Student Services
Individual Program Plan Guide

Calgary Board of Education
**WHAT IS AN IPP?**

An IPP is a significant adaptation or modification of the regular program that is needed to meet the identified student need(s).

“The IPP acknowledges the student’s strengths and needs and explains how the school’s programming will address those areas. Development of the IPP is intended to foster a team approach. The educational growth of a student is best accomplished through the mutual efforts of, and close communication among, the student, the family, the school, the community and other professionals involved with the students.” (IPP. 1)

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**An IPP is**

- A summary of the goals and objectives for a student’s learning during a school year
- A written program plan for those students who require significant adaptation or modification of the regular school program
- A tool to help teachers monitor and communicate student growth
- A plan developed, implemented and monitored by school staff
- A document to communicate to parents, students and staff
- A flexible working meaningful document to communicate with parents, students and staff
- An ongoing record to ensure continuity in programming

**AN IPP is not**

- A description of everything that will be taught to one student
- The goals and objectives of an educational program for all students
- A means to monitor the effectiveness of teachers
- A daily plan
- A report card, however it may be used as such
- A legal contract
- “Written in stone”

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*Adapted from Alta Ed.: Programming for Students with Special Needs, IPP.2*
The IPP Process
(Adapted from Alta Ed.: Programming for Students with Special Needs, IPP.5)

1. **Gather Information**
   - Review student cumulative record file including previous IPPs and reports
   - Consult parents, students, previous teachers and other professionals
   - Observe student in various contexts
   - Review student’s current work
   - Conduct further assessment as necessary

2. **Set Direction**
   - Establish an IPP planning team that involves all stakeholders
   - Encourage parent and student involvement
   - Determine the student’s strengths, interests and areas for growth

3. **Develop the IPP**
   - Identify strategies and activities as needed
   - Identify goals
   - Identify objectives
   - Identify indicators of success

4. **Implement the IPP**
   - Ensure stakeholders are familiar with plan
   - Put IPP into practice
   - Engage in ongoing evaluation of student progress
   - Revise objectives and strategies as required

5. **Review the program plan**
   - Review the program plan formally with the student and parents at least once each reporting period
   - Parents sign the IPP indicating that it has been reviewed with them
   - If the parent has not signed the IPP, document reason why/attempts to contact
   - Use the result of IPP reviews to assess, and where necessary, revise student programs and placement
IPP PROCESS CHECKLIST

Gather Information
___ Review student cumulative record file (i.e., Previous IPPs, reports and interventions)
___ Consult parents, student, previous teachers and other professionals
___ Observe student’s anecdotal notes
___ Conduct further assessment (i.e., current functioning levels)

Set Direction
___ Establish IPP planning team
___ Encourage parent and student involvement
___ Determine student’s strengths, interests and areas for growth
___ Focus on priorities

Develop the IPP
___ Identify long-term goals and short-term objectives (Refer to “Areas for Growth”)
___ Identify short-term objectives for each long-term goal
___ Identify accommodations and strategies/learning strategies

Implement the IPP
___ Identify indicators of success
___ Implement IPP
___ Engage in ongoing evaluation of student progress
___ Revise objectives and strategies, based on ongoing evaluation

Review the IPP
___ Evaluate program plan and begin plan for transition
___ Review the IPP formally with parents and, when appropriate, the student. Review minimally, each reporting period

The IPP is a working document and must be updated at every reporting period. However, evaluation and revisions should occur throughout the reporting period, if necessary.

Summative Recommendations
___ Use results of IPP reviews to assess and make summative recommendations
___ Plan for transition if applicable
___ Approaching any transition point (end of the year, change of program and/or location) summative plans should be discussed and written. This would include transition and programming plans.

Adapted from Alta Ed.: Programming for Students with Special Needs, IPP. 40

The IPP is meant to be a working document and should be reflected in daily practice.
TIMELINE FOR INDIVIDUAL PROGRAM PLANS (IPPS) GUIDELINES

September - October
Please note: This is the first six weeks of the school year or six weeks after identification of a student with special needs. If on a modified school year, please adjust dates accordingly.

• Gather information on student
  a) Observe student's classroom behavior and performance.
  b) Collect assessment data.
  c) Read the student’s cumulative record file.
  d) Review previous IPPs, if possible.
  e) Interview previous teachers, if possible.

• Interview the student to collect anecdotal information for the IPP
  a) Refer to binder Alberta Ed: Programming for Students with Special Needs (p. 6-10)
  b) May use an interest inventory
  c) Include self-awareness strategies and data

• Establish an IPP team with an IPP coordinator.
• Consult with parents/guardians to discuss their goals for their child.
• Identify student strengths, needs and effective intervention strategies.
• Consult with other professionals as necessary.
• Develop an IPP in consultation with all teachers involved.
• Strategies and modifications are implemented as soon as developed.
• Student Review forms (if required) are completed by September 30.

October 15
• All IPPs are completed. (6 weeks following the beginning of a child’s educational placement and distributed to all team members)

First Reporting Period
• Meet with parents to discuss the contents of the IPP.
• Revise the IPP as required.
• Obtain parental/guardian initial(s).
• Place current IPP in student’s cumulative record form.

November – Year End
• Ongoing evaluation of objectives as per time lines and report progress to parents at regular intervals eg. report card time. These evaluation times would have been established with the parents in September.
• Revise the IPP as required with the IPP team.

