



Getting Started

Chapter 1

Working Through the IPP Process

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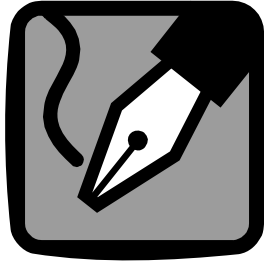
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Chapter 1



Working Through the IPP Process

Student-focused IPP Process

The most critical component of individualized program plans (IPPs) occurs before any IPPs are planned, written or implemented. Research tells us that being student-focused is the single factor that can make the most difference in the quality of and commitment to the IPP process. A student-focused process involves creating relationships with students and parents that go beyond the IPP document itself. Active participation of students and parents in the IPP process tends to result in:

- friendlier and more positive language
- more achievable and relevant goals that build on strengths
- increased success of implementation.

Embedded in a student-focused IPP process is a foundational belief in the necessity and power of IPPs for individual students. This belief sets the tone and focus for the entire IPP process and helps teachers and others to overcome some of the challenges they may face in supporting students with special education needs. It provides a context within which teachers and administrators can make more powerful and effective decisions about what the IPP process will look like in their schools and jurisdictions, and how they will support it.

Creating a Shared Vision

Creating a shared vision requires a deliberate effort and a structured dialogue about why we serve students with special education needs, what we believe about these students and what our greatest hopes are for them. Before we can effectively move on to the “how-to” aspect of IPPs, we need to pay attention to the way in which teachers and administrators currently think about and carry out the IPP process. Once we understand this, we can identify a list of attitudes and practices within the school that will support the IPP process, including practices that support positive attitudes and foster commitment. Teachers and administrators can then develop ways to encourage and support these practices. A critical component of this process is the recognition that attitudes, motivation and commitment are a matter of choice. Actions become a reflection of personal leadership that translate intention into reality.

Once the underlying beliefs and attitudes are in place, the school or jurisdiction can begin creating a shared understanding of the mandated requirements and ethical considerations related to IPPs. This involves a fundamental understanding of:

- what an IPP is
- the purpose of an IPP
- the essential elements of an IPP
- the value of an IPP's elements
- how the IPP links assessment to instructional and programming decision making.

This shared understanding allows individual staff members to work together as a team by ensuring they are oriented to a common purpose.

A shared understanding of the IPP process as valuable and student-focused also helps maintain a trusting relationship between teachers and parents and students. Parents and students rely on educators to demonstrate leadership. While educators have a professional obligation to participate in the IPP process, there is also an ethical obligation to do not only what is required but also what is right for each student. This goes beyond just completing the forms to fully engaging in the process. It is from this place that teachers are able to create the most meaningful impact in the lives of students with special education needs.

Promoting a commitment to student-focused IPPs takes time, focus and leadership. While all schools should strive to create a culture that supports an effective IPP process, there will be many paths that individual schools and jurisdictions might take to achieve this outcome. As a starting point, teachers and administrators may consider the following sample strategies.

Sample strategies

Sample strategies for supporting student-focused IPPs

- Be solution focused. Use a “how can we do this” perspective to develop creative options for providing the time needed for planning and collaboration.
- Create a forum for discussion where individuals have the freedom to share their feelings and beliefs. This provides an opportunity to release tension about existing challenges and concerns—and to share their hopes and wishes for their students with special education needs.
- Create ways for teachers to reflect on their personal vision before bringing them together to do shared vision work.
- Provide opportunities to explore and discuss core values that support a student-focused IPP process (e.g., respect, hope, honesty). Use this discussion as the starting point to create a compelling vision of the future of IPPs within the school and jurisdiction's missions.
- Align the change process related to IPPs with professional learning community initiatives.
- Identify key individuals within the school and jurisdiction who will champion the commitment to student-focused IPPs.
- Consider using a team leader to encourage all staff to fully participate in discussion and activities.

- Provide sufficient professional development opportunities to develop an understanding of the requirements and best practices.
- Provide in-depth, ongoing leadership and professional development to allow individuals to build and strengthen their professional practice.
- Create mentorship programs that allow more experienced teachers to provide leadership to teachers less familiar or comfortable with the IPP process.
- Create job-alike pairings to allow teachers with similar needs to collaborate, network and support each other.

Creating a foundation for an effective IPP process requires leadership, commitment and collaboration. There must also be an acknowledgement that it takes time to build anything that is worthwhile. The timeline will vary from school to school and jurisdiction to jurisdiction based on a variety of factors, including current attitudes and processes around IPPs, and the availability of leadership. By taking deliberate steps over time, schools and jurisdictions can develop and nurture a shared vision and understanding that allows teachers to move forward into the “how-to” of IPPs with confidence and clarity.

Each student identified as having special education needs must have an IPP. Students with special education needs, as described in section 47(1) of the *School Act*, are those students who are in need of special education programming because of their behavioural, communicational, intellectual, learning or physical characteristics, or a combination of those characteristics.

An IPP is a written commitment of intent by the learning team to ensure appropriate planning for students with special education needs. It is a working document and a record of student progress that contributes to a common understanding and coordination of efforts. The *Standards for Special Education, Amended June 2004* defines an individualized program plan as:

“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 ...” (p. 4).

Students with special education needs will benefit from a coordinated team approach in the development and implementation of their IPP processes. Throughout this resource, we will refer to this team as the learning team. The *Standards* defines the learning team as “a team that consults and shares information relevant to the individual student’s education and plans special education programming and services as required. The team may consist of the classroom teacher, parents, students (where appropriate), other school and jurisdiction staff aware of the students’ needs, and others as required” (p. 4). The learning team could also include principals, special education coordinators, teacher assistants and health-related professionals such as speech and language pathologists, psychologists, occupational therapists, physiotherapists, and educational specialists.

An IPP is:

- developed to address the specific special education needs of individual learners
- a collaborative team effort involving the student, parents, teachers and other staff who work closely with the student's programming. The individuals involved may change over time, depending on the needs of the student
- a planning document that helps monitor and evaluate a student's education programming and progress
- a document for communicating student growth and progress with parents, students and staff
- a summary of the individualized goals and objectives that a student will work towards during a school year
- a summary of accommodations that will help the student learn more effectively
- an ongoing record to ensure continuity of programming
- a guide for transition planning.

The developmental process of an IPP should begin as soon as a student is identified as having special education needs. Typically, IPPs are developed at the beginning of each school year. Although some information will remain the same from year to year, many components will change from one school year to the next, including assessment data, current level of performance, goals and objectives, transition plans, and year-end summaries.

