



Play, Learn, and Grow Together

**Program Unit Funding
Individualized Program Plan
2020/2021**

Child Information			
Child Name (First/Middle/Last)			
Date of Birth (DD/MM/YYYY)		Age on Sept 1, 2020 Years/Months	
Year of ECS		Eligibility Code	

Parent(s)/Guardian(s) Information	
Mother's Name	Father's Name
Home Address	Home Address
Home Phone	Home Phone
Work Phone	Work Phone
Cell Phone	Cell Phone
Email	Email

Instructional Time and Programming			
Preschool Programming			
Preschool Name			
Preschool Attendance	Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri <input type="checkbox"/>	Start	End
Additional Programming			
Kids PlayTime	Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri <input type="checkbox"/>	Start	End
Home Programming	Mon <input type="checkbox"/> Tue <input type="checkbox"/> Wed <input type="checkbox"/> Thu <input type="checkbox"/> Fri <input type="checkbox"/>	Start	End

Instructional and Programming Team	
Preschool Teacher	
Certificated Teacher	
Developmental Assistant	
Speech-Language Pathologist	
Occupational Therapist	
Physiotherapist	
Psychologist	
Title to Change	

Background Information		
Previous Preschools Attended	From	To
<ul style="list-style-type: none"> • • 		
Family Composition and Information		
Physical/Medical Information		
	Name	Date of Last Visit
Family Doctor		
Pediatrician		
Hearing Screen		
Vision Screen		
Allergies		
Medication		
Other		

Family Involvement
Parent(s)/Guardian(s) will partner with the members of their child's Kids Developmental Services team by attending all Individualized Program Plan meetings; sharing any new information; participating in programming sessions; and following through with recommended strategies.

Strengths, Areas of Growth, Parent Priorities
Child's Strengths
Child's Areas of Growth
Parent Priorities

Specialized Assessment Results			
Speech-Language Pathology (Initial)			
Date	Therapist	Test(s)	Results
		Clinical Evaluation of Language Fundamentals - Preschool, Second Edition (CELF-P2)	
Speech-Language Pathology (Final)			
		Clinical Evaluation of Language Fundamentals Preschool, Second Edition (CELF-P2)	

		Preschool Language Scales, Fifth Edition (PLS-5)	
		Goldman-Fristoe Test of Articulation, Third Edition (GFTA-3)	

Specialized Assessment Results			
Occupational Therapy (Initial)			
Date	Therapist	Test(s)	Results
		Peabody Developmental Motor Scales, Second Edition (PDMS-2)	
Occupational Therapy (Final)			
		Peabody Developmental Motor Scales, Second Edition (PDMS-2)	
		Miller Function and Participation Scales (M-FUN)	
		Sensory Profile 2	

Initial Review Date	First Review Date	Final Review Date

Goals, Objectives and Accommodations
Long Term Goal 1 by June 2021
Baseline Currently,
Short-Term Objectives
Procedures for Monitoring Development
<ul style="list-style-type: none"> ● Teacher feedback ● Documentation ● Photos ● Informal assessments with collaboration from the child's team.
Objective Review
Accommodations and Strategies to Support This Goal

Goals, Objectives and Accommodations
Long Term Goal 2 by June 2021
Baseline Currently,
Short-Term Objectives
Procedures for Monitoring Development
<ul style="list-style-type: none"> ● Teacher feedback ● Documentation ● Photos ● Informal assessments with collaboration from the child's team.
Objective Review
Accommodations and Strategies to Support This Goal

Goals, Objectives and Accommodations
Long Term Goal 3 by June 2021
Baseline Currently,
Short-Term Objectives
Procedures for Monitoring Development
<ul style="list-style-type: none"> ● Teacher feedback ● Documentation ● Photos ● Informal assessments with collaboration from the child's team.
Objective Review
Accommodations and Strategies to Support This Goal

Goals, Objectives and Accommodations	
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Long Term Goal 4 by June 2021

<p>Baseline</p> <p>Currently,</p>
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Short-Term Objectives	
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Procedures for Monitoring Development
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- Teacher feedback
- Documentation
- Photos
- Informal assessments with collaboration from the child's team.

Objective Review

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Accommodations and Strategies to Support This Goal
<p> 1. Individualized Education Programs (IEPs): Develop and implement IEPs for students with disabilities, ensuring they receive appropriate accommodations and modifications to meet their learning needs. </p> <p> 2. Universal Design for Learning (UDL): Implement UDL principles to create flexible learning environments that accommodate individual differences in learners. </p> <p> 3. Classroom Management: Establish clear expectations, routines, and positive behavior supports to create a supportive and inclusive classroom environment. </p> <p> 4. Collaborative Learning: Encourage students to work together, share ideas, and support each other's learning. </p> <p> 5. Formative Assessment: Use ongoing assessment to monitor student progress and adjust instruction accordingly. </p> <p> 6. Professional Development: Engage in ongoing learning opportunities to stay current in educational practices and strategies. </p> <p> 7. Communication: Maintain open lines of communication with students, parents, and colleagues to ensure everyone is informed and involved in the learning process. </p> <p> 8. Technology Integration: Utilize technology tools and resources to enhance instruction and provide differentiated learning experiences. </p> <p> 9. Social-Emotional Learning (SEL): Incorporate SEL activities to help students develop essential skills like self-awareness, self-management, and social skills. </p> <p> 10. Family Engagement: Involve parents and families in their child's education through regular communication and collaborative efforts. </p>

Early Learning Environment Accommodations	
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IPP Meeting and Attendance Signature Page

Child's Name:

Academic Year: 2020-2021

Team Member	Initial Review Date	First Review Date	Final Review Date
Parent/Guardian	Signature	Signature	Signature
Parent/Guardian	Signature	Signature	Signature
Preschool Teacher	Signature	Signature	Signature
Certificated Teacher	Signature	Signature	Signature
Developmental Assistant	Signature	Signature	Signature
Speech-Language Pathologist	Signature	Signature	Signature
Occupational Therapist	Signature	Signature	Signature
Physiotherapist	Signature	Signature	Signature
Psychologist	Signature	Signature	Signature
Title to Change	Signature	Signature	Signature

Transition Planning		
Date		Receiving Program

Transition Team/Operator	Final IPP Date:
Receiving Private ECS Operator	
Kindergarten Consultant/Strategist	
Kindergarten Representative	