

# Turtle Mountain School Division

## Level I - Individual Education Plan

School:

Date:

### A. Identifying Data

Name

Funding Category

Level

M.E.T. #:

Funding Renewal Date:

D.O.B.:

Previously Funded:  Yes

No

Age:

Grade

Parent/Legal Guardian:

Foster Parent:

Address:

Home Phone #:

Cell # (Mother):

Cell # (Father):

Email:

IEP Review Dates: Fall

Spring

### B. School History

First Language

Schools Attended:

Grade Completed:

Attendance:

### C. Support Services

Case Manager:

Grade:  Expected Graduation Date:

Agency:

Social Worker:

Address:

Phone #:  Cell #:

Email:

### D. Current Student Profile: (include special considerations and type of programming - Individualized/Modified/Adapted)

Areas of Strength	Areas of Need

### D. Medical Information: (vision, hearing, medication, healthcare plan, medical condition/diagnosis and how it impacts on learning)

Family Doctor:

Phone #:  Address:

Medication:  Yes  No

Related Medical Issues:

Feeding/Special Diet:

Mode of Communication:

Vision:

Yes

No

Date Tested:

Corrective Lenses

Hearing:

Yes

No

Date Tested:

Outcome:

Health Care Plan:

Yes

No

Diagnosis	Date	Practitioner
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Most Recent Assessments: (psych, SLP, resource, OT/PT, etc: include date, who summary). More specific information is available upon request.

Assessment	Date	Clinician/Resource Teacher	Summary
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## F. Roles/Responsibilities of the Team Members

- Student:** Follow the rules and routines directed by teacher/school. Follow instructions of adult in charge. Complete all tasks assigned by adult in charge.
- Classroom Teacher:** Provide adaptations to educational programming in accordance with IEP with guidance and support from resource teacher. Attend regular meetings regarding with student. Consult regularly with resource teacher regarding progress and program. Support and provide direction for EA working with student.
- Educational Assistant:** Support, guide and monitor the student following IEP. Consult with teacher and resource teacher regarding progress, program changes, incidents, etc.
- Resource Teacher/Case Manager:** Support the classroom teacher on a consultative approach with regards to material suggestions, management techniques, further referrals, action plans, intervention plans and other supports to the EA/teacher working with this student. Make appropriate referrals to outside agencies and other professionals as needed. Set up regular round table meetings and contact parents, social workers, foster parents, clinicians, Student Services coordinator as needed.
- Counsellor/Case Manager:** Support classroom teacher/EA/Resource Teacher with programming using a consultative and/or direct service model. Attend IEP meetings as appropriate, assisting with behaviour intervention plans. Individual/group counselling as required. Make appropriate referrals to outside agencies and other professionals as needed.
- Clinicians:** Support program implementation, monitoring and reviewing program, attend ITP/IEP meetings. May provide assessments and recommendations for programming and follow-up to existing program.
- Parents/Legal Guardian:** Support IEP/ITP designed for your child. Attend regular meetings. Notify school case manager of any family, medical or other important issues/changes. Share progress and difficulties/success at home with the school personnel.
- Foster Parent:** Support IEP/ITP designed for your foster child.
- Principal:** Contact parents when required; support IEP/ITP, attend IEP meetings.
- Others:**

## G. Student Specific Programming

- Regular Program**
- Adapted Program:** Adaptation means a change made in the teaching process, resources, assignments, or student products to help a student achieve the expected learning outcomes. Adaptation addresses identified student-specific needs.

## Adaptations:

### Environment

- Preferential seating
- Reduce distractions
- Provide quiet corner/room
- Modify equipment
- Space for movement or breaks
- Alter physical arrangements
- Adapt writing utensils
- Use of study carrel (voter boxes)
- Assistance in maintaining uncluttered space

### Instructional

- One-on-one/resource instruction
- Vary method/content of instruction
- Alternative assignments
- Extra visual/verbal cues and prompts
- Augmentative communication devices
- Computer, calculator, recorder, Ipad use
- Books on tape
- Textbooks for at home use
- Follow routine or schedule
- Note take, Outlines, Study Guides
- Modify workload length time
- Answers can be dictated
- Provide word bank
- Hands-on activities
- Highlight materials
- Use of manipulatives
- No penalty for spelling, handwriting

### Social Behavioural

- Provide immediate feedback
- Rest breaks
- Behavioural intervention strategies
- Develop crisis intervention plan
- Use reinforcement system
- Develop circle of friends
- Visual daily schedule
- Adjust assignment timelines
- Peer buddies
- Provide counselling
- Verbal/visual cues for transitions/directions/staying on task
- Study skills instructions
- Management skills instructions
- Agenda book
- Give warning before activity change
- Daily check-in with case manager/teacher

### Testing Accommodations

- Allowing answers to be dictated
- Allowing frequent rest breaks
- Additional time
- Oral testing format
- No timed tests
- Alter test type (multiple-choice, essay, T/F)
- Accept short answers
- Allowing open book or open note tests
- Shortening test
- No penalizations for spelling
- Read test to student
- Review answers/limit testing
- Providing study guide prior to test
- Highlighting key directions
- Giving test in alternative site
- Allowing calculator, word processor

The IEP and ITP, where applicable, have been interpreted and discussed with all members of the educational support team.  
Signature indicates understanding of IEP and ITP.

Role	Name	Signature	Date