

INDIVIDUAL EDUCATION PLAN (IEP) CHECKLIST

Frequently Asked Questions & Answers:

Q: How do we determine if a non-identified student requires an IEP?

A: This is a very individualized decision and should be a discussion with the in-school team. Consideration of the steps below may assist with the decision:

- Step 1: Student is not achieving level 1 or above on the Provincial Report Card.
- Step 2: Student receives intervention and possible referral for assessment.
- Step 3: In-school team evaluates intervention.
- Step 4: Decision made whether student requires an IEP.

Q: What is an Accommodated Program?

A: Accommodations do not alter the provincial curriculum expectations for the grade. They refer to the special teaching and assessment strategies, human supports, and individualized equipment required to enable an individual student to learn and to demonstrate learning. Do not check the IEP box on the Provincial Report Card.

Q: What is a Modified Program?

A: Changes are made to the grade-level expectations for subject or course. These changes may involve developing expectations for a different grade level or for the same grade level but increasing or decreasing the number or complexity of the regular grade-level curriculum expectations.

Q: What is an Alternative Program?

A: Expectations are developed to help students acquire knowledge and skills that are not in the Ontario curriculum.

Q: How do we decide if a student receives a modified program?

A: This decision needs to be based on the assessment data. Consideration of the following three steps may be helpful in determining the kind of program support the student requires.

- Step 1: Differentiated instruction within in the classroom occurs. If the student requires further support then move on to step 2.
- Step 2: Specific accommodations are given to the individual student (e.g. reducing the amount of work; extra time; working in alternative formats such as Kurzweil).
- Step 3: If the student requires further support, then modifications are considered (learning expectations for a different grade level or for the same grade level but increasing or decreasing the number or complexity of the regular grade-level curriculum expectations) or alternative program expectations are provided.