State your inquiry questions: *If…then…*

If we provide parents, students and staff with a detailed plan and resources to support a student’s transitional periods then we will have the tools to contribute to a smooth transitional process.

How has the inquiry impacted your board’s practice of:
- “knowing the students” and “students knowing themselves as learners” through an integrated assessment and instruction process
- continuous improvement of IEPs and transition planning?

This inquiry has helped us to reflect upon our current practices to support student transitions. We have developed a resource to assist educators in understanding the goals of transition planning, recognizing the key transitional periods and the actions that need to be considered for an effective transition plan.
What evidence supports the above outcomes (board level, school level, classroom level)?

IEPS will now include transition plans that address the physical, social/emotional and learning needs of the student as they move through their academic career. The plans will define the actions that are necessary year by year to help the students achieve his/her goals; clarify the roles and responsibilities of the student, family and others in carrying out these actions; identify goals for work, further education and community living for those students in secondary school.
The transition plans will also newly reflect the ‘All About Me’ /IPP student goals to bring alignment between the two Ministry initiatives.

What has changed (in student learning and/or teacher learning)? How do you know?

Teachers now have an understanding of PPM 156 and how to write an effective transition plan for students from Kindergarten to graduation who have an IEP with three goals in mind: to identify strategies required to support the transition for students with an IEP; to develop a transition plan in collaboration with a student’s transition team; and to implement strategies and determine next steps.

What new questions have arisen as a result of your project this year?

How might we use assessment tools such as the Transition Planning Inventory (TPI) and the Assessment of Functional Life Skills (AFLS) to know our students and helping our student know themselves as learners as we develop effective IEPs and transition plans?