Essential Information

The *Standards for Special Education, Amended June 2004* requires that the following essential information be included in the IPP:

- assessment data (diagnostic assessment data used to determine special education programming and services)
- current level of performance and achievement
- identification of strengths and areas of need
- measurable goals and objectives
- procedures for evaluating student progress
- identification of coordinated support services
- relevant medical information
- required classroom accommodations
- transition plans
- formal review of progress at regularly scheduled reporting periods
- year-end summary
- parent signature to indicate informed consent.

Appendices

See Appendix 1-A for a sample template for recording IPP information. Alberta Education does not mandate a specific format.

The IPP process uses three types of assessments that have distinctly different purposes, and may also involve different members of the learning team, happen at different times of the school year and involve different types of procedures, indicators and data. These three types are: specialized assessment, classroom assessment and assessment of progress related to IPP goals.

- *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. In addition to standardized tests, specialized assessment could include formal observations that could be used to make a diagnosis. This type of assessment is generally completed every two to five years.
- *Current level of performance* (or classroom assessment) is the annual “snapshot” of how a student is performing in the classroom, in relation to the grade-level program of studies or, for students not on grade-level curriculum, their functioning relative to individualized programming. It is generally completed by the classroom teacher and includes such strategies as informal reading inventories, writing samples, teacher-made tests and classroom observations. Current level of performance can also include standardized tests (known as Level B tests) designed to be administered by qualified classroom teachers. Teachers use this data to assess student growth and to plan for instruction.
- *Assessment of progress related to IPP goals* requires the identification of procedures and sample indicators that the learning team can use to assess a student’s progress on specific IPP goals throughout the school year. This can include strategies such as behaviour observation checklists, collecting and analyzing samples of student work, and specific performance tasks.

Specialized assessment data

Information in this section of the IPP should be directly related to the identification of the student’s special education needs and the types of programming, supports and services this student might need. This type of assessment should be done every two to five years. The assessment data should include reports from specialized assessment. The IPP needs to reflect the connection between the relevant data and the student’s learning strengths and areas of need.

Possible sources of assessment data from specialists include current educational assessments, medical/health assessments such as vision, hearing, physical, neurological, speech and language assessments, occupational therapy, physiotherapy, behavioural, psychological or psychiatric assessments. Current data is generally considered to be data that has been collected within the last two or three years. Each assessment report should be listed within the IPP and should include the date and source (including the name of the assessment tool and the person who did the assessment).

Example

For example, a Grade 5 student who appears to have average cognitive functioning, but reads and writes significantly below grade-level expectations, might have a specialized assessment that includes cognitive ability, educational levels in language arts and math, and emotional/social functioning. Assessment information on the IPP might look like the following entry.

Assessment Data (Specialized Assessment Results)

WISC-IV (May 200X - Dr. Anyone, University of Anywhere Clinic)

Full score: average
(slightly below average on working memory index)

WIAT-II (May 200X - Dr. Anyone, University of Anywhere Clinic)

Reading: borderline
Mathematics: average
Written language: borderline
Oral language: average

Moderate learning disability in the areas of reading and written expression

Behaviour Assessment for Children (BASC) (May 200X - Dr. Anyone, University of Anywhere Clinic)

Self-report, parent and teacher rating scale placed student at risk for anxiety difficulties

Some jurisdictions may encourage the team to include a summary of specialized assessments, but this information is optional. To ensure accuracy, it is best to quote directly from the report. Summary statements might include the following.

- “Report provides a diagnosis of attention-deficit/hyperactivity disorder.”
- “Report affirms average cognitive functioning.”
- “Information indicates a mild to moderate hearing loss.”
- “Report identifies expressive language skills as a significant area of need.”
- “Report supports a diagnosis of oppositional defiant disorder.”

Do not include numerical scores or percentiles for IQ scores; include the range only (e.g., low average, below average).

Adaptive functioning, behaviour, communication and physical development can be reported as developmental levels or percentiles (how an individual student’s performance compares with same-aged peers).

Current level of performance and achievement

The level of performance, as defined by the *Standards* means “assessed skill development in academic and other areas such as adaptive functioning, behaviour, cognition, communication and physical development” (p. 4).

Levels of performance should be reported annually for each area that has a related IPP goal.

Academic performance in IPPs is most useful when it is reported as grade-level equivalent scores. It may be necessary to break subject areas into different types of skill areas. For example, a current level of performance for language arts might include scores for reading comprehension, decoding, spelling and/or writing. Levels of performance for academic areas that are not identified as areas of need on the IPP will be reported on the report card as well. If a student is working to grade level in a particular core subject area, this should be documented.

This section should also include summaries of classroom assessments that are current (e.g., within one school year). Examples of classroom assessment information that might be relevant include writing samples, math skill inventories, reading miscue analysis, behaviour and work habit checklists, and other informal assessments that link directly with IPP goals.

School jurisdictions and charter schools will be required to report Grade Level of Achievement (GLA) in grades 1–9 language arts, mathematics, social studies and science. GLA will be reported to Alberta Education as a whole number indicating what grade level a student has achieved. Because students do not learn curricular outcomes in a lock-step manner, norm-referenced achievement tests expressed as grade-equivalent scores or decimal numbers (e.g., Grade 3.3) should not be used for GLA reporting.

Some, but not necessarily all, assessments used in the IPP process may also be used in Grade Level of Achievement reporting. For example, certain norm-referenced assessment and decimal scoring may be appropriate to help establish baselines and track growth for some IPP goals but may not be appropriate for Grade Level of Achievement reporting and should never be used as the sole determinant for judging Grade Level of Achievement.

If a grades 1–9 student's modified programming does not follow a graded curriculum, Grade Level of Achievement (GLA) for these students can be reported by indicating the degree of mastery (i.e., all, most, some, none or not applicable) in the following three goal categories:

- foundational skills (e.g., communications, classroom behaviour, gross and fine motor skills)
- academic readiness skills (e.g., readiness skills to prepare student for learning outcomes in the programs of study in Grade 1 and subsequent grade levels)
- life skills (e.g., skills that will assist the student in developing independence in the home, school and community).

Each goal on a student's IPP should be identified if it aligns with one of these categories. Goals should be selected based on student's individual needs, it may not be necessary or appropriate to have a goal from each or all of the three GLA reporting categories.

The sample IPP template on pages 32 and 33 has checkboxes to record GLA-related information.

