



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 is a written plan describing the special education program and/or services required by a particular student on an ongoing basis. The IEP outlines the student's areas of strengths and needs as well as the program a student requires for instruction and assessment. The IEP is a working document that contains a transition plan and any record of required accommodations, modifications, or alternative programs needed to help a student achieve their learning expectations identified in the IEP.

The IEP reflects the school board's and the principal's commitment to provide, within the resources available to the school board, the special education program and services needed to meet the identified strengths and needs of the student. The IEP helps teachers monitor the student's progress and provides a framework for communicating the information about the student's progress to parent(s)/guardian(s) and student.

Implementation of the Ministry of Education Standards

As per *Regulation 181/98*, all students in the OCDSB who are identified as exceptional by an Identification, Placement and Review Committee (IPRC) have an IEP. The proper implementation and monitoring of the IEP depend on appropriate sharing of information among those involved in executing goals and expectations set out in the IEP. The monitoring and review of the IEP is overseen by the principal and the implementation of the IEP is the responsibility of the classroom teachers, parents, and students who are 16 years of age or older. An IEP may be developed for a student who has not been formally identified as exceptional but who requires a special education program and/or services. In these cases, an IEP is required when the student regularly requires accommodations for instructional or assessment purposes or requires the use of SEA equipment but is not identified.

IEP Development for Identified Students

Students identified as exceptional through an IPRC must have an IEP developed within 30 instructional days after the beginning of the new placement or a new school year. In many cases students will already have an IEP in place.

Purpose of an IEP

The IEP will:

- be developed for each student who is identified as exceptional through the Identification Placement and Review Committee (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 instructional 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 as per *Policy/Program Memorandum 140*;
- be reviewed and/or revised once each reporting period.

Overview of the IEP Process

A team approach should underlie the IEP process and the process should focus on how the student is expected to progress through the Ontario curriculum, with accommodations, modified expectations, and / or alternative programs (not described in the Ontario curriculum).

The IEP Process can be broken down into five phases:

1. Gathering information
2. Setting the direction
3. Developing the IEP as it relates to the student's special education program and services
4. Implementing the IEP
5. Reviewing and updating the IEP

Within each phase, several steps are taken to inform the development of an IEP. Here is an overview of some of the possible actions that may be taken within each phase:

Gathering information

- review student's Ontario Student Record (OSR) (including the IPRC's statement of decision and / or previous IEPs);
- consult with parents / guardians, the student (if appropriate), school staff, and other professionals;
- gather information through observation of the student;
- conduct further assessments, if necessary

Setting the direction

- establish a collaborative approach;
- establish roles and responsibilities;
- begin the work on the IEP by identifying the student's strengths and needs, as identified in the IPRC's statement of decision, where applicable

Developing the IEP

- incorporate program suggestions from the IPRC (if applicable);



- incorporate applied behaviour analysis (ABA) methods into the IEP for students with Autism Spectrum Disorder (ASD), where appropriate;
- determine for every subject or course, the program option that will best suit the student's needs (i.e., whether the student requires accommodations only or accommodations and modifications and whether alternative programs are required and document them;
- plan for and document required human resources;
- record information pertaining to individualized equipment (if required), evaluation and reporting, and provincial assessments (if required);
- develop a transition plan;
- record parent / guardian / student consultations;
- ensure signature is provided by school principal

Implementing the IEP

- share the completed IEP with the student, parents / guardians, school staff, and other professional (if appropriate);
- put the IEP into practice (classroom / subject teachers' / support personnel) and continuously assess the student's progress;
- adjust the IEP if necessary (ensure to record any changes);
- evaluate the student's learning and report the results of the evaluation to the parents / guardians (if appropriate)

Review and Update the IEP

- update the learning expectations at the beginning of each reporting period;
- review the IEP regularly, including the transition plan, and record the revisions;
- store the IEP in the documentation file in the student's Ontario Student Record (OSR)

It is important to note that the phases described above appear to be linear, but it is important to note that the IEP process is cyclical. Best practices involve ongoing review, evaluation, and adjustment when required.

Transition Plans

Transition plans are included in the IEP and are developed to assist students in successful transitions (e.g. from activity to activity, 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.

The creation of transition plans is legislated and can be found in the following regulatory and policy documents:

Ontario Regulation 181/98 requires that for exceptional students who are age 14 or older and who are not identified solely as gifted, the student's IEP must include a





transition plan for the student's transition from school to work, for further education, and/or community living.

Policy / Program Memorandum (PPM) No. 140, "Incorporating Methods of Applied Behaviour Analysis (ABA) states that school board staff must plan for the transition between various activities and settings involving students with autism spectrum disorders.

Policy / Program Memorandum (PPM) No. 156 outlines for school boards and schools new requirements for transition plans for students with special education needs from Kindergarten to Grade 12, September 2014.

