

TRANSITION PLANS

What is a Transition Plan?

A transition plan is a written plan which outlines the daily, short term and long term changes to programs/pathways, the person's responsible and timelines.

Transitions may include:

- entry to school
- activity to activity
- class to class
- between grades
- school to school
- elementary school to secondary school
- secondary school to a post- secondary education, career, community, and /or life pathway.

Components of a Transition Plan:

- Individual goals
- Actions required to achieve those goals;
- Identified individuals responsible for the actions required
- Specific timelines for completion

A transition plan is developed in collaboration with students and their families, the school, community agencies and post-secondary partners as appropriate and is reviewed and updated as part of the IEP review process. It is required by the Ministry of Education for all students that have an IEP in place.



Accommodations are changes in the way that a program is delivered to a student so that he/she can gain better access. Accommodations include such things as providing more time, using assistive technology to complete a task, or reading instructions to a student.

Modifications refers to a change in the curriculum because the grade level is inappropriate to the student's abilities, or a reduction in the amount of expectations that a student will be assessed on.

Alternative expectations are not derived from the provincial curriculum policy or are modified so extensively that they no longer form the basis of the student's programming. This would include life skills, and functional reading & math.

They are evaluated on an alternative report.

THE INDIVIDUAL EDUCATION PLAN

A Guide for Parents



An IEP is a written plan. It is a working document which describes the strengths and needs of an individual exceptional pupil, the special education program and services established to meet that pupil's needs, and how the program and services will be delivered. It describes the student's progress, and includes a plan to support students in making successful transitions.

The IEP Summarizes the following:

- your child's strengths and needs
- assessment data—current & relevant
- special education services provided to your child
- accommodations (supports, services that will help your child access the curriculum and demonstrate learning)
- program modifications (changes required to grade-level expectations in the Ontario Curriculum)
- alternative programs/courses not represented in the Ontario Curriculum
- your child's current level of achievement in each program area
- goals and specific expectations for your child
- assessment strategies for reviewing your child's achievement and progress
- regular updates, showing dates, results and recommendations
- a Transition Plan
- medical/ health support services
- Consultation with the parents

When is an IEP Required?

An IEP is needed when a student requires a special education program and/or services to meet his/her needs. It can be developed as early as a child's first entry into school or at any time during the student's school experience. An IEP should be directly connected to the learning expectations in the Ontario Curriculum, but there may be a need to have modifications made to those expectations to meet the needs of the student.

Modifications include: expectations from a different grade level and significant changes (increases/decreases) to the number and/or complexity of the learning expectations.

Alternative expectations may also be necessary. If students require different teaching strategies or a different environment, accommodations that will help them access the curriculum and demonstrate their learning may be required.

Setting the Direction — Working as an IEP Team Member

As a parent:

- Keep the focus on your child at all times;
- Tell the teacher the hopes that you have for your child's learning
- Bring ideas and information;
- Ask questions; and
- Value everyone's input.

WHAT INFORMATION CAN YOU PROVIDE ABOUT YOUR CHILD?

- Medical information
- Athletic abilities
- Self-care
- Gross and fine motor skills
- Abilities at home
- Strategies that have worked or not worked
- Communication strategies
- Assessments
- Learning styles
- Examples of work and abilities
- Motivation
- Disposition
- Emotional well-being
- Social skills
- Schoolyard interactions
- Peer and adult interactions
- Extra-curricular activities



Individualized Education Plans are living documents and Change as needed.