



ESSENTIAL ELEMENTS OF THE IEP

- » your child's strengths and needs
- » assessment data
- » 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 (such as self-regulation skills)
- » 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 achievements and progress
- » a Transition Plan
- » medical/health supports/services (if applicable)

WHAT CAN PARENTS/GUARDIANS EXPECT WHEN AN IEP IS DEVELOPED?

- » A collaborative approach with members of the IEP development team.

SPECIAL EDUCATION TERMINOLOGY

IEP: Individual Education Plan

SERT: Special Education Resource Teacher

EIT: Early Intervention Teacher

ECE: Early Childhood Educator

EA: Educational Assistant

CYW: Child and Youth Worker

PCA: Personal Care Assistant

OT: Occupational Therapist

SLP: Speech and Language Pathologist

CDA: Communicative Disorder Assistant

BSA: Behaviour Support Assistant

BCBA: Board Certified Behaviour Analyst

IPRC: Identification, Review and Placement Committee. IPRC is a committee that is responsible for the identification of exceptional students and their placement in special education programs according to established Ministry of Education categories.

SEA: Special Education Amount. This fund provides funding to assist school boards with the cost of equipment essential to supporting students with special educational needs where the need for specific equipment is recommended by a qualified professional.

Accommodations: An accommodation refers to the special teaching and assessment strategies, human supports, and/or individualized equipment required by students with special education needs to enable them to learn and demonstrate learning. The provision of accommodations in no way alters the curriculum expectations for the grade level or course.

Modifications below grade level: Modifications are changes made in the grade-level expectations for a subject or course in order to meet the student's learning needs. These changes may involve developing expectations that reflect knowledge and skills required in the curriculum for a different grade level.

Modifications at grade level: Modifications are changes made in the grade-level expectations for a subject or course in order to meet the student's learning needs. These changes may involve increasing or decreasing the number and/or complexity of the regular grade-level curriculum expectations.

Alternative: Alternative expectations are developed to help student acquire knowledge and skills that are not represented in the Ontario curriculum.