

School Year: 2009 / 2010

Student Services Report Individual Education Plan

IEP Date:

IEP Review Date(s):

Student Profile

Name: Jane Doe		PEN:		Pupil Number:
Gender:	Grade: Kindergarten	Birth Date:	First Language:	Graduation Diploma Type:
Home School:			Case Manager:	
Ministry Category: A - Physically Dependent			Eligibility Date:	

Parent / Guardian Information

A copy of the Individual Education Plan has been given to:

1. Contact name(s) Mother Doe	Home Telephone
Contact Address	Daytime Telephone
2. Contact name(s)	Home Telephone
Contact Address	Daytime Telephone

IEP Team

The following persons have been consulted in the development of the Individual Education Plan:

Name	Title / Position
R.T.	Resource Teacher
C.T.	Classroom Teacher
S.P.	School Principal
E.A.	Education Assistant
A.S.	Aboriginal Support Teacher
O.T.	Occupational Therapist
S.L.	Speech - Language Pathologist
D.R.	District Resource Teacher

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Parent(s) / Guardian(s) Input

Comments / Notes provided by the parents / guardian (or attach IEP parent input sheet):

Assessment Data

Date	Consultation / Assessment Areas	Consultant / Assessor
July 29, 2009	Speech/Language	A.L.
May 5, 2008	Physiotherapy	N.S.
December 30, 2008	Speech/Language	A.L.

Student's Strengths and Needs

Areas of Strength	Areas of Need
<ul style="list-style-type: none"> * follows verbal direction well * loves music & dancing * understands basic routines * mimics well * enjoys looking at books * likes listening to stories * likes playing with dolls * can play catch with soft ball * can sign 3 signs (more, eat & all done) * attempts to say a few words (dad, mom, ball, Jayson) * crawls when not in wheelchair * knows what she wants/doesn't want * happy, social & expressive * learning to use a walker and showing good improvement 	<ul style="list-style-type: none"> * more options to communicate * augmentative communication * to learn more sign language * different computer mouse * larger curser on computer * continued use of communication book * develop strength to use walker * spend more time out of wheelchair

Progress Report Dates

School Year:

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Annual Goals and Objectives

Goal Area Communication	Position Responsible
Current Level of Performance	non-verbal, learning sign language & communication book as augmentative communication

Goal #	Goal Statement			
1	Jane will be able to expand her ability to communicate her needs with school staff, caregivers, and fellow students while at school and at home.			
Objectives	Program Materials / Resources / Strategies	Method of Evaluation	Person / Position Responsible	Status
Jane will use her 3 signs (more, eat, all done), without prompting, and will use one more sign, with prompting, by Jan. 2010	<ul style="list-style-type: none"> * teach teachers, staff & caregivers the sign language Jane already uses * reinforce the use of sign language by using it regularly in class and teaching other students and teachers 	<ul style="list-style-type: none"> * classroom observations * anecdotal comments * SLP assessment/report 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) * S.L.(SLP) 	
Jane will accurately point to 4 named pictures in her picture communication book 8/10 times.	<ul style="list-style-type: none"> * update Jane's communication book * use communication book daily in class * teach staff members & students how to use communication book * make a copy of communication book to be used at home * "Show me the _____" 	<ul style="list-style-type: none"> * classroom observation * anecdotal comments * SLP assessment/report 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) * S.L. (SLP) 	
Jane will make a choice between 2 objects or activities by reaching, gesturing or pointing to one of them within 10 seconds, within 4/5 trials.	<ul style="list-style-type: none"> * provide opportunities for choice making * model how to point, gesture or reach for choice object or activity * show/describe two objects/activities and ask A.J. to make a choice 	<ul style="list-style-type: none"> * classroom observation * anecdotal comments * SLP assessment/report 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) * S.L. (SLP) 	

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Annual Goals and Objectives

Goal Area Social	Position Responsible
Current Level of Performance	new to social setting with peers her own age, has not been in large group situations before

Goal #	Goal Statement			
1	Jane will continue to develop her social skills and expand her experiences and relationships.			
Objectives	Program Materials / Resources / Strategies	Method of Evaluation	Person / Position Responsible	Status
Jane will respond to greetings by making eye contact, with less verbal prompting, 3/4 times per day.	<ul style="list-style-type: none"> * model with verbal prompting to start * inform staff & students to greet A.J. at her eye level 	<ul style="list-style-type: none"> * classroom observations * anecdotal comments 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) 	
Jane will engage in turn taking activities with adults or peers, with verbal prompting, for 2-3 turns.	<ul style="list-style-type: none"> * hand over hand and verbal prompting to start * work towards verbal prompting only * encourage turn taking with peer(s) * use objects of interest (ball, doll, etc) 	<ul style="list-style-type: none"> * classroom observations * anecdotal comments * record # of turns at least once per week 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) 	

