



## WHAT IS AN INDIVIDUAL EDUCATION PLAN (IEP)?

An IEP is a written plan of action based on thorough assessment of the strengths and needs that affect a student's ability to learn. It is a working document that identifies educational expectations and outlines how the student's progress will be measured. An IEP also includes a plan to support students in making successful transitions. (An IEP is not a description of everything that the student will learn.) See the following ministry and policy resource for further information, specifically Section E.

<https://www.ontario.ca/document/special-education-ontario-policy-and-resource-guide-kindergarten-grade-12>

## THE IEP DEVELOPMENT TEAM

The IEP is developed by a team of people who know your child best. Members of the team may include parents/guardians, the student's teachers, the special education resource teacher, student success teacher, education worker, the principal, where appropriate special education system level staff and the student themselves.

Parents/guardians play an integral role in the development of the IEP. You know your student the best and can provide important information about their personality, their development and learning history. (e.g., likes, dislikes, extra-curricular, family dynamics, peer relationships, routines) This information will support the education team to make a plan about your child's learning.

Open communication and cooperation between home and school helps to ensure success.

# The IEP Cycle



## **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.