Individual Education Plans (IEPs)
Individual Education Plans (IEP)
(Standard 10)

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 as per Policy and Memorandum 140
- be reviewed and/or revised once each reporting period

On-going dialogue with parent(s)/guardian(s), regarding their child, occurs during in-school, multi-disciplinary meetings, regular report card interviews, and as needs arise. On-going 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 implementation of a new IEP integrated technology platform
provide on-going 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 staff in consultation with parents and staff of the OCDSB
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 and 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, combining them into a single page to address all of the transitional needs of a student
- Provide training to school staff around effective transitioning and development of transitional plans
### Individual Education Plan

**Student:**

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

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

<table>
<thead>
<tr>
<th>Subject/Course/Alternative Program Name</th>
<th>Grade/Level (Secondary Only)</th>
<th>MOD</th>
<th>AC</th>
<th>ALT</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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, unless otherwise indicated)

<table>
<thead>
<tr>
<th>Instructional</th>
<th>Environmental</th>
<th>Assessment</th>
</tr>
</thead>
</table>

**Individualized Equipment**

- Essential to access the curriculum.

- [ ] 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
### Individual Education Plan

<table>
<thead>
<tr>
<th>Student ID</th>
<th>OEN Number</th>
<th>Subject/Course/Alternative Program</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Achievement for Modified Program</th>
<th>Level of Achievement for Alternative Program</th>
</tr>
</thead>
<tbody>
<tr>
<td>Prerequisite Course (if applicable)</td>
<td></td>
</tr>
<tr>
<td>Letter Grade/Mark (Mark from Pre Req course)</td>
<td></td>
</tr>
<tr>
<td>Curriculum Grade Level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Annual Program Goals</th>
<th>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.</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Modified Learning Expectations</th>
<th>Teaching Strategies</th>
<th>Assessment Methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>List modified/alternative expectations outlining knowledge and/or skills to be assessed, by reporting period. Identify grade level where appropriate.</td>
<td>(List only those that are particular to the student and specific to the learning expectations.)</td>
<td>(Identify the assessment method to be used for each learning expectation.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester 1</th>
<th></th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Semester 2</th>
<th></th>
<th></th>
</tr>
</thead>
</table>
### HUMAN RESOURCES (teaching/non-teaching)

Include type of service, initiation date, frequency or intensity, and location

<table>
<thead>
<tr>
<th>Human Resource</th>
<th>Type of Service</th>
<th>Date</th>
<th>Initiation Frequency/Intensity</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-Teaching</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### EVALUATION

<table>
<thead>
<tr>
<th>Reporting Dates:</th>
<th>Reporting Format:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Provincial Report Card</td>
</tr>
<tr>
<td></td>
<td>(required unless student’s program comprises alternative expectations only)</td>
</tr>
<tr>
<td></td>
<td>Alternative Report</td>
</tr>
</tbody>
</table>

IEP Developed by:

<table>
<thead>
<tr>
<th>Staff Member</th>
<th>Position</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Sources Consulted in the Development of the IEP

- IPRC Determination Record (if applicable)
- Provincial Report Card
- Previous IEP
- Parents/Guardians
- Student
- Other Sources (list below)

### 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 placement.
3. First day of the student’s enrollment in a special education program that 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): $_________
LOG OF PARENT/STUDENT CONSULTATION AND STAFF REVIEW/UPDATING

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity (Indicate parent/student consultation or staff review)</th>
<th>Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

Principal’s Signature ___________________________ Date _____________

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

I was consulted in the development of this IEP

☐ Parent/Guardian ☐ Student

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

☐ Parent/Guardian ☐ Student

I have received a copy of this IEP

☐ Parent/Guardian ☐ Student

Parent/Guardian and Student Comments:

<table>
<thead>
<tr>
<th>Person</th>
<th>Comments</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Parent/Guardian Signature ___________________________ Date _____________

Student Signature (if 16 or older) ___________________________ Date _____________

Personal information on this form is collected under the authority of the Education Act, and will only be used to develop and record an appropriate program for the student. The information on this form is confidential and access will be limited to those employees who have an administrative or programming need, the student, and parent(s)/guardian(s) of a student who is under eighteen years of age. If you wish to review the information on this form, please contact the school principal.
### Transition Plan

**Student Name:** ____________________________  **Student ID:** ____________________________  
**Grade Level:** ____________________________  **OEN:** ____________________________  

Regulation 18198 states that exceptional students who are age 14 or over and who are not identified solely as gifted, the student’s IEP must include a transition plan.  

Policy Program Memorandum No. 140 states school board staff must plan for the transition between various activities and settings involving students with ASD.  

Policy/Program Memorandum No. 156 states a transition plan must be developed for all students who have an IEP, whether or not they have been identified as exceptional by an IPRC and including those identified as exceptional solely on the basis of giftedness.  

