

Getting Ready for High School

Parents and students are an important part of developing a student's IEP and an equally important voice when planning for a their transition into high school. Transition meetings are held each spring between elementary and secondary schools to provide an opportunity to share strategies and practices that work well for students. Parents and students working together with classroom/subject teachers and resource teachers to discuss/share ideas and issues is highly encouraged. Ask your grade 8 teacher to participate in your transition meeting.

Please feel free to contact:

- your child's grade 8 teacher
- elementary Resource Teacher
- elementary School Principal
- high school Guidance Counsellor
- high school Resource Teacher
- high school Principal
- high school Student Success Teacher

Students Speaking Up

Students know their learning needs best! When students communicate what works for them in school, they achieve. Students at Bruce-Grey Catholic District School Board are encouraged to speak with their teachers and advocate for their individual needs.

School Contact Information

Elementary Schools

Mary Immaculate, Chepstow
519-366-2731

St. Peter's & St. Paul's, Durham
519-369-2932

École Immaculée Conception,
Formosa 519-367-2900

Holy Family, Hanover
519-364-2760

St. Anthony's, Kincardine
519-396-4330

Sacred Heart Catholic, Mildmay
519-367-2685

Notre Dame Catholic, Owen Sound
519-371-0161

St. Joseph's School, Port Elgin
519-389-5495

Sacred Heart, Teeswater
519-392-6854

St. Teresa of Calcutta, Walkerton
519-881-1852

High Schools

Sacred Heart High School,
Walkerton 519-881-1900

St. Mary's High School, Owen Sound
519-376-4278



Let Your Light Shine!

Entering High School with an IEP A Guide for Students and Parents



Bruce-Grey Catholic District School Board
Board Bruce_Grey@bgcdsb.org
519-364-5820

IEP's Help Students Succeed

Now.....

In High School.....

& Beyond High School.....

(College, University, Ontario Youth Apprenticeship Pro-gram OYAP, Formal Workplace training, Community Living)

IEP's support students in all secondary programs including the Academic, Applied, Locally Developed levels, Open courses, Prior Learning Assessments and Recognition (PLAR), and courses tailored to specific student needs.

IEP's: What do they do?

An IEP is an Individual Education Plan for a student. It states the specific learning needs of a student and outlines strategies that will help the student do well in school.

The IEP may include accommodations such as:

- ❖ Assistive Technology
- ❖ Increased amount of time to complete assignments, tests & exams
- ❖ Alternative workspace as appropriate for the student
- ❖ Copies of course notes

Accommodations help the student learn, do work and tests/exams. They do NOT affect the credit bearing of the course.

The IEP may include modifications such as:

- ❖ Fewer assignments
- ❖ Fewer learning expectations
- ❖ Change in grade level expectations from peers

Modifications may affect the kind of credit being granted. This will be discussed with you in advance.

Frequently asked questions?

If I have an IEP in grade 8 will I need one at High School?

It is usual for supports written in your IEP that helped you in grade 8 to help you in high school too. If it is felt that the supports stated in the IEP are no longer required or that an IEP is not required, parents must be consulted and be part of the decision.

You may consider asking your teachers, "Do you have a copy of my IEP? Do you have any questions related to what I need to help me?"

What kind of support will I have at High School?

While it is different for every student, common supports stated in IEP's for students might include:

- ❖ Extra time
- ❖ A quiet place for tests/exams
- ❖ Use of assistive technology (computer, iPad, calculator, etc.)
- ❖ Help with organization and tracking assignments
- ❖ Fewer curriculum expectations covered in class
- ❖ Formula charts and word lists to assist with memory difficulties
- ❖ Alternative timetable

Once listed on your IEP, the accommodations and modifications must be provided in every class and every course regardless of the level. Each student with an IEP will meet with their assigned resource teacher regularly. Students and par-ents are encouraged to ask this teacher for assistance if they are unsure about how to access supports.

Many supports in place in High School are also avail-able to students who choose to go to college and uni-versity after high school. Students will need to consult the specific college/university for further information.

It's a TEAM Approach

Parents, students and school staff form a success team!

An IEP is a planning & communication tool for academic success. If supports stated in the IEP need to be changed, enhanced or reduced to support increased success, the decision is one made by the whole team. Students are responsible for using the supports available to make sure they are as successful as they can be. Parents and school staff support them in developing skills and strategies for learning.

School staff, students and parents should all insist on the appropriate supports as identified through ongoing, relevant student work and assessment and ensure that the supports are available to the student.

Together, we work to nurture the whole child in body, mind and spirit.