

GLOSSARY OF TERMS

Accommodations teaching strategies, supports, and/or services required to help a student access the curriculum and to demonstrate learning. Examples of individual accommodations:

- Giving students extra time to complete classroom assignments
- Allowing students to complete tasks or present information in alternative ways
- Providing students with various learning tools, such as calculators or adaptive computers, to help them complete tasks
- Providing scribes for students who need assistance with writing
- Using pictorial schedules to help students make transitions

AIR *Integrated Assessment, Instruction, and Reporting* a TDSB document prepared to provide schools and teachers with practical support in implementing new curriculum documents, in assessing student achievement, and in completing the Provincial Report Card.

Articulation refers to the production of speech sounds.

Barrier-free a building/structure that is physically accessible, including access to all areas and equipment within the school environment.

Basic living skills are skills that people require to meet their basic needs at a given age level; for example, self-feeding, self-dressing, and toileting skills. As social environment and expectations become more complicated, basic living skills encompass such things as the ability to use public transportation, to shop, and ask for directions.

Composite score on a test of intellectual ability, the aggregate score produced from various sub-test scores.

Curriculum-alternative expectations are expectations that are not derived from an Ontario (provincial) curriculum document or that are modified so extensively that the Ontario curriculum expectations no longer form the basis of the student's educational program.

Curriculum-modified expectations are expectations that are derived from an Ontario (provincial) curriculum policy document for a grade level or for grade levels above or below the student's age-appropriate grade level.

Educational Assistant (EA) if assigned, works under the direction of the teacher and principal, and assists with classroom and playground activities or excursions and other areas as directed by the principal.

Exceptional Student The Education Act defines exceptional students as... “a pupil whose behavioural, communicational, intellectual, physical or multiple exceptionalities are such that he or she is considered to need placement in a Special Education Program...” Students are identified according to the categories and definitions provided by the Ministry of Education.

Identification, Placement, and Review Committee (IPRC) is composed of at least three persons, appointed by the Board, one of whom must be a principal or supervisory officer of the Board. The IPRC will:

- decide whether or not a student should be identified as exceptional
- identify the areas of a student’s exceptionality (according to the categories and definitions provided by the Ministry of Education)
- decide an appropriate placement for a student
- review the identification and placement at least once in each school year

Inclusion an attitude toward the need and right to “belong” to one’s community.

Individual Education Plan (IEP) is developed (in consultation with parents, and the student, where the student is 16 years of age or older) for each student who has been identified as exceptional by the IPRC process. An IEP is a written plan. It is a working document that describes the strengths and needs of an individual exceptional student, the special education program and services established to meet that student’s needs, and how the program and services will be delivered. It also describes the student’s progress.

Informed Consent With the exception of special education teachers, all other professionals require informed consent from a parent or student who is of age in order to initiate an individual assessment. In all instances, parents, or students who are of age, are contacted to obtain their informed consent to ensure they understand the reasons for the assessment, the nature of the assessment, the risks and benefits of the assessment and possible outcomes of the assessment. Issues of where and how the record will be stored and the limits to confidentiality are also outlined.

IPRC annual review meeting will be held every school year unless the principal of the school at which the special education program is being provided receives written notice from the parent, waiving the Annual Review. Parents may request an IPRC Review meeting any time after a student has been in a special education program for three months.

Intensive Support Amount (ISA) [see also Specialized Equipment Amount] Ministry funding for school boards to support the needs of students who require high-cost specialized equipment:

- ISA 4, based on the number of educational programs offered in care, treatment, custodial, or correctional facilities
- Special Incidence Portion (SIP) for students with extraordinarily high health and safety needs

Percentile expressed in a number between 0 and 100, that tells what percentage of individuals in a group receives a score between certain points. A percentile of 78 says that the person scored higher than 78 percent of the group. This should not be confused with the percentage score on a test.

Phonology the language component that governs the manner in which speech sounds are combined and patterned. Aspects related to intonation, stress, pausing, etc., are also included.

PPM#81 Ministry Memorandum addressing School Health Support Services.

Section 20 (formerly Section 19) Care, Treatment, and Correctional Facilities Section 20 conducts educational programs in a variety of settings to address student needs that have not been met in the traditional school model.

Special Education Advisory Committee (SEAC) an advisory committee established in accordance with Regulation 464/97 of the Education Act. SEAC makes recommendations to the Board concerning any matter affecting the establishment, development, and delivery of special education programs and services. The TDSB and SEAC work together to protect the rights of students with special needs.

Special Education Per Pupil Amount (SEPPA) funding that is determined according to a formula based on each board's total enrolment of secondary and elementary students, including those students with special needs.

Specialized Equipment Amount (SEA) (formerly known as ISA 1) funding amounts based on students' special individualized equipment needs.

TTY Telephone devices for the deaf and hard of hearing.