In practice, schools within the OCDSB engage in a range of transition planning tasks to support students as they transition from one placement to another. A key component to successful transition planning is ensuring that all of the required information is shared seamlessly with the schools and staff involved. The transition plan is developed as a component of the IEP. All transition plans must be developed in consultation with the parent / guardian, student (as appropriate), the postsecondary institution (where appropriate), and relevant community agencies and/or partners, as necessary. Every transition plan will identify specific transition goals, the actions required to achieve the goals, roles and responsibilities, and timelines for the implementation and/or completion of each identified action. Each transition plan will 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 the student.

Dispute Resolution Process

If differences of opinion around the content of an IEP should arise, these concerns will be mediated at the school level. It is the goal that through a collaborative process that successful programming for students be achieved. Therefore, every effort is made to resolve differences through a shared approach between parent / guardian and school staff. In the event of unresolved concerns, parents will work with the Superintendent of Instruction for the school. Also, the OCDSB has a Complaint Resolution policy and procedure in place. It can be accessed via the following link:

[OCDSB Complaint Resolution Procedure.](#)

The Ministry of Education also has a resource for dispute resolution entitled [Shared Solutions: A Guide to Preventing and Resolving Conflicts Regarding Programs and Services for Students with Special Education Needs.](#)

Storage of IEPs

A student's IEP must be included in the student's Ontario Student Record (OSR). This requirement ensures that the student's relevant assessment data and information about their strengths and needs and learning expectations are available to teachers working





with them. To ensure that the IEP stored in the OSR is up to date, the working copy of the IEP should replace the filed copy at the end of each school year or semester, or when the student transfers to another school.

Results of the Ministry of Education IEP Review

There were no Ministry of Education IEP reviews in the 2019-2020 school year.

OCDSB IEP Template 2019-2020

IEP Cover Page	
Name: _____	DOB: _____
Grade: _____	Student OEN: _____
REASON FOR DEVELOPING THE IEP	
<input type="checkbox"/> Student identified as exceptional by IPRC	<input type="checkbox"/> 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: <input type="checkbox"/> Exceptional <input type="checkbox"/> Not Exceptional <input type="checkbox"/> Non-Identified	
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: _____	





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IEP Cover Page

Name: _____

DOB: _____

Grade: _____

Student OBN: _____

Exceptionality Definitions

Exceptionality	Ministry or Education Definition

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Assessments

Name: _____

DOB: _____

Grade: _____

Student OBN: _____

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

Health Support Services/Personal Support Required Yes (list below) No

- | | |
|---|--|
| <input type="checkbox"/> Catheterization | <input type="checkbox"/> Dressing |
| <input type="checkbox"/> Injections | <input type="checkbox"/> Lifting |
| <input type="checkbox"/> Muscle strengthening | <input type="checkbox"/> Personal care |
| <input type="checkbox"/> Stretching | <input type="checkbox"/> Cuckoning |
| <input type="checkbox"/> Toiletting | <input type="checkbox"/> Tube feeding |
| <input type="checkbox"/> Other | |

Health Support Additional Notes:

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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 SEA Status: _____

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

-

Deferred: 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

-

-





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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 (as of 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.

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Transition

Name: _____

DOB: _____

Grade: _____

Student OEN: _____

Transition Goals:

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

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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

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): _____





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Consultation Log & Signatures

Name: _____

DOD: _____

Grade: _____

Student OEN: _____

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

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





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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





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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:





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Ministry of Education Exceptionalities	
Category	Exceptionality
Behavioural	Behavioural
Communicational	Autism Deaf and Hard of Hearing Language Impairment Speech Impairment Learning Disability
Intellectual	Giftedness Mild Intellectual Disability Developmental Disability
Physical	Physical Disability Blind and Low Vision
Multiple	Multiple Exceptionalities

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





The following sections are samples of possible information that are a part of the IEP Online (IOL) platform. The information is evidence-based and subject to change.

Strengths	
Artistic Expression Auditory Braille Skills Communication Skills Creative Problem Solving Daily Living Skills Decoding Expressive Language Fine Motor Skills General Knowledge Gross Motor Skills Intellectual Aptitude Interpersonal Skills Keyboarding Kinesthetic Memory Skills Mobility Skills Multimodal Learning Style Musical/Rhythmic Ability	Numeration Orientation Skills Organizational Skills Perseverance/ Motivation to Learn Positive Attitude Problem Solving Skills Reading Comprehension Receptive Language Receptive/Expressive Language Self-Advocacy Skills Self-Regulation Skills Sign Language Skills Tactile Task Persistence Time Management Skills Visual Visual Perceptions Skills Word Attack Skills Written Expression
Needs	
Attention skills Auditory perceptual skills Auditory skills Braille skills Communication skills Creative thinking skills Critical thinking skills Decoding Skills Expressive Language Fine motor skills Gross motor skills Impulse control skills Information processing skills Leadership skills Memory skills Mobility skills Non-verbal communication skills	Numeration Organizational skills Orientation and mobility skills Orientation Skills Personal Care Skills Personal Safety Skills Problem Solving Skills Reading Comprehension Receptive Language Receptive/expressive Language Residual Hearing and Auditory Skills Self-advocacy Skills Self-regulation Skills Sign Language Skills Social Skills Spatial Skills Speech/articulation Skills Tactile Perceptual Skills