For more information

For more information on the GLA initiative, visit the Alberta Education Web site at www.education.gov.ab.ca/ipr/GLA.

Example

For example, to identify current level of performance for the Grade 5 student in the previous example, the classroom teacher might use several different assessment strategies to establish a baseline and track growth. The teacher might look at the previous year's report card, and may administer informal assessments such as reading inventories and writing samples at the beginning and end of the school year. Here is one example of how this information might be reported.

Current Level of Performance and Achievement

September

- Grade 4 report card indicates Lee is working at grade level in math and science
- Burns and Roe Informal Reading Inventory indicates he is reading independently with Grade 3 level text
- Reading level affects social studies and Lee needs support to complete grade-level assignments
- Writing sample indicates low output (e.g., less than 20 words in 30-minute September writing sample), no evidence of planning, writing vocabulary tends to be general and he lacks detail in his writing, about 60% spelling accuracy
- Test taking appears to be an area of concern for him. He was absent for the two major unit tests this month and his mom feels that this may have been due to anxiety

For more information

For more information and sample strategies for using classroom assessments to support the IPP process, see Chapter 5: *Using Classroom Assessment to Support the IPP Process*.

Identification of strengths and areas of need

When describing the student's areas of strength, it is appropriate to include information such as the following:

- strengths in areas such as cognitive processing and communication (e.g., expressive language-speaking)
- student's learning preferences (e.g., visual, auditory, kinesthetic or learns best on his or her own or working with others)
- previously acquired skills (e.g., organizational skills, time-management skills).

It may be appropriate to also include information related to the student's:

- personal characteristics that support learning (e.g., self-motivation, willingness to work with others)
- interests and hobbies
- nonacademic accomplishments.

Example

The learning team for the Grade 5 student from the previous examples might generate a short list of strengths that could include things like social relationships, and interests both in and out of school. For example:

Strengths

- Enjoys working and playing with other students, has many friends
- Likes to build things, especially in science
- Comfortable with the computer, can find all kinds of interesting sites on the Internet
- Excels in sports—hockey and soccer

The description of the student's areas of need should link assessment data to areas of need such as the following:

- broad cognitive and/or processing challenges (e.g., in areas such as verbal reasoning, visual memory)
- skills deficits that relate to the student's special education needs and/or interfere with his or her ability to learn (e.g., in areas such as social skills, attention, emotional control)
- academic skills (e.g., in areas such as reading comprehension, written expression).

Example

The student's learning team may use information from both specialized assessment and current level of performance to identify specific needs or areas of growth for the Grade 5 student from the previous examples. His list of needs might include the following.

Areas of Need

- Strategies to improve reading comprehension across the subject areas, but especially for social studies
- Planning, writing and proofreading strategies to increase quality and quantity of written expression
- Reduce anxiety around test-taking situations

Determining strengths and areas of need should involve input from parents and, when possible, from students.

Measurable goals and objectives

The goals and objectives are the heart of the IPP process and provide the framework for programming decisions. Goals and objectives must be measurable so that students, teachers, parents and others involved in the IPP process may gauge how well students are progressing toward achievement of their goals. Without measurability, progress cannot be monitored.

Considering the individual needs of students is key to developing meaningful goals. If a student's needs are primarily academic, then select goals in those academic areas most critical to a student's success across settings. If a student's needs are mostly related to social skills, or to the development of personal independence, then choose goals that emphasize these areas. If a student has major needs across subject areas, consider developing cross-curricular goals that will make an impact in each subject area.

Example

To illustrate this, consider the Grade 5 student from the previous examples who might have three goals—one for reading, one for written expression and one addressing anxiety around tests. The goals might look like this.

Goals

Goal #1: Lee will independently read and demonstrate understanding of selected Grade 4 level reading passages.

Goal #2: Lee will generate at least 20 sentences at grade-level expectations within allotted time for written assignments.

Goal #3: Lee will approach unit tests in a calm and confident manner, and will complete at least 80% of all items on the test.

Much of the goal-related information that is currently available on electronic IPP databases are intended as starting points for developing goals and objectives. Often these examples must be rewritten in measurable terms to meet Alberta Education standards.

For more information

See Chapter 7: *Making Goals Meaningful, Measurable and Manageable* for more information and ideas on writing goals and objectives that are measurable, meaningful and manageable.

Procedures for evaluating progress related to IPP goals

How student progress will be evaluated is often embedded within the goal statement. For example: “Ted will ask at least three questions during classroom discussion each day for one week.” When the benchmark or method is not part of the goal statement, a brief summary of the monitoring plan should be included in the IPP. For example, “Ted will record his completed in-class assignments in his log book for a three-week period and ask his teacher to sign the log at the end of each day. He will share this data with his parents each Friday, as part of his weekly report.”

Example

Evidence of progress can include, but is not restricted to, checklists, periodic sampling of behaviour, number and types of assignments completed, and analysis of work samples. Student progress should be evaluated several times throughout the school year. For the Grade 5 student from the previous examples, a list of assessment procedures might look like the following.

Assessment Procedures

- Reading recognition and comprehension: Burns and Roe Informal Reading Inventory Form A (September), Form B (June)
- Written expression: monthly writing sample with grade-level rubric, word count and spelling accuracy percentage
- Test anxiety: track number of major tests completed with passing marks and number of tests not completed, student interview September, November, March and June

For more information

For more information and sample strategies for evaluating student progress, see Chapter 5: *Using Classroom Assessment to Support the IPP Process* on classroom assessment and Chapter 7: *Making Goals Meaningful, Measurable and Manageable* on developing measurable goals.

Identification of coordinated support services

Required support services, including health-related services, should be identified on the IPP. The *Standards for Special Education, Amended June 2004* requires that school boards “work together with members of the community, who have an interest in students in schools, to meet the special education needs of students, including students and their families, community agencies, organizations and associations, other education authorities, regional health and children’s services authorities” (p. 8).

The *Standards* also requires obtaining “written informed consent from parents to provide coordinated services to students, when required, and as identified in students’ IPPs” (p. 8).

The IPP should include an ongoing list of what services the student actually receives, with dates, types of service and names of service providers. If a student is in good health and does not require coordinated support services at this time, this should be stated.

Example

For example, the Grade 5 student from the previous examples might require limited coordinated support services and this information could be recorded as follows.

Coordinated Support Services

- Lee, supported by his parents, attended six-part series on handling anxiety at Anywhere Community Services (November 200X).
- Lee is in good health at this time and does not require additional coordinated support services.