<table>
<thead>
<tr>
<th>Support Needs: Strategies/Actions</th>
<th>Additional Comments</th>
<th>Person(s) Responsible</th>
<th>Timelines</th>
</tr>
</thead>
<tbody>
<tr>
<td>Context/Goals:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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
Gifted Specialized Program
Language Learning Disabilities Program
Learning Disabilities Program (Sec.)
Learning Disabilities Specialized Intervention program (Elem.)
Learning Resource Teacher
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 Program Details

(Elementary)
(Secondary)
With specialized support
With monitoring from the Learning Support Teacher
With support from the Learning Support Teacher
With Gifted Program Support
Moving out of jurisdiction (placement not applicable)
Graduating (placement not applicable)
Withdrawn from school (placement not applicable)
Completion of program (placement not applicable)
Recommended Placement Reasons

**Autism Spectrum Disorder Secondary Credit Support Program:** To provide a program emphasizing social communication, behaviour management and organizational skills.

**Autism Spectrum Disorder Program:** To provide a program emphasizing the development of communication skills, self-help and life skills, and age appropriate behaviour.

**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 phonology 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.
**Strengths**

Artistic Expression  
Auditory  
Creative Problem Solving  
Expressive Language  
Fine Motor Skills  
General Knowledge  
Gross Motor Skills  
Intellectual Aptitude  
Interpersonal Skills  
Keyboarding  
Kinesthetic  
Memory Skills  
Mobility Skills  
Musical/Rhythmic Ability  
Numeration  
Orientation Skills  
Organizational Skills  
Perseverance/ Motivation to Learn  
Positive Attitude  
Problem Solving Skills  
Reading Comprehension  
Receptive/Expressive Language  
Self-Advocacy Skills  
Self-Regulation Skills  
Sign Language  
Tactile  
Task Persistence  
Task Skills  
Technology Skills  
Time Management Skills  
Visual  
Visual Perceptions Skills  
Visual Perceptual Processing  
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  
Task persistence skills  
Time management skills  
Visual perception skills  
Visual perceptual processing
Assessment Sources

Audiological assessment
Educational assessment
Functional visual assessment
Group ability test e.g., Canadian Cognitive Abilities Test
Medical assessment
Occupational therapy assessment
Other sources (please specify)
Physiotherapy assessment
Psychological assessment
Social work assessment
Speech/language 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

**EQAO Accommodations**

EQAO Accommodations are the Assessment Accommodations above.

**Equipment**

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

**Health Support**

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

Instructional - Ability grouping
Instructional - Anxiety/stress reducers
Instructional - Assistive Devices
Instructional - Assistive technology
Instructional - Augmentative and alternative communications systems
Instructional - Buddy/peer tutoring
Instructional - Colour cues
Instructional - Computer options
Instructional - Concrete/hands-on materials
Instructional - Contracts
Instructional - Creative Thinking Tasks
Instructional - Critical Thinking Tasks
Instructional - Differentiated Tasks
Instructional - Dramatizing information
Instructional - Duplicated notes
Instructional - Extra time for processing
Instructional - First/Then
Instructional - Functional tasks
Instructional - Gesture cues
Instructional - Graphic organizers
Instructional - High structure
Instructional - Increased challenge through higher level thinking skills
Instructional - Large-size font
Instructional - Manipulatives
Instructional - Memory aids
Instructional - Mind maps
Instructional - More frequent breaks
Instructional - Multi-sensory presentations
Instructional - Non-verbal signals
Instructional - Note-taking assistance
Instructional - Organization coaching
Instructional - Partnering
Instructional - Preferred activities/items/topic
Instructional - Product differentiation
Instructional - Prompting/modeling/redirection/fading
Instructional - Provide choice
Instructional - Reduced/simplified language
Instructional - Reduced/uncluttered format
Instructional - Reinforcement incentives
Instructional - Repetition of information
Instructional - Rewording/rephrasing of information
Instructional - Shaping/chaining
Instructional - Small sequential steps
Instructional - Social narratives
Accommodations con’t

Instructional - Social skills coaching
Instructional - Spatially cued formats
Instructional - Tactile tracing strategies
Instructional - Taped texts
Instructional - Time-management aids
Instructional - Tracking sheets
Instructional - Verbal cues
Instructional - Visual cueing
Instructional - Visual supports/schedules
Instructional - Word-retrieval prompts
Environmental - Alternative work space
Environmental - Assistive devices or adaptive equipment
Environmental - Consistent classroom rules and routines
Environmental - Minimizing of background noise
Environmental - Predictable environment
Environmental - Preparation for transitions
Environmental - Proximity to instructor
Environmental - Quiet setting
Environmental - Reduction of audio/visual stimuli
Environmental - Sensory equipment
Environmental - Special lighting
Environmental - Strategic seating
Environmental - Structured learning environment
Environmental - Study carrel
Environmental - Use of headphones
Environmental - Visual supports
Assessment - Alternative settings
Assessment - Assistive devices or adaptive equipment
Assessment - Assistive technology software
Assessment - Augmentative and alternative communications systems
Assessment - Colour cues
Assessment - Computer options
Assessment - Extended time limits
Assessment - Extra time for processing
Assessment - Large-size font
Assessment - Memory aids
Assessment - More frequent breaks
Assessment - Oral responses, including audiotapes
Assessment - Performance-based tasks
Assessment - Product differentiation
Assessment - Prompts to return student attention to task
Assessment - Reduced/uncluttered format
Assessment - Reduction in the number of tasks used to assess a concept or skill
Assessment - Verbatim scribing
### Human Resources - Teaching