May – Year End
• The IPP team must formally review the IPP.
• The last page of the IPP including summative recommendations must be completed.
• Meet with parents to discuss review recommendations.
• Continue working on goals requiring ongoing focus.
• Follow-up on recommendations and transition plans.
ASSESSMENT PROCESS

Assessment is ongoing, broad-based, matched to learner outcomes, and includes diagnostic testing.

1. Classroom Teacher
- Ongoing broad-based assessments (rubrics, performance, etc.) and criterion referenced assessments (unit quizzes, final exams, etc.) including diagnostic assessments
- Knows the purpose of the assessment and uses appropriate strategies/tools
- Explains assessment procedures and results

2. Resource Teacher
- Further diagnostic assessment(s) relative to teacher assessment(s) (no unnecessary duplication of assessments; can investigate specific areas for growth)
- Referral to Student Support Team
- Referral(s) to Multidisciplinary personnel for further assessment

3. Multidisciplinary Personnel
- Information gathering
- Assessment(s)
  - E.g.,
  - Cognition
  - Behavior
  - Health
  - Speech language
  - E.S.L.
- Further assessment(s) as required
- IPP development and implementation
- Assists classroom teacher with assessment strategies (e.g. strategies for assessing listening skills; teach-test-teach; error analysis, etc.)

Parents and Students
- Parents provide vital information (study habits at home, significant factors affecting progress, behavior, etc.)
- Parents monitor progress
- Students take more responsibility for learning

Parents and students are involved in formative assessments; the support team employ formative and summative assessments

Identification Process
HOW A STUDENT IS IDENTIFIED
A student’s needs are identified and taken to the School Resource Group process. Assessments are conducted to determine suitable educational goals, instructional strategies and services in support of the student’s program.

Alberta Learning requires school authorities to:
- Use a variety of appropriate assessment strategies, which are non-discriminatory and multi-dimensional to assess students
- Use results of assessments provided by support services, school staff and/or parents to plan programs
- Ensure that qualified individuals conduct assessments and interpret to parents, teachers and others involved with the students’ programs
- Ensure that assessment results be used to develop individual program plans
- Ensure that when psycho-educational assessments are necessary they are conducted and results are interpreted, recorded and used according to Alberta Education’s expectations outlined in Standards for Psycho-educational Assessment (1994)
- Ensure that where students require special provisions for testing, these are available for school-based and provincial assessments
- Ensure that documentation on a student should include dated “snapshots” of the student’s learning and/or behavior profile

FOR WHOM DO WE WRITE IPPS?
From the perspective of Student Services Support, IPPs are written for those students who have been identified, according to Alberta Learning criteria, as having special needs, namely: Mild and Moderate disabilities (codes in the 30’s and 50’s), Severe Disabilities (codes in the 40’s), or those who are identified as Gifted (code 80). The use of an asterisk on the report card should be limited to special education students who are on an IPP.

It is understood that many students who are not formally identified as special education require modifications to their programs in order to be successful. The fact that an IPP is not required does not limit the student’s entitlement to modifications. These may be accounted for within the regular reporting process.

WHO WRITES IPPS?
The IPP planning team

Responsibilities of the IPP Planning Team
A team approach is integral to IPP development. IPP team membership should include the student classroom teacher(s), resource teacher, parents, paraprofessionals, and may include other administration, psychologists, consultants and outside agencies.

Principal or Administrative Designate:
- Identifies an IPP Coordinator
- Ensures that IPPs are prepared, implemented and evaluated
IPP Coordinator
- May be the classroom teacher, resource teacher or principal designate
- Primary responsibility is the coordination and monitoring of student IPPs
- The teacher who is responsible for the majority of the student’s programming usually coordinates the writing of the IPP

Classroom Teacher
Gathers data, plans and carries out instructional programs (modifies instructional methods and materials, develops strategies for assessing and communicating progress, maintains ongoing communication with parents and other teachers)

In Junior/Senior High settings, where students see several teachers, it is recommended that identified students have a designated teacher who takes on a primary responsibility role for coordinating the planning and evaluation of the IPP in conjunction with other teachers/resource personnel/parents.

Resource Personnel (including Resource Teacher, Psychologist, SLP and others):
- Help provide information, including diagnostic assessment, to determine student strengths and areas of needs
- Help develop strategies for teaching, assessing and communicating student progress

Education Assistant
- Under the direction of the teacher, helps students with learning activities and assists with the modification of materials and instructional methods
- Maintains ongoing communication with teacher(s)

Parents/Guardians
- Advocate for their child’s best interest
- Participate in the development of an IPP and in reinforcing and extending the educational efforts of teachers
- Provide feedback on the transfer of skills to the home and community environments

Specialists/Consultants/Strategists
Participate with the IPP team, if requested

Students
Although the nature and degree of involvement will vary, students should be involved in the IPP process in the following manner:
- Understand the purpose of their IPPs and how to take part in the process
- Be encouraged to attend IPP meetings (at conference times)
- Be able to identify, label and explain their goals
- Understand how their objectives are individually tailored, evaluated, reviewed and updated
- Take responsibility for tracking goals, where appropriate

Alta Ed: Programming for Students with Special Needs, IPP. 12-13

IPP Resource Guide – see attached
For further assistance in creating viable goals and objectives, refer to Alberta Ed: Programming for Students with Special Needs.
The IPP is a mandatory requirement of Alberta Education and should include the following items:

- Assessed level of educational performance
- Strengths and areas of need
- Long-term goals and short-term objectives
- Assessment procedures and related services to be provided
- Special education and related services to be provided
- Review dates, results and recommendations
- Relevant medical information
- Required classroom accommodations (any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment)
- Transitional plans

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