

## **INDIVIDUAL PROGRAM PLANS (IPPs)**

### **Background**

Alberta Education Ministerial Order (#015/2004) requires school boards to identify and deliver effective programming for students with special education needs in grades 1–12.

This document outlines the requirements for school boards regarding the delivery of education programming and services to students with special education needs in grades 1–12.

An “Individualized Program Plan (IPP)” is a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies.

An Individual Program Plan is designed for coded students who require goals that go beyond the standard curriculum in order for them to be successful in their learning through various strategies, modification, and accommodations. Not all coded students require an IPP such as students with medical interventions that do not require program goals.

Students requiring accommodations but are not coded can have their accommodations reported as part of the reporting structures that are standard for all students.

### **Definitions**

*“Adapted programming”* means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

*“Modified programming”* means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students’ special education needs.

*“Students with special education needs”* means students described in section 47(1) of the School Act as being in need of special education programming because of their behavioral, communicational, intellectual, learning or physical characteristics or a combination of those characteristics.

### **Procedures**

#### **1. Principal’s Role**

- 1.1 The principal of the school is responsible for the implementation of educational programs (Ministerial Order #015/2004).

- 1.1.1 The principal must ensure that all students identified as requiring special education have an IPP in place by October 1 of each school year and that the essential information is included within each IPP. Requests for exemptions are to be approved by the Central Learning Services designate.
- 1.1.2 Though planning occurs collaboratively, the principal of the school should ensure that for each such student a case manager (i.e. Student Learning Facilitator) is designated to co-ordinate development, documentation and implementation of the student's IPP.
- 1.1.3 To accommodate students with special needs, schools should be organized in ways which allow flexibility in their response. Principals should ensure that teachers receive the information they need to work with students with special needs who are assigned to them, and that the school is organized to provide some first-line resource support on-site.
- 1.1.4 Principals should ensure that a school-based Learning Team is regularly operational in the school, and facilitate the collaborative efforts of the team members in meeting the special needs of students.
- 1.1.5 Principals will coordinate communication protocols for sharing the IPP and progress with all stakeholders.

## 2. Teacher's Role

- 2.1 The *School Act* and *The Teaching Quality Standards* pill out the responsibilities of teachers within the school system.
  - 2.1.1 The teacher responsible for a student with special needs is responsible for designing, supervising and assessing the educational program for that student. Where the student requires specialized instruction, this is best done in consultation with resource personnel available, with the parents and with the student.
  - 2.1.2 Where the student's program involves specialized instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach.
  - 2.1.3 In middle and high schools, where several teachers may be involved in the student's program, coordinated planning is especially important.
  - 2.1.4 As necessary, other school division personnel or staff from regional or community agencies may be involved in the development and have a role to play in its implementation.
  - 2.1.5 Parents must be given the opportunity to be consulted in the planning process, and should receive a copy of the IPP. To the extent possible, the student should also participate in the process.
  - 2.1.6 The IPP should document instances where services are offered but the parent or the student refuses them.

### 3. Student Learning Services Facilitator

3.1 The SLS Facilitator is responsible for collaborating with the School Learning Team (i.e. parents, teachers, administration, counsellor) to facilitate development of an appropriate Individual Program Plan, initiating or continuing the IPPS document by completing the following sections: Student Information, Planning Team, Monitoring Forms, Assessment Data, Team Role). The SLS Facilitator support is the School Learning Team members with information and assistance where required, and with reviewing the IPP on a regular basis as the case manager.

### 4. Parent/Guardian

4.1 The role of a parent is crucial to the success of the development and implementation of an IPP. Appendix B provides “Tips for Parents for Participating in the IPP Process” from Alberta Education.

### 5. Individual Program Plan (IPP)

5.1 The Standards for Special Education, Amended June 2004, states that an Individual Program Plan (IPP) means a concise plan of action designed to address students’ special education needs, and is based on diagnostic information which provides the basis for intervention strategies. The following procedures are aligned with the Standards for Special Education:

#### 5.1.1 Assessment Data:

5.1.1.1 Specialized assessment is formal, standardized testing done for diagnostic and programming purposes, and completed by qualified professionals. It includes cognitive and psychological assessments as well as medical and health-related assessments. (See EICS Assessment Protocol <http://docushare/dsweb/Get/Document-13580/Assessment%20Protocol%20.doc>) An IPP contains only the most recent, relevant assessment data.

#### 5.1.2 Current Level of Performance and Achievement:

5.1.2.1 An annual `snapshot` of how a student is performing in the classroom, in relation to the grade-level program of studies, for students not on grade-level curriculum, their functioning relative to individualized programming.

#### 5.1.3 Identification of Strengths and Areas of Need:

5.1.3.1 Strengths may include cognitive processing and communication, learning preferences, previously acquired skills, personal characteristics that support learning as well as non- academic accomplishments. An area of need, where possible, involves input from the guardians and student. Needs are usually derived from specialized assessment and current level of performance. Only priority needs are listed as these generate the goals and objectives on our IPP system.

5.1.4 Measurable Goals and Objectives:

5.1.4.1 Goals are related to the areas of needs as identified in the IPP. Objectives should be meaningful, measurable, and manageable (see <https://education.alberta.ca/media/525540/ipp7.pdf>). Tier 2 and 3 students usually have up to 2 to 3 long term goals with 2 to 3 short-term objectives for each goal. (1 to 3 Objectives) Tier 4 students usually have up to 3 to 4 long term goals with 3 to 4 short-term objectives for each goal.

5.1.5 Procedures for Evaluating Student Progress:

5.1.5.1 Each goal is to be evaluated twice during the school year. Evidence of progress may include checklists, sampling of behavior, number and types of assignments completed, and analysis of work samples.

5.1.6 Identification of Coordinated Support Services if required:

5.1.6.1 Includes health-related services and is located in the *Background Information* page of the IPP. Schools are encouraged to work together with members of their educational community and the community at large who have an interest in students in schools, to meet the special education needs of students and their families. Before providing coordinated services, written informed consent must be obtained from the guardians.

5.1.7 Relevant Medical Information:

5.1.7.1 Includes any information that is *relevant* to the student's learning needs.

5.1.8 Required Classroom Accommodations:

5.1.8.1 These include any changes to instructional strategies, assessment procedures, materials, resources, facilities or equipment. Information is located on the *Performance Level* page of the IPP.

5.1.9 Transition Plans:

5.1.9.1 Includes plans for preparing and supporting the student for new situations and challenges. Final IPP meeting should include members of the transition team and review of the transition plan whenever possible.

5.1.10 Year-End Summary:

5.1.10.1 This describes the goals, accommodations and strategies that were most successful for the student over the past school year. The summary includes recommendations for new goals, current goals, modifications and accommodations that should continue the following year.

Additional Information and Definitions are in Appendix A.

Reference: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113, 123, 124, 125 School Act  
Administrative Procedure 214 – Special Education Programming  
Student Record Regulations 225/2006  
Guide to Education ECS to Grade 12  
Student Evaluation Regulation 177/2003  
Ministerial Order 015/2004 – Standards for Special Education  
Individual Program Planning – Update 2003  
<http://education.alberta.ca/admin/supportingstudent/diverselearning/ipp.aspx>

Created June 2014