<table>
<thead>
<tr>
<th>Spec Ed Teacher</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITD/HH</td>
</tr>
<tr>
<td>ITB/LV</td>
</tr>
<tr>
<td>Teacher</td>
</tr>
</tbody>
</table>

### Human Resources Location

<table>
<thead>
<tr>
<th>Regular Classroom</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource Room</td>
</tr>
<tr>
<td>Other</td>
</tr>
</tbody>
</table>

### Human Resources - Non-Teaching

<table>
<thead>
<tr>
<th>Early Childhood Educator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Educational Assistant(s)</td>
</tr>
<tr>
<td>Social Worker</td>
</tr>
<tr>
<td>Speech/Language Pathologist</td>
</tr>
<tr>
<td>Physiotherapist</td>
</tr>
<tr>
<td>Psychologist</td>
</tr>
<tr>
<td>Psychological Associate</td>
</tr>
<tr>
<td>Psychoeducational Consultant</td>
</tr>
<tr>
<td>Occupational Therapist</td>
</tr>
</tbody>
</table>

### Human Resources Service Type

<table>
<thead>
<tr>
<th>Direct Instruction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructional Support</td>
</tr>
<tr>
<td>Consultation</td>
</tr>
<tr>
<td>Reading Instruction</td>
</tr>
<tr>
<td>Resource Support</td>
</tr>
<tr>
<td>Personal Care</td>
</tr>
<tr>
<td>Behaviour Support</td>
</tr>
<tr>
<td>Technical Support</td>
</tr>
</tbody>
</table>
### Transition Plan Specific Goals

- Post-secondary Day Program
- Post 21 Activities
- Independent Living with supported employment
- World of Work
- Apprenticeship
- College
- University
- Post-secondary

### Transition Plan Action Dates

- Actions to Date
- Actions - Current Year
- Actions - Next Year
- Actions - Further
- Recommendations

### Transition Plan Persons Responsible

- Apprenticeship contact and student
- Careers teacher and student
- Classroom teacher
- Co-op teacher and student
- College liaison and student
- Counsellor and student
- EA and student
- Guidance Technician and student
- Job coach and student
- Job coach, teacher, and student
- LST and student
- LST, guidance counsellor, and student
- Learning Strategies teacher and student
- Parent/guardian and student
- Specialized class teacher
- Student
- Student mentor and student
- Teacher and student
- University liaison and student
- Work experience coordinator and student

### Transition Plan Timeline

<table>
<thead>
<tr>
<th>Term 1</th>
<th>Term 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>October</td>
</tr>
<tr>
<td>November</td>
<td>December</td>
</tr>
<tr>
<td>January</td>
<td>February</td>
</tr>
<tr>
<td>March</td>
<td>April</td>
</tr>
<tr>
<td>May</td>
<td>June</td>
</tr>
</tbody>
</table>
Transition Plan Actions

Apply learning styles information to current courses
Attend a college or university information session
Attend information session for high school
Complete college applications
Complete option sheet in consultation with teachers and high school Special Education Dept.
Complete university applications
Develop a coordinated plan
Develop parent/student knowledge of post-school options
Develop resume
Develop workplace communication skills and behaviour skills
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 work experience
Gather information from high school Special Education Dept. re: special education services
Gather specific information about colleges/universities and special needs departments
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
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
Participate in work experience
Review career selection activities (CHOICES, etc.)
Review course options
Review learning styles inventory
Review occupation information
Undertake an internet search on - (field of interest)
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
Visual Arts Teacher
Principal
Vice Principal
ESL Teacher
Teacher
Guidance Counsellor

ASD Transitions
Entry to school
Activity to activity
Setting to setting
Classroom to classroom
Change in grade level
School to school
Outside agency to a school
Elementary to secondary school
Secondary school to post-secondary
Destinations
ASD Transition Strategies

Additional Time to complete work
Agenda
Alternative Settings
Attend a Career Fair
Attend information sessions
Body Breaks
Break Card
Checklists
Choice Board
Complete Applications for College/University
Data Collection Charts
Discuss Pathway Options for Career
Explore Volunteer Opportunities
First-Then Board
Home Base
Home/School Communication Book
In-school Meetings
Internet Search of Post-secondary Options
Investigate Ontario Youth Apprenticeship
Model Desired Behaviour
Multi-disciplinary Meetings
Non-Verbal Cues
Participate in Career to Work Transition
Participate in Job Shadowing
Participate in School Co-op Programs
Peer Assistance
Plan Course Selection
Positive Reinforcement
Power Card
Practice Desired Behaviour
Preferred Activity
Quiet Area
Reduce Course Load
Reinforcement Schedule
Role Play
Sensory Breaks
Social Scripts
Social Stories
Student Organizers
Student Self-evaluation
Teach Relaxation Skills
Teach Social Skills
Timer
Verbal Praise
Verbal Prompts
Visit College/University Campus
Visual Schedule
Visual Supports