

INDIVIDUALIZED PROGRAM PLAN

Background

The Division requires that an Individual Program Plan (IPP) be developed, implemented, monitored and evaluated for each student identified as having special education needs.

Definition

Individualized Program Plan (IPP) is a concise plan of action designed to address the student's special education needs, and is based on diagnostic information which provides the basis for intervention strategies. All students with special education needs, from severely disabled to the gifted and talented, require an IPP.

Procedures

1. The Principal shall ensure that an IPP is developed, implemented, monitored and evaluated for each student identified as having special education needs.
2. The Principal shall ensure that a certificated staff member or the School I-Coach, is responsible for the coordination and monitoring of IPPs, and for the coordination of all other special education matters within the school.
3. Regular classroom/subject teachers shall take the primary role in the development, implementation, monitoring and evaluation of IPPs.
4. The Principal shall ensure parents have the opportunity for meaningful involvement in planning, problem-solving and decision-making relating to student special education programming, including IPP development.
5. The teacher/School I-Coach shall involve parents/guardians, and when appropriate, students and other professionals, in the development, implementation, monitoring and evaluation of students' IPPs.
6. The Principal shall ensure that the school has a Student Support Team and a process to provide consultation, planning and problem-solving relating to programming for students with special education needs.
7. An IPP shall include the following essential information:
 - 7.1 Assessment data;
 - 7.2 Current level of performance and achievement;
 - 7.3 Identification of strengths and areas of need;
 - 7.4 Measurable goals and objectives;

- 7.5 Procedures for evaluating student progress;
 - 7.6 Identification of coordination support services (including health-related), if required;
 - 7.7 Relevant medical information;
 - 7.8 Required classroom accommodations (e.g., any changes to instructional strategies, assessment, procedures, materials, resources, facilities, or equipment);
 - 7.9 Transition plans;
 - 7.10 Year-end summary.
8. The teacher/School I-Coach shall obtain informed written parental consent on IPPs to indicate agreement with the IPP. In cases where consent is not obtained, reasons for refusal and/or actions undertaken by the Principal to obtain consent and/or resolve concerns shall be documented on the IPP.
 9. The student's learning/behavioural growth shall be assessed and reported in relation to the outcomes and time frames set out in the IPP.
 10. The teacher School I-Coach shall document in the IPP, the formal review of students' progress at regularly scheduled reporting periods, and throughout the year, provide feedback during informal reviews to parents, and where appropriate, students.
 11. All supports and services utilized to facilitate programming shall be listed on the student's IPP.
 12. The results of IPP reviews shall be used to assess and revise student programming and/or placement.
 13. The completed IPP shall be placed and retained in the Student Record and access to the IPP will comply with the Student Record Regulation and Freedom of Information and Protection of Privacy (FOIP) legislation.

Adopted/Revised: JUN 2016/JAN 2018/NOV 2019/OCT 2021

Reference: Section 33, 52, 53, 196, 197, 222 Education Act
Funding Manual for School Authorities
Guide to Education ECS to Grade 12
Section 23, Canadian Charter of Rights and Freedoms