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Annual Goals and Objectives

Goal Area Gross Motor	Position Responsible
Current Level of Performance	currently uses wheelchair, kneel crawls or crawls to get from one place to another

Goal #	Goal Statement			
1	Jane will develop strength, range of motion, balance, exercise tolerance to enable her to achieve her potential in gross and fine motor skills.			
Objectives	Program Materials / Resources / Strategies	Method of Evaluation	Person / Position Responsible	Status
Jane will use her walker with increased independence & only 2 prompts when travelling to another school locatoin, 4/5 times throughout the week.	<ul style="list-style-type: none"> * have Jane use her walker when going to music, library, gym or whenever possible * coach Jane how to maneuver her walker safely in the hallways * provide opportunities to practice 	<ul style="list-style-type: none"> * classroom observation * anecdotal comments * record # of prompts given to a specific destination (ex. music room) 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) * O.T. (occupational therapist) 	
Jane will sit independently in a chair for 10 min. by January 2010.	<ul style="list-style-type: none"> * use special chair that provides support * ensure feet are on the floor * have her sitting in chair during snack time, lunch time and deskwork 	<ul style="list-style-type: none"> * classroom observation * anecdotal comments * timer 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) * O.T. (occupational therapist) 	
Jane will sit on the floor independently with minimal support for 15 min. by January 2010.	<ul style="list-style-type: none"> * EA to sit behind Jane to be there for support (hands on her back) when needed * encourage Jane to sit with legs in front, not in W position 	<ul style="list-style-type: none"> * classroom observation * anecdotal comments * timer 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * R.T. (resource teacher) * O.T. (occupational therapist) 	

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Annual Goals and Objectives

Goal Area Fine Motor	Position Responsible
Current Level of Performance	Currently grasps with whole hand or thumb to palm with fingers curled under.

Goal #	Goal Statement			
1	Jane will improve her fine motor skills to adequately use classroom materials			
Objectives	Program Materials / Resources / Strategies	Method of Evaluation	Person / Position Responsible	Status
Jane will independently grasp/hold/release a variety of objects, toys, & materials with only verbal prompting, by June 2010.	<ul style="list-style-type: none"> * hand over hand to start * use of thicker pencils, felt pens, crayons * art activities * use of paint brushes, bingo daubers * building blocks * stacking cups * work towards picking up or using smaller objects * encourage her to use the ends of her thumb & fingers 	<ul style="list-style-type: none"> * classroom observation * anecdotal comments * O/T assesement * chart size of objects 	<ul style="list-style-type: none"> * C.T. (teacher) * E.A. (EA) * O.T. (O/T) 	

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Subjects, courses or alternative programs to which the IEP applies:

Course	Associated Goals	Adaptations
		Adaptations:
		Adaptations:
		Adaptations:
		Adaptations:
		Adaptations:
		Adaptations:
		Adaptations:
		Adaptations:

Provincial and District-wide Exams

The student will use the following adaptations for provincial and district-wide exams:

Exam	Test Area	Participation Code	Adaptations	Notes/Comments

Assistive Technology (if applicable)

Equipment Description	Provider

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Services Provided to the Student

Service	Position Responsible	Agency / Service Provider	Location	Start Date	Anticipated Duration (months)	Frequency

Acknowledgement of Participation

This IEP has been developed in keeping with the Ministry's standards and addresses the student's strengths and needs. The IEP will be reviewed and the student's achievement evaluated at least once every reporting period.

Parent / Guardian and Student involvement

Parent / Guardian --- was / were consulted in the development of this IEP. (date:)
 Parent / Guardian --- declined the opportunity to be consulted in the development of this IEP. (date:)
 Parent / Guardian --- has / have received a copy of this IEP. (date:)

Student --- was / were consulted in the development of this IEP. (date:)
 Student --- declined the opportunity to be consulted in the development of this IEP. (date:)
 Student --- has / have received a copy of this IEP. (date:)

Enclosures

Attachments

The following documents, which form part of this IEP, are attached

Document	Date