Needs (continued)	
Task Persistence Skills Time Management Skills Visual efficiency	Visual motor integration Visual Perception Skills Visual Perceptual
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 Orientation skills Personal care skills	Personal safety skills 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	
<p>Report describes significant behavioural problems</p> <p>Report indicates adaptive equipment essential to access the curriculum</p> <p>Report indicates areas of need in ...</p> <p>Report indicates assistive technology essential to access the curriculum</p> <p>Report indicates blind/low vision</p> <p>Report indicates mild adaptive functioning delays</p> <p>Report indicates mild articulation difficulty</p> <p>Report indicates mild developmental delays</p> <p>Report indicates mild hearing loss</p> <p>Report indicates mild intellectual disability</p> <p>Report indicates mild/moderate/severe adaptive functioning delays</p> <p>Report indicates mild/moderate/severe articulation difficulty</p> <p>Report indicates mild/moderate/severe developmental delays</p> <p>Report indicates mild/moderate/severe/profound hearing loss</p> <p>Report indicates moderate adaptive functioning delays</p> <p>Report indicates moderate articulation difficulty</p> <p>Report indicates moderate developmental delays</p> <p>Report indicates moderate hearing loss</p> <p>Report indicates profound hearing loss</p>	



Assessment Summary

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

Education Quality and Accountability Office (EQAO)

Annually, in preparation for the provincial assessments, EQAO provides school districts with key information related to accommodations and exemptions. For current information, please visit: <http://www.eqao.com>

Accommodations

Below are accommodations:

Instructional

- | | |
|---|--|
| <ul style="list-style-type: none"> • Anxiety/stress reducers • Ability grouping • 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 | <ul style="list-style-type: none"> • Gesture cues • Graphic organizers • High structure • Increased challenge through higher level thinking skills • Large-size font • Leveled breaks • Manipulatives • Memory aids • Dramatizing information • Duplicated notes • Extra time for processing • Fading prompts • First/Then • Forward/backward chaining • Functional tasks |
|---|--|





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Instructional (*Continued*)

- | | |
|---|---|
| <ul style="list-style-type: none">• Mind maps• More frequent breaks• Multi-sensory presentations• Non-verbal signals• Prompts to return student's attention to task• Note-taking assistance• Organization coaching• Partnering• Positive reinforcement• Pre-cueing• Preferred activities/items/topics• Product differentiation• Prompting (verbal, visual)• Prompting/modeling/redirection/fading• Provide choice• Reduced/simplified language• Reduced/uncluttered format• Reduction in the number of tasks used to practice a concept or skill | <ul style="list-style-type: none">• 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

- | | |
|---|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 |
|---|--|





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Assessment

- | | |
|--|--|
| <ul style="list-style-type: none">• 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 | <ul style="list-style-type: none">• 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 Board Certified Behaviour Analyst
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 Actions (Including ASD Transitions)	
<ul style="list-style-type: none"> • Agenda • Agenda/Calendar • Agenda/Shared Calendars • Allow Early/Late Class Dismissal to Travel Halls When Less Congested • Alternative Settings 	<ul style="list-style-type: none"> • Develop a coordinated plan • Develop parent/student knowledge of post-school options • Develop resume • Develop workplace communication skills and behaviour skills





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Transition Plan Actions (Including ASD Transitions) *(Continued)*

- | | |
|--|---|
| <ul style="list-style-type: none">• Apply learning styles information to current courses• Apprenticeship Program• 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• 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 the secondary 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 | <ul style="list-style-type: none">• 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• 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 program• Participate in work experience• Peer Assistance• Plan Course Selection• Positive Reinforcement• Power Card• Preferred Activity• Quiet/Calming Area• Relaxation Strategies• Review career selection activities (CHOICES, etc.)• Review learning styles inventory• Review occupation information |
|--|---|





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Transition Plan Actions (Including ASD Transitions) *(Continued)*

- | | |
|--|---|
| <ul style="list-style-type: none">• Role Play• Shared School Information (All About Me Booklet) Social Narratives• Review course options• Social Scripts• Social Skills Coaching• Specific Plan for Meeting• Communication Needs• Stories for Social Understanding• Student Meets Receiving Teacher(s) | <ul style="list-style-type: none">• 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) |
|--|---|

