

# 5 Step IEP Reading for Core French Teachers



## Assessments & Reports (Data & Diagnoses)

(bottom half of page one)



Relevant assessment data that provides the reasons that an IEP is required. Might include:

- educational assessments
- medical/health assessments (vision, hearing, physical, neurological)
- speech/language assessment
- behaviour/psychiatric assessment
- psychological assessment

## Strengths & Needs (Tools & Roadblocks)

(bottom of page one)



Strengths: preferred learning style/modality, processing skills, and/or previously acquired learning skills that describe the student as a learner

Needs: broad cognitive and/or processing challenges and skill deficits that interfere with the student's ability to learn

## Human Resources (Support Team)

(middle of page two)



Shows who is providing direct instruction, support and/or consultation beyond the classroom teacher(s)

(e.g., SERT, School Support Counsellor, Educational Assistant, Speech & Language Pathologist, Occupational Therapist, Physiotherapist, Teacher for the Deaf/Hard of Hearing, etc)



## **Accommodations** **(Changes to HOW to Teach)**

(top of page three)

Lists the KEY strategies and supports necessary for the student to learn and show their learning to their full potential, that aren't routinely provided during classroom instruction

(e.g., use of assistive technology, coloured overlays, scribing, frequent check ins, body breaks, reduced workload, etc)



## **Modifications** **(Changes to WHAT to Teach)**

(after page three - look for French page)

Top of page shows the starting point (last mark & grade level)

Expectations list the curriculum expectations that the student will be assessed on and the grade level they come from written in measurable, parent-friendly terms

The expectations might come from another grade, or be a reduced number of the current grade level expectations