Medical information

This section of the IPP should include any information relevant to the student's learning needs. For example, it might include a summary of a report that confirms a diagnosis such as AD/HD and might indicate whether or not the student is on daily medication. *Only medical information directly relevant to the student's learning needs should be included on the IPP.*

Be sensitive to individual families' wishes regarding sharing diagnostic information on the IPP document. Some students may not be developmentally ready to understand their specific diagnoses although they may have a basic understanding of their individual needs. This information needs to be handled sensitively and on a case-by-case basis. It should also be indicated if there are no known medical issues at this time.

Example

For the Grade 5 student discussed in the previous examples, medical information might be recorded as follows.

Medical Conditions that Impact Schooling

Lee was screened for possible AD/HD at Anywhere Clinic in November 200X. He has minor attention difficulties but not severe enough to warrant medical treatment at this time.

Classroom accommodations

Required accommodations must be listed on the IPP. An accommodation is a change or alteration in the regular way a student is expected to learn, complete assignments or participate in classroom activities.

Accommodations include special teaching or assessment strategies, equipment or other supports that remove, or at least lessen, the impact of a student's special education needs. The goal of accommodations is to give students with special education needs the same opportunity to succeed as other students. Accommodations can include simple strategies such as preferential seating near the teacher, modifications to materials such as enlarged print or less text on the pages, or differences in how an individual student is expected to access information or demonstrate learning.

Example

The Grade 5 student discussed in the previous examples might have a number of cross-curricular accommodations, including the following.

Accommodations and strategies

Reading: Teach strategies for using textbook features, visualization skills and self-questioning to improve comprehension and encourage at-home paired reading, 20 minutes/4 evenings a week

Writing: Customize graphic organizers for planning writing, encourage use of electronic spell check in all major written assignments and tests, set up buddy note-taking system (e.g., photocopy buddy's notes and use to revise own notes)

Test taking: Provide study planners for review at least three days before major tests, provide extra time, quiet spot, opportunities to ask questions and clarify instructions during test, teach relaxation techniques

Special accommodations requested for the provincial achievement tests or diploma exams are approved only when they are provided throughout the year in regular classroom instruction and are identified on the IPP.

For more information

See Chapter 6: *Selecting Accommodations and Strategies* for more information and sample strategies for selecting accommodations.

Planning for transition

Planning for transition begins each September and is an ongoing process throughout each school year. The IPP must contain information about upcoming transitions in the student's learning environment, and plans for preparing and supporting the student for these new situations and challenges. Transitions may involve small changes, such as moving from one classroom to another, to more major transitions, such as moving from a senior high school program to post-secondary training and a new living environment. It might also include potential changes in the day-to-day classroom environment, such as working with a substitute teacher, new kinds of learning activities, such as small group discussions, and new expectations, such as assuming more responsibility for organizing learning materials and independently completing assignments.

Example

Information about planning for transition for the Grade 5 student discussed in previous examples might look like the following.

Planning for Transition

Lee will be moving to a middle school next year and he will need to be ready for:

- longer and more complex written assignments
- increased note taking during class activities
- longer and more complex unit tests
- increased reading demands including managing varied reading levels of material
- increased responsibility for organizing and managing materials and information.

These skills will be part of regular classroom instruction throughout the year and we will also look for additional strategies to help Lee manage these new demands.

Lee's mother also reports that Lee expresses concern when substitute teachers replace the regular classroom teacher. Mrs. A. will look at some possible social scripts that might help Lee manage these situations with less anxiety.

For more information

See Chapter 8: *Planning for Transitions* for more information on planning for transition.

Review of progress related to IPP goals

Typically, IPP reviews align with the school's regular reporting periods. These are generally scheduled three to four times per year. Specific IPP objectives may be monitored at shorter time intervals, but these results may be reported at the regularly scheduled review. A comment regarding the student's progress should appear on the IPP along with the date of the review. Checkmarks or vague terms such as "ongoing" do not adequately describe what a student has achieved.

Example

For example, the IPP for the Grade 5 student discussed in previous examples might have three review dates for IPP goals. In this example, the review dates align with the schoolwide schedule for report cards and student progress conferences.

The following entries illustrate how the reading goal for the Grade 5 student from the previous examples might be reported.

Progress Review**November 10***Achieved.* Lee is independently reading material at the mid-Grade 3 level.**March 12***Achieved.* Lee is doing even better than his objective; he is independently reading material at the early-Grade 4 level, especially factual material.**June 15***Achieved.* Lee is reading independently at the early-Grade 4 level (and even higher if the material is especially interesting to him).

See the sample IPP at the end of this chapter for more examples of how the student's progress is reported as "Achieved" or "Progressing" with descriptive comments.

Year-end summary

The year-end summary describes what goals, accommodations and strategies were most successful for the student over the past school year. The summary should also include recommendations for new goals, accommodations that should be continued and programming considerations for the upcoming school year.

Example

For example, the Grade 5 student discussed in the previous examples might have a year-end summary that contains the following information.

Year-end Summary**June**

- Continues to work at grade level in math and science, with minimal support.
- Although Lee's reading fluency is still below grade level, his comprehension has improved and he is using self-questioning strategies, especially when reading high-interest scientific information. He will need additional strategies for more complex narrative material in Grade 6.
- Using his new reading strategies have helped Lee maintain a C average in social studies. He is receiving occasional support with note taking, test taking and completing written longer assignments.
- Although longer writing assignments remain a challenge for Lee, output has increased (e.g., June's sample was 80 words in 30 minutes), he's using planning tools when prompted, writing vocabulary is more specific and he's attempting to provide more detail, and spelling accuracy has increased to about 70%. Now that several other students in the class are using a spell check, he is more willing to use his.
- Lee has written all major tests this term and has passed them all! His parents report he is studying at home more for tests and is feeling more confident about tests.

Informed parent consent

The *Standards for Special Education, Amended June 2004*, in accordance with the Preamble of the *School Act*, states that parents have a right and responsibility to make decisions respecting the education of their children. “School boards must:

- ensure parents have the opportunity for participation in decisions that affect students’ education
- ensure parents have information needed to make informed decisions
- invite meaningful involvement of parents in planning, problem solving and decision making related to students’ special education programming” (p. 9).

Schools are required to obtain informed written consent from parents to indicate agreement with the IPP. Typically, parents will be invited to sign the IPP at the beginning of the school year when goals and objectives have been developed, and at each reporting period throughout the school year.

Informed consent means that parents:

- have all information relevant to the activity for which consent is sought
- understand and agree, in writing, to the carrying out of the activity for which their consent is sought
- understand that the granting of consent is voluntary and may be withdrawn at any time (Alberta Learning 2004, p. 4).

In addition to the IPP process, parents also need to provide informed consent for specialized assessments.

In cases where parents refuse to sign the IPP document or are unavailable to provide this consent, the teacher must document the reasons for the refusal or unavailability and describe the actions undertaken by school staff to obtain consent and/or resolve differences.

Example

For example, in a case where illness or unavailability prevented a parent from signing the IPP, the information might be documented as follows.

Note re: Written parent consent

The IPP is unsigned because Ms. Smith has been unable to meet with the learning team due to a chronic health condition. We discussed the option of a phone conference, but that was not possible for her at this time. Copies of the IPP with progress reports were mailed to her home in October, March and June.

In the absence of informed written consent from parents, instruction in the classroom must be based on reasonable practice and teachers must make instructional decisions in the best interests of the student. Many accommodations and instructional strategies included in IPPs are typically routine components of the differentiated instruction that many teachers incorporate daily in their classroom.

For more information

See Chapter 2: *Encouraging Parent Involvement* for more information and sample strategies for involving parents in the IPP process.

Appendices

See Appendix 1-B for a sample checklist of essential information required on the IPP.

Sample Steps in the IPP Process

One way of looking at the IPP process is as a set of interrelated actions that can be described as the following six steps.

1. Identifying strengths and areas of need
2. Setting the direction
3. Creating a plan
4. Implementing the plan
5. Reviewing and revising
6. Planning for transition

These steps may occur in different sequences or be worked on simultaneously, depending on the individual needs of students. The steps are also cyclic in nature.

1. Identifying strengths and areas of need

Because the purpose of IPPs is to establish individualized programming, it is essential to identify the student's strengths and specific learning needs. Knowing what the student's strengths are will help the learning team choose goals, strategies and accommodations that build on these strengths. Knowing what the student's interests and personality traits are might also contribute to more effective programming decisions. Learning needs may include academic needs as well as social, behavioural and other needs.

The learning team should examine information from a variety of sources in order to accurately identify student needs. These sources may include:

- parent observations
- teacher observations
- classroom assessments and products
- specialized assessments.

2. Setting the direction

Establishing priorities helps the learning team focus on what is critical for the student to learn this school year. The team establishes these priorities based on all the information that has been gathered to date and the availability of resources.

To determine the most important learning goals, the team considers:

- priority areas to focus on
- possibilities for using this new skill or knowledge in other areas and settings
- related areas of strength
- how this need affects overall learning and achievement
- transferability to other subject areas
- how the skills and knowledge relate to the student's future career goals.

3. Creating a plan

Based on a discussion of the student's needs and strengths, as well as the priority areas identified, the learning team will develop a plan that includes long-term goals and short-term objectives for the student. The IPP does not target all learner outcomes, only those considered most critical for independent performance in the most meaningful activities.

Long-term goals are broad statements about achievement, such as:

- by the end of the year, Jace will improve his reading comprehension skills to a Grade 3 level
- by the end of the year, Lee will play and work cooperatively with peers throughout the school day.

Short-term objectives are small, measurable steps that will lead from the child's present performance to the long-term goal. For example, short-term objectives for the same long-term goals above could include:

- by January 31, Jace will independently read one self-selected book and be able to retell the general storyline to another person
- by February 15, Lee will participate successfully in small group math activities and complete all related group tasks without disrupting his classmates.

Typically, a student may have from two to five long-term goals, with each goal having three to five short-term objectives.

For more information

Specific accommodations for supporting the student also need to be identified at this stage of the process. See Chapter 6: *Selecting Accommodations and Strategies* for more information and sample strategies for identifying accommodations.

See Chapter 7: *Making Goals Meaningful, Measurable and Manageable* for more information and sample strategies for developing measurable and meaningful goals and objectives.

Appendices

See Appendix 1-C for a sample planning sheet that can be used in the planning stages of the IPP process.

4. Implementing the plan

In this phase of the process, the learning team reviews the content of the IPP and how progress will be measured. Teachers then put the instructional and assessment strategies into practice, and adjust short-term objectives as needed. Parents and other team members may support the IPP goals at home or in other contexts.

5. Reviewing and revising

Ongoing review and revision are important parts of the IPP process. Review meetings are opportunities to discuss the student's program and consider possible revisions. The year-end review is especially important as the team reviews the education plan and adds written recommendations to the IPP. This is particularly true for students moving from one school to another or making any kind of transition.

Parents or other team members may also request a review of the IPP at any time if they have concerns about the student's progress or if the student is experiencing significant changes in achievement, attitude or behaviour. The IPP can be adjusted or changed at any time throughout the school year as the team deems necessary.

6. Planning for transition

Planning for transition involves identifying the kinds of skills that need to be 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.

Moving Through the IPP Process

Jurisdictions across the province may have their own framework for the IPP process. The steps may be titled differently or tasks may be organized in different sequences and combinations.

The following chapters contain additional information and sample strategies for supporting the different stages of the IPP process. Whatever framework or format is used for the IPP process, school jurisdictions must:¹

- ensure that IPPs are developed, implemented, monitored and evaluated for all students identified as having special education needs
- identify principals as accountable for the delivery and implementation of school-based special education programming and services
- provide teachers of students with special education needs with relevant resources and access to related professional development opportunities

1. From Alberta Learning, *Standards for Special Education, Amended June 2004* (Edmonton, AB: Alberta Learning, 2004), pp. 10–11.

- ensure principals identify teachers whose responsibility it is to coordinate, develop, implement, monitor and evaluate student IPPs
- ensure the school has a process and learning team to provide consultation, planning and problem solving related to programming for students with special education needs
- ensure teachers:
 - 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
 - throughout the year, provide feedback during informal reviews to parents and, when appropriate, students
 - make changes to the IPP, as required
 - obtain written informed parental consent on IPPs to indicate agreement with the IPP
 - in cases where parents refuse consent, document the reasons for refusal and/or actions undertaken by the school to obtain consent and/or resolve concerns
 - 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 teacher assistants work under the direction of a certificated teacher to realize students' goals, as outlined in their IPPs.

Sample IPP

This chapter ends with a completed sample of an IPP that illustrates how essential information might be recorded on an IPP document. This sample is for a Grade 5 student with a mild/moderate learning disability who is working on improving reading comprehension, increasing written output and managing anxiety around tests. The classroom teacher is coordinating the IPP process and the school's special education coordinator is consulting on an as-needed basis. The student's parents communicate with the teacher on a regular basis and support the IPP goals at home.

The student became more involved in the IPP process as the year progressed, and some of the comments in the progress notes and year-end summary are direct quotes by the student.

Individualized Program Plan	
Student Information	
Student: Lee Anystudent	
Date of Birth: April 22, 199X	Age as of Sept. 1/0X: 10 yrs., 4 mos.
Parents: Joe and Joan Anystudent	Date I.P.P. Created: September 200X
Grade: 5	Phone #:
Eligibility Code: 54 (mild/moderate learning disability)	
Background information: Classroom context	
School: Anyschool Elementary	
I.P.P. Coordinator and Classroom Teacher: Mrs. Anyteacher	
Additional IPP Team Members: Ms. Anyresource, Special Education Coordinator	
Lee is in a regular stream Grade 5 class in his neighbourhood school. There are currently 22 students; three have been identified as having special education needs. A special education coordinator in the school provides consultation to the classroom teacher, on an as-needed basis.	
Background Information: Parental input and involvement	
October 8 - Parents met with Mrs. Anyteacher to talk about Lee's goals for the year. His parents agreed to use paired reading at home and the team decided to concentrate on increasing quality and quantity of writing during class time and not assign it for homework. Lee demonstrated his new electronic spell check. Parents expressed concerns about Lee's attitudes towards tests and were pleased to hear that all the students in Grade 5 would be learning test-taking strategies this term.	
November 12 - At a student-led conference, Lee showed his portfolio collection of planning tools for writing and he read a self-selected passage from a science reference book he is using for a current research project. Parents congratulated him on his progress and discussed additional study strategies they can try next term.	
March 12 - Parents reviewed writing samples and are pleased Lee is writing more and is using descriptive sentences and more precise vocabulary. They report that Lee is still enjoying the paired reading four nights a week, and their family is learning a lot about exotic animals through the reading.	
June 12 - Had a telephone conference with mom to review final reading scores and progress in writing. She committed to encouraging Lee to read over the summer and commented that both they and Lee are feeling confident about next year's move to middle school.	

Sample IPP - Lee (continued) page 2/7

Strengths		
<ul style="list-style-type: none"> – Enjoys working and playing with other students, has many friends – Likes to build things, especially in science – Comfortable with the computer, can find all kinds of interesting sites on the Internet – Excels in sports—hockey and soccer 		
Areas of Need		
<ul style="list-style-type: none"> – Strategies to improve reading comprehension across the subject areas, but especially for social studies – Planning, writing and proofreading strategies to increase quality and quantity of written expression – Reduce anxiety around test-taking situations 		
Medical Conditions that Impact Schooling		
Lee was screened for possible AD/HD at Anywhere Clinic in November 200X. He has minor attention difficulties but not severe enough to warrant medical treatment at this time.		
Assessment Data (Specialized Assessment Results)		
Date	Test	Results
May 200X University of Anywhere Clinic Dr. Anyone, psychologist	WISC-IV	Full score: average (slightly below average on working memory index)
May 200X University of Anywhere Clinic Dr. Anyone, psychologist	WIAT-II	Reading: borderline Mathematics: average Written language: borderline Oral language: average Moderate learning disability in the areas of reading and written expression
May 200X University of Anywhere Clinic Dr. Anyone, psychologist	Behaviour Assessment for Children (BASC)	Self-report, parent and teacher rating scale placed student at risk for anxiety difficulties

Sample IPP - Lee (continued) page 3/7

Current Level of Performance and Achievement	Year-end Summary
<p>September</p> <ul style="list-style-type: none"> • Grade 4 report card indicates Lee is working at grade level in math and science • Burns and Roe Informal Reading Inventory indicates he is reading independently with Grade 3 level text • Reading level affects social studies and Lee needs support to complete grade-level assignments • Writing sample indicates low output (e.g., less than 20 words in 30-minute September writing sample), no evidence of planning, writing vocabulary tends to be general and he lacks detail in his writing, about 60% spelling accuracy • Test taking appears to be an area of concern for him. He was absent for the two major unit tests this month and his mom feels that this may have been due to anxiety 	<p>June</p> <ul style="list-style-type: none"> • Continues to work at grade level in math and science, with minimal support. • Although Lee’s reading fluency is still below grade level, his comprehension has improved and he is using self-questioning strategies, especially when reading high-interest scientific information. He will need additional strategies for more complex narrative material in Grade 6. • Using his new reading strategies have helped Lee maintain a C average in social studies. He is receiving occasional support with note taking, test taking and completing written longer assignments. • Although longer writing assignments remain a challenge for Lee, output has increased (e.g., June’s sample was 80 words in 30 minutes), he’s using planning tools when prompted, writing vocabulary is more specific and he’s attempting to provide more detail, and spelling accuracy has increased to about 70%. Now that several other students in the class are using a spell check, he is more willing to use his. • Lee has written all major tests this term and has passed them all! His parents report he is studying at home more for tests and is feeling more confident about tests.
Coordinated Support Services	
<ul style="list-style-type: none"> – Lee, supported by his parents, attended six-part series on handling anxiety at Anywhere Community Services (November 200X). – Lee is in good health at this time and does not require additional coordinated support services. 	

Sample IPP - Lee (continued) page 4/7

Goal #1		
Long-term Goal: Lee will independently read and demonstrate understanding of selected Grade 4 level reading passages.		
Short-term Objectives	Assessment Procedures	Progress Review
By November 15 Lee will read selected mid-Grade 3 level reading passages.	Two selected reading passages at mid-Grade 3 level and five comprehension questions	November 10 <i>Achieved.</i> Lee is independently reading material at the mid-Grade 3 level.
By March 15 Lee will read selected end-of-Grade 3 level reading passages.	Two selected reading passages at end-of-Grade 3 level and five comprehension questions	March 12 <i>Achieved.</i> Lee is doing even better than his objective; he is independently reading material at the early-Grade 4 level, especially factual material.
By June 30 Lee will read selected early-Grade 4 level reading passages.	Burns and Roe Information Reading Assessment (Form B)	June 15 <i>Achieved.</i> Lee is reading independently at the early-Grade 4 level (and even higher if the material is especially interesting to him).
<p>To assess progress towards long-term goal Burns and Roe Informal Reading Inventory Form A (September), Form B (June)</p> <p>Accommodations and strategies to support objectives Teach strategies for using textbook features, visualization skills and self-questioning to improve comprehension and encourage at-home paired reading, 20 minutes/4 evenings a week</p>		

Sample IPP - Lee (continued) page 5/7

Goal #2		
Long-term Goal: Lee will generate at least 20 sentences at grade-level expectations within allotted time for written assignments.		
Short-term Objectives	Assessment Procedures	Progress Review
<p>By November 15</p> <p>Lee will complete a Splashdown or list of key words of at least 15 items as a plan for at least two written assignments in social studies, science and language arts.</p>	<p>Collect three examples for student portfolio and evaluate with grade-level rubric.</p>	<p>November 12</p> <p><i>Achieved.</i> Lee prefers to use key words and he completed at least two plans for written assignments in each subject area.</p>
<p>By March 15</p> <p>Lee will use a planning tool to generate at least 15 ideas and use these ideas to write at least 12 sentences within allotted class time for at least three written assignments in social studies, science and language arts.</p>	<p>Collect three examples for student portfolio and evaluate with grade-level rubric.</p>	<p>March 10</p> <p><i>Progressing.</i> Lee completed two written assignments in social studies and science but finds writing assignments for language arts more challenging. He prefers working with facts and information rather than working with opinions and personal responses.</p>
<p>By June 30</p> <p>Lee will independently generate at least 15 ideas and use these ideas to write at least 20 sentences within allotted class time for at least three written assignments in all core subject areas.</p>	<p>Collect three examples for student portfolio and evaluate with grade-level rubric.</p>	<p>June 15</p> <p><i>Achieved.</i> Lee completed longer writing assignments for three major assignments in social studies, science and language arts.</p>
<p>To assess progress toward long-term goal</p> <p>Monthly writing sample with grade-level rubric, word count and spelling accuracy percentage</p>		
<p>Accommodations and strategies to support objectives</p> <p>Customize graphic organizers for planning writing, encourage use of electronic spell check in all major written assignments and tests, set up buddy note-taking system (e.g., photocopy buddy's notes and use to revise own notes)</p>		

Sample IPP - Lee (continued) page 6/7

Goal #3		
Long-term Goal: Lee will approach unit tests in a calm and confident manner, and will complete at least 80% of all items on the test.		
Short-term Objectives	Assessment Procedures	Progress Review
<p>By November 15</p> <p>Lee will identify test stresses using self-assessment tools and will demonstrate use of at least one calm-down strategy that he can use during major unit tests.</p>	<ul style="list-style-type: none"> Track number of major tests completed with passing marks and number of tests not completed Self-monitoring of use of study time and strategies for major unit tests Student interview September, November, March and June 	<p>November 12</p> <p><i>Achieved.</i> Lee completed a "How do I feel about tests" assessment and identified that studying at home would boost his confidence. He reports that the BRAG strategy helps him calm down before a test and he was able to use it for science and social studies unit tests this term.</p>
<p>By March 15</p> <p>Lee will use at least three study tricks to prepare at home for upcoming unit tests (approximately 30 minutes per night for three nights).</p>		<p>March 15</p> <p><i>Achieved.</i> Lee completed study plans for science and social studies unit tests this term. He still has some challenges preparing for math tests but demonstrated increased confidence writing the weekly tests.</p>
<p>By June 15</p> <p>Lee will use the SCORER strategy and will successfully complete at least 80% of all items on major unit tests.</p>		<p>June 15</p> <p><i>Achieved.</i> Lee reports that test taking is no longer a challenge for him. He attended class for all scheduled tests, completed at least 80% of all test items and had passing marks in all subject areas.</p>
<p>Accommodations and strategies to support objectives</p> <p>Provide study planners for review at least three days before major tests, provide extra time, quiet spot, opportunities to ask questions and clarify instructions during test, teach relaxation techniques</p>		

Sample IPP - Lee (continued) page 7/7

Planning for Transition

Lee will be moving to a middle school next year and he will need to be ready for:

- longer and more complex written assignments
- increased note taking during class activities
- longer and more complex unit tests
- increased reading demands including managing varied reading levels of material
- increased responsibility for organizing and managing materials and information.

These skills will be part of regular classroom instruction throughout the year and we will also look for additional strategies to help Lee manage these new demands.

Lee's mother also reports that Lee expresses concern when substitute teachers replace the regular classroom teacher. Mrs. A. will look at some possible social scripts that might help Lee manage these situations with less anxiety.

Signatures

I understand and agree with the information contained in this Individualized Program Plan.

Parents

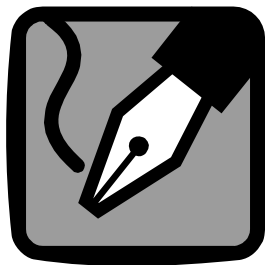
Date

IPP Coordinator/Teacher

Date

Principal

Date



These tools are available in PDF format at www.education.gov.ab.ca/k_12/special_needs/resource.asp and on the CD-ROM packaged with the print version of this resource.

Working Through the IPP Process

The purpose of these sample tools is to enrich the IPP process. These tools should be used selectively and can be adapted to best meet the needs of individual students. Many of these tools will be used informally as part of the IPP development process and not as products for the student's permanent school record.

- 1-A Sample IPP Template
- 1-B Sample IPP Component Checklist
- 1-C Sample IPP Planning Sheet



Sample IPP Template

Individualized Program Plan	
Student Information	
Student:	
Date of Birth:	Age as of Sept. 1/200X:
Parents:	Date I.P.P. Created:
Address:	Phone #:
	Eligibility Code:
Year of School/Grade:	
Background information: Classroom context	
School:	
I.P.P. Coordinator and Classroom Teacher:	
Additional IPP Team Members:	
Background Information: Parental input and involvement	



Appendix 1-A

Sample IPP Template
(continued) page 2/5

Strengths		
Areas of Need		
Medical Conditions that Impact Schooling	Coordinated Support Services	
<input type="checkbox"/> No current medical conditions that impact schooling	<input type="checkbox"/> None required at this time	
Assessment Data (Specialized Assessment Results)		
Date	Test	Results



Current Level of Performance and Achievement	Year-end Summary
September	June
<p>Grade Level of Achievement Reporting Information</p> <p><input type="checkbox"/> Adapted programming (graded curriculum)</p> <p><input type="checkbox"/> Modified programming (nongraded curriculum)</p> <p>If student is on a modified program, indicate category of each goal and achievement level relative to each goal category:</p> <ul style="list-style-type: none"> • foundational skills (e.g., communications, classroom behaviour, gross and fine motor skills) Goals achieved: <input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> none <input type="checkbox"/> not applicable • academic readiness skills (e.g., readiness skills to prepare student for learning outcomes in the programs of study in Grade 1 and subsequent grade levels) Goals achieved: <input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> none <input type="checkbox"/> not applicable • life skills (e.g., skills that will assist the student in developing independence in the home, school and community) Goals achieved: <input type="checkbox"/> all <input type="checkbox"/> most <input type="checkbox"/> some <input type="checkbox"/> none <input type="checkbox"/> not applicable 	



Appendix 1-A

Sample IPP Template
(continued) page 4/5

Goal #__ Long-term Goal:		
Short-term Objectives	Assessment Procedures	Progress Review
Accommodations and strategies to support objectives		
If student is on a modified program, this goal is related to: <input type="checkbox"/> foundational skills <input type="checkbox"/> academic readiness skills <input type="checkbox"/> life skills		



Planning for Transition

Empty space for planning for transition.

Additional Information

Empty space for additional information.

Signatures

I understand and agree with the information contained in this Individualized Program Plan.

Parents

Date

IPP Coordinator/Teacher

Date

Principal

Date



Appendix 1-B

Sample IPP Component Checklist

Student Name: _____ Date: _____

Classroom Context	
<input type="checkbox"/> Programming description such as student-teacher ratio, instructional groupings, routine support	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Essential Information	Included (please check)
Parental Input	
<input type="checkbox"/> Parental involvement is documented (including meetings) <input type="checkbox"/> IPP is signed or attempts to obtain parent signature to indicate informed consent are documented	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Strengths	
<input type="checkbox"/> Academic, social, emotional, behavioural or physical areas that positively impact learning <input type="checkbox"/> Input from parents <input type="checkbox"/> Input from student	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Areas of Need	
<input type="checkbox"/> Academic, social, emotional, behavioural or physical areas that negatively impact learning <input type="checkbox"/> Needs are expressed in positive terms <input type="checkbox"/> Input from parents <input type="checkbox"/> Input from student	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Medical Information Relevant to Learning	
<input type="checkbox"/> Medical diagnosis <input type="checkbox"/> Medications <input type="checkbox"/> Other conditions that impact schooling <input type="checkbox"/> No medical information that impacts schooling	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Assessment Data (Specialized Assessment Results)	
<input type="checkbox"/> Current specialized assessments: name of assessment tool and date administered <input type="checkbox"/> Name of specialist and area of specialization <input type="checkbox"/> Summary of report findings	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information

This appendix adapted with permission from Edmonton Public Schools, *Individualized Program Plan Guidebook* (Edmonton, AB: Edmonton Public Schools, 2005), pp. 75–77 and Alberta Learning, *Standards for Special Education, Amended June 2004* (Edmonton, AB: Alberta Learning, 2004).



Sample IPP Component Checklist (continued) page 2/3

Essential Information	Included (please check)
Current Level of Performance and Achievement (Classroom and Informal Assessments) <ul style="list-style-type: none"> <input type="checkbox"/> Student's current level of functioning or level of achievement <input type="checkbox"/> Current pre- and post-classroom assessments: name of tool and date administered <input type="checkbox"/> Summary of findings 	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Coordinated Support Services <ul style="list-style-type: none"> <input type="checkbox"/> Support services offered within the school <input type="checkbox"/> Support services offered outside the school <input type="checkbox"/> Amount of time services offered 	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Instructional Accommodations <ul style="list-style-type: none"> <input type="checkbox"/> Individualized instructional accommodations and strategies (e.g., unique expectations, specialized materials, resources, facilities, equipment, assistive technology, personnel) <input type="checkbox"/> Aligned with personal strengths, areas for growth and goal statements 	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Assessment Procedures <ul style="list-style-type: none"> <input type="checkbox"/> Assessment procedures for monitoring and evaluating student progress are identified (e.g., observations, work samples, diagnostic or standardized tests, developmental assessments, checklists) 	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Accommodations for Assessment <ul style="list-style-type: none"> <input type="checkbox"/> Individual accommodations for assessment are identified (e.g., time, reader, scribe, equipment, testing format) 	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
Measurable Goals and Objectives <ul style="list-style-type: none"> <input type="checkbox"/> Consistent with the student's areas of growth and clearly linked to assessment data <input type="checkbox"/> Short-term objectives are measurable and/or observable <ul style="list-style-type: none"> – expected behaviour is described – conditions under which the student will perform the task – criteria for measurement – date that objective is expected to be achieved <input type="checkbox"/> Based on input from teachers, parents and student (where appropriate) <input type="checkbox"/> Manageable number of goals and objectives <input type="checkbox"/> New ones are added/revised as planned ones are reviewed and/or achieved 	<input type="checkbox"/> Yes <input type="checkbox"/> Needs more information



Appendix 1-B

Sample IPP Component Checklist (continued) page 3/3

Essential Information	Included (please check)
<p>Planning for Transition</p> <ul style="list-style-type: none"> <input type="checkbox"/> A summary of planned actions to prepare the student for success in upcoming changes to environment is outlined at the beginning of the year <input type="checkbox"/> Transition plan involves family <input type="checkbox"/> Transition plan involves other specialists where appropriate 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> Needs more information
<p>Year-end Summary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Year-end summary includes most effective strategies, areas of continuing concern and recommendations for next year 	<ul style="list-style-type: none"> <input type="checkbox"/> Yes <input type="checkbox"/> Needs more information



Sample IPP Planning Sheet

Background Information

Use to record essential information from student records and staff, parent and student input.

Student: _____ Year: _____

1. School history

--

2. Medical issues (e.g., vision, hearing, allergies, diagnosis, current medications)

--

3. General health related to learning (e.g., eating and nutrition, sleep habits)

--

4. Physical development (e.g., walking, coordination, activity level, participation)

--

This appendix adapted with permission from Edmonton Public Schools, *Individualized Program Plan Guidebook* (Edmonton, AB: Edmonton Public Schools, 2005), pp. 65–68, 71.



Appendix 1-C

Sample IPP Planning Sheet
(continued) page 2/5

5. Social-emotional development (e.g., temperament, social skills, problem-solving skills)
6. Specialized assessments and services (e.g., speech, OT, PT, psychological)
7. Classroom assessment of current level of performance and achievement



Sample IPP Planning Sheet (continued