

# Individual Program Plan (IPP) Policy

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Nipisihkopahk Education Authority (NEA) believes that all students can learn and experience success. All students are unique and have their own individual learning needs, and, we understand that some students require Individual Program Plans (IPPs) to help them realize their full learning potential. The purpose of the IPP is to establish individualized student programming; therefore, it is essential to identify the student's learning style, strengths and specific learning needs. Learning needs may include, but are not limited to, academic, social, emotional, and behavioural concerns. IPPs are working documents and records of student progress which need to be reviewed regularly and modified as necessary.

In keeping with AANDC and Alberta Education's mandate that all school jurisdictions have an IPP process, we recognize the need to:

- Ensure that IPPs are developed, implemented, monitored and evaluated for all students identified as having special education needs
- Have principals ensure the delivery and implementation of school-based special education programming and services
- Provide relevant resources and access to related professional development opportunities to teachers of students with special education needs
- Ensure principals identify teachers whose responsibility it is to coordinate, develop, implement, monitor and evaluate student IPPs
- Ensure the school has a process and a learning team to provide consultation, planning and problem solving related to programming for students with special education needs.
- Ensure IPPs are placed in student records and access to the IPP complies with the Student Record Regulation and Freedom of Information and Protection of Privacy (FOIP) legislation
- Ensure teachers:
  - Create IPPs by October 20 each year or within 30 days of receiving results of formal assessments;
  - Involve parents and, when appropriate, students and other professionals in the development, implementation, monitoring and evaluation of students' IPPs
  - Document, in the IPP, the formal review of students' progress, at regularly scheduled reporting periods
  - Provide feedback during informal reviews to parents and, when appropriate, students
  - Make changes to the IPP, as required
  - Make at least three attempts to obtain written informed parental consent on IPPs by November 20 of each year;
  - Document reasons for parent or guardian refusal of consent and/or actions undertaken by the school to resolve concerns

A. Process and Guidelines for IPPs at NEA:

a. Principals

In completing the IPP process for students at the school, principals shall:

- i. Ensure that IPPs are developed, implemented, monitored and evaluated for all students identified as having special education needs in the school. These learning needs are not to be confused with behaviour related needs that would be more properly addressed through the use of a Behaviour Plan.
- ii. Ensure the school has a process and a learning team to provide consultation, planning and problem solving related to programming for students with special education needs.
- iii. Identify a Classroom Support Teacher (CST) within the school who will oversee the learning team involved in the IPP process.

b. Classroom Support Teachers

In completing the IPP process for students at the school, Classroom Support Teachers shall:

- i. Recommend and/or provide teachers of students with special education needs with relevant resources and access to related professional development opportunities.
- ii. Be responsible for the organization of the Learning Team under the direction of the Principal.
- iii. Schedule IPP meetings to review IPP goals and objectives at least twice per year or once per semester at the high school level.
- iv. Support parents or other team members requests for a review of the IPP if they have concerns about the student's progress or if the student is experiencing significant changes in achievement, attitude or behaviour.
- v. Work with teachers to develop, implement, monitor, and evaluate student IPPs at the classroom level, providing them with support and guidance as needed.
- vi. Consult with the Student Services Coordinator as needed to ensure successful fulfillment of responsibilities.

c. Learning Team

In completing the IPP process the Learning Team shall:

- i. Be comprised of the principal and/or vice principal, the Classroom Support Teacher, Teacher(s) who work with the student, the parent(s) or guardian(s) of the student, the student themselves when they are capable of being a contributing member and other individuals who may be required or able to contribute.

- ii. Identify strengths and areas of need by examining information from a variety of sources. These sources may include, but are not limited to:
  - Parent observations
  - Teacher observations
  - Classroom developed assessments
  - NEA recommended assessments and tools
  - Specialized assessments
- iii. Assist in establishing goals and objectives that target educational priorities based on all the information that has been gathered to date and the availability of resources.

To determine the most important learning goals and objectives, the team will consider:

- Previous goals that need continued support
- Related areas of strength and need
- How to best support overall learning and achievement
- Transferability of skills to other subject areas
- How the skills and knowledge relate to the student's future life and/or career goals

d. Classroom Teacher

The Classroom Teacher shall:

- i. Use Dossier to complete all IPPs.
  - ii. Be responsible for completing all parts of the IPP except the "Monitoring Checklist" for all students except those designated as Extra Ordinary Profound (EOP).
  - iii. Complete all sections of the IPP including the "Monitoring Checklist" for all students designated, as Extra Ordinary Profound (EOP)
  - iv. Not target all learner outcomes, only those considered most critical for independent performance in the most meaningful activities.
  - v. Determine the learning style of each student and take that into consideration when determining instructional strategies and assessment tools.
  - vi. Create three goals, with each goal having three short-term objectives. This can be adjusted as necessary.
  - vii. Develop the IPP and write goals and objective in keeping with the IPP guidelines as set out by Alberta Education.  
<http://education.alberta.ca/media/511715/ipp.pdf>
  - viii. Incorporate recommendations from formal assessments into students' IPPs and daily instructional practices.
  - ix. Put the identified instructional and assessment strategies into practice.

- x. Keep data on the progress of goals and objectives, monitor progress frequently and adjust goals and short-term objectives as needed

e. Educational Assistants

In completing the IPP process for students with special education needs, Educational Assistants shall:

- i. Work under the direction of a certified teacher to realize students' goals, as outlined in their IPPs.
- ii. Be contributing members of the instructional team in order to help students achieve to their fullest potential.

B. Transition Planning

As part of the IPP process teachers, with the support of the Learning Team, will provide adequate transition opportunities for students transferring schools within NEA.

Planning for transition involves identifying the kinds of skills that need to be put in place for students to be successful today and in future settings, and developing a plan of action to ensure students acquire these skills and attitudes. Planning for transition involves identifying potential changes within the next school year and outlining strategies for preparing and supporting students through these transitions.

Transition meetings are to be held in the spring and are to be arranged by the school principals or their designate. Transition meetings should include members of the Learning Teams from the different schools and may include the Student Services Coordinator. Students will be provided the opportunity to become familiar with their new teachers and/or schools.

Transition meetings are to be held for:

- a. Students entering kindergarten.
- b. Students transitioning from kindergarten to grade 1.
- c. Students transitioning from Nipisihkopahk Primary School to Nipisihkopahk Elementary School.
- d. Students transitioning from Nipisihkpahk Elementary School to Nipisihkopahk Secondary School.
- e. High school students transferring from Nipisihkopahk Secondary School to Maskwacis Outreach School.
- f. High school or Outreach School students on IPPs who will be attending other schools for upgrading or post secondary studies or who are transitioning out of school.