|  |
| --- |
| **Adapted Education Plan (AEP)**Hanover School Division – 5 Chrysler Gate, Steinbach, MB R5G 0E2 |

Student:       Date of birth: M  D     Y Age:  years MET#:

Address:       Town/City:  MB Postal code:

School: Grade: Current school year:

Date plan initiated: /      /  (M/D/Y) Date for plan review: /      / (M/D/Y)

Qualifying impairment(s)/disorder(s):

Person(s) responsible for the plan:

|  |
| --- |
| **ACCOMMODATIONS AND INTERVENTIONS** |
| **Classroom environment:**[ ]  Assign seat near the front of the room[ ]  Assign seat near the teacher[ ]  Assign seat next to a positive role model[ ]  Assign seat away from distractions[ ]  Reduce/minimize distractions in the room[ ]  Increase the distance between desks[ ]  Provide a specified study area[ ]  Other:      **Instructions and lesson presentation:**[ ]  Provide a simplified curriculum[ ]  Provide extra practice on lessons[ ]  Provide peer tutoring[ ]  Provide small group instruction[ ]  Use cooperative learning groups[ ]  Provide remedial instruction in [ ]  Provide computer-assisted instruction[ ]  Exempt student from oral reading[ ]  Provide extra time for processing information[ ]  Vary activities and provide movement opportunities[ ]  Multi-sensory approach & hands-on activities[ ]  Give clear and simple oral directions[ ]  Provide written directions on the whiteboard/worksheets[ ]  Other:      **Organization:**[ ]  Post daily schedule & homework assignments[ ]  Use assignments notebook[ ]  Send home monthly schedule of assignments/tests[ ]  Use private “cue” to student to stay on task[ ]  Ask the student to repeat instructions[ ]  Provide lecture/lesson guides[ ]  Permit student to record lectures[ ]  Provide a visual schedule of daily subjects[ ]  Provide highlighted copies of worksheets/assignments[ ]  Provide adapted worksheets[ ]  Provide study guides[ ]  Provide detailed oral & written instructions[ ]  Repeat instructions on a one-to-one basis[ ]  Provide frequent reminders & prompts[ ]  Other:       | **Testing:**[ ]  Read tests orally to student[ ]  Adapt the format of tests[ ]  Permit notes, study guides or open-book[ ]  Provide untimed tests[ ]  Allow student to respond to tests orally[ ]  Reduce the number of items on tests[ ]  Retake tests/quizzes below specified percentage[ ]  Reduce the reading level on test materials[ ]  Provide tests in a distraction-free area[ ]  Provide extended time for tests[ ]  Use alternative assessments when appropriate[ ]  Other:      **Materials and equipment:**[ ]  Use audio-visual materials[ ]  Use specialized software (e.g., )[ ]  Provide use of a calculator[ ]  Provide use of a word processor[ ]  Provide a tape or voice recorder[ ]  Use an overhead projector[ ]  Provide video-recorded lessons[ ]  Provide multi-sensory manipulatives[ ]  Provide an extra set of texts at home[ ]  Other:      **Grading:**[ ]  Base grades on assignments & participation[ ]  No handwriting penalty on written work[ ]  No spelling penalty on written work[ ]  Provide regular grade checks[ ]  Provide pass-fail grades[ ]  Other:      **Assignments:**[ ]  Additional time to complete assignments[ ]  Reduce the quality of work required[ ]  Allow non-written forms for reports & projects[ ]  Offer alternative assignments[ ]  Break long-term assignments into manageable tasks[ ]  Reduce amount of homework[ ]  Allow computer-assisted written assignments[ ]  Other:       |
| **Other adaptations & interventions:**  |
| **STUDENT RESPONSIBILITIES** |
| [ ]  Come to class with needed books, pencils, and paper[ ]  Complete assignment notebook & get teacher(s) initials[ ]  Take needed materials home to complete work[ ]  Follow the class rules & expected routines[ ]  Complete homework & return it to teacher by due date[ ]  Bring your calculator to math class[ ]  Cooperate with school staff (i.e., teachers, EAs)[ ]  Cooperate with student team members & peer tutors | [ ]  Prioritize assignments[ ]  Take prescribed medications[ ]  Ask for help when needed (e.g., raise your hand)[ ]  Learn how your condition affects you[ ]  Tell your teacher(s) how help to help you[ ]  Use the adapted materials and/or devices provided[ ]  Use self-monitoring strategies provided[ ]  Record assignments & tests electronically (e.g., on iPod) |
| [ ]  Other:       |

|  |
| --- |
| **PARENT RESPONSIBILITIES** |
| [ ]  Provide a quiet study area for homework[ ]  Enforce a consistent homework/study time[ ]  Monitor homework completion & assist as needed[ ]  Initial assignment notebook daily[ ]  Initial assignment notebook weekly[ ]  Call teacher(s) for progress reports[ ]  Check that needed materials are put in backpack | [ ]  Supply school with needed medications[ ]  Inform resource teacher of medication changes[ ]  Use a behavior contract to improve behavior[ ]  Provide consequences for missing assignment notebook[ ]  Provide rewards for appropriate behavior[ ]  Provide rewards for satisfactory completion of assignments[ ]  Read with your child daily (e.g., shared reading) |
| [ ]  Other:       |

|  |
| --- |
| **HEALTH AND MEDICAL CONSIDERATIONS** |
| Is there a URIS plan? **[ ]** Yes**[ ]** No If yes, attach health care plan to this AEP. |
| [ ]  Provide rest periods[ ]  Address dietary needs[ ]  Provide wheelchair accommodations | [ ]  Provide late passes for passing periods[ ]  Provide instruction re: disabling condition(s)[ ]  Provide toileting hygiene accommodations |
| [ ]  Other:       |

|  |
| --- |
| **PARTICIPATION IN PROVINCIAL EXAMS** |
| **[ ]** The student is able to take the provincial examsunder normal standardized conditions, without any accommodations.**[ ]**  The student is unable to take the provincial exams under normal standardized conditions, and is eligible for the following accommodations that are consistent with the instructional adaptations used in the student’s AEP: |
| [ ]  Extended testing time (same day)[ ]  More breaks[ ]  Administer in several shorter sessions[ ]  Use separate location, room, or study carrel[ ]  Administer the test in a small group[ ]  One-to-one testing[ ]  Student given preferential seating[ ]  Administer the test under special lighting[ ]  Student wears noise buffers (after directions)[ ]  Student uses special furniture[ ]  Changes in test presentation[ ]  Familiar test administrator[ ]  Repeat directions | [ ]  Clarify/simply directions in English[ ]  Read or sign directions[ ]  Exact sign language interpretation of math/writing[ ]  Use amplification equipment[ ]  Use place marker[ ]  Use magnification device[ ]  Use color overlay[ ]  Exact oral translation of directions as requested[ ]  Read items for math or writing in English[ ]  Provide translation dictionary[ ]  Administer large-print edition of test[ ]  Record/dictate responses to scribe – reading/math only[ ]  Answers recorded/typed by student using assistive technology |
| [ ]  Other:       |

|  |
| --- |
| **CONSENT FOR ADAPTED EDUCATION PLAN** |
| I have had the opportunity to participate in the development of this plan, and I have received a copy of my rights. I hereby (check one)  [ ]  **Consent** for the accommodations and interventions described in this plan. [ ]  **Do not consent** to the accommodations and interventions in this plan.  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Signature of parent, guardian, or adult student Date |
|  |