responsible

- Careers teacher and student
- Classroom teacher
- Classroom teacher and EA
- Classroom teacher and ECE
- Classroom teacher and LRT
- Classroom teacher and LST
- Classroom teacher and student
- Co-op teacher and student
- Counsellor and student
- Educational Assistant (EA)
- EA and LRT
- EA and LST
- EA and student
- Early Childhood Educator (ECE)
- Guidance Counsellor and student
- Guidance Technician and student
- Itinerant Teacher
- Itinerant Teacher and Classroom Teacher
- Itinerant Teacher and student
- Itinerant Teacher of B/LV
- Itinerant Teacher of B/LV and student
- Itinerant Teacher of D/HH
- Itinerant Teacher of D/HH and student
- Itinerant Teacher Orientation and Mobility Instructor and student
- Job coach and student
- Learning Resource Teacher (LRT)
- Learning Strategies Teacher and student
- Learning Support Teacher (LST)
- LST and student
- LRT/LST
- Orientation and Mobility Instructor
- Parent/guardian
- Parent/guardian and classroom teacher
- Parent/guardian and EA/ECE
- Parent/guardian and LRT/LST
- Parent/guardian and student
- Principal
- School Board Officials and student
- Specialized Program Teacher
- Specialized Program Teacher and EA
- Specialized Program Teacher and student
- Student
- Student and EA/ECE
- Student mentor and student
- Student Success Teacher and student
- Student Support Personnel and student
- Student, Parent and Teacher
- University liaison and student
- Vice Principal
- Vice Principal and student
- Work experience coordinator and student
- Other

Transition Plan Timeline

Term 1

Term 2

Term 1 and 2

Semester 1

Semester 2

Semester 1 and 2



Transition Plan Actions (Including ASD Transitions)

- Agenda
- Agenda/Calendar
- Agenda/Shared Calendars
- Allow Early/Late Class Dismissal to Travel Halls When Less Congested
- Alternative Settings
- Apply learning styles information to current courses
- Attend a college or university information session
- Attend information session for high school
- Body/Sensory Breaks
- Calendars
- Checklists
- Choice Boards
- Communication Books(s)
- Complete college applications
- Complete option sheet in consultation with teachers and high school Special Education Dept.
- Complete university applications
- Designate Resource Space for Equipment/Materials
- Develop a coordinated plan
- Develop parent/student knowledge of post-school options
- Develop resume
- Develop workplace communication skills and behaviour skills
- Environment Adaptations
- Establish community links re: housing and supported employment
- Establish link with student in college/university in relevant program
- Examine opportunities within the community (e.g. workshops, courses)
- Expand work experience
- Expand volunteer opportunities
- First-then board
- FM System - transfer and training
- Home base/safe place
- Home/school communication books
- Gather information from high school Special Education Dept. re: special education services
- Gather specific information about colleges/universities and special needs departments
- In-school meeting(s)
- Initiate college visits/tours
- Initiate job shadowing
- Initiate part-time work
- Initiate post-secondary research
- Initiate post-secondary visits/tours
- Initiate summer work
- Initiate supported employment
- Initiate university visits/tours
- Investigate Ontario Youth Apprenticeship Program
- Investigate continuing and adult education
- Learn to use OC Transportation Independently
- Learn to use Transportation Independently
- Model/Practice Desired Behaviour
- Non-verbal cues
- Organizational Aids
- Orientation and mobility supports/training
- Participate in IPRC review
- Participate in a career fair
- Participate in a high school tour/visit
- Participate in a work placement visit
- Participate in co-op experience
- Participate in development of IEP
- Participate in mentor program at college or university
- Participate in school-work transition program
- Participate in work experience
- Peer Assistance
- Plan Course Selection
- Positive Reinforcement
- Power Card
- Preferred Activity



Transition Plan Actions (Including ASD Transitions) *cont'd*

- Quiet/Calming Area
- Relaxation Strategies
- Review career selection activities (CHOICES, etc.)
- Review course options
- Review learning styles inventory
- Review occupation information
- Role Play
- Shared School Information (All About Me Booklet)
- Social Narratives
- Social Scripts
- Social Skills Coaching
- Specific Plan for Meeting
- Communication Needs
- Stories for Social Understanding
- Student Meets Receiving Teacher(s)
- Student Orientation (tour, map, locker practice)
- Timer
- Transfer Equipment
- Undertake an internet search on - (field of interest)
- Verbal Prompts
- Visit to New School/Class
- Visual Supports (timer, calendar, visual schedule)

IEP Developed By

- Educational Assistant(s)
- Social Worker
- Speech-language Pathologist
- Physiotherapist
- Psychologist
- Psychological Associate
- Psychoeducational Consultant
- Occupational Therapist
- Spec Ed Teacher
- ITD/HH
- ITB/LV
- LST
- LRT
- Classroom Teacher
- LSC
- Accounting Teacher
- Biology Teacher
- Business Teacher
- Chemistry Teacher
- Civics/Careers Teacher
- Communications Tech Teacher
- Computer Engineering Teacher
- Computer/Information Teacher
- Computers Teacher
- Construction Tech Teacher
- Co-op Education Teacher
- Dance Teacher
- Drama Teacher
- Economics Teacher
- English Teacher
- Entrepreneurial Studies Teacher
- Family Living Teacher
- Food and Nutrition Teacher
- French Teacher
- Geography Teacher
- Health/Personal Services Teacher
- History Teacher
- Hospitality/Tourism Teacher
- Info Tech/Business Teacher
- Law Teacher
- Learning Strategies Teacher
- Manufacturing Tech Teacher
- Marketing Teacher
- Math Teacher
- Music Teacher
- Physical Education Teacher
- Physics Teacher
- Politics Teacher
- Science Teacher
- Science and Tech Teacher
- Tech Design Teacher
- Technology Teacher
- Transportation Tech Teacher
- Travel and Tourism Teacher



IEP Developed By (continued)

- Visual Arts Teacher
- Principal
- Vice Principal
- ESL Teacher
- Teacher
- Guidance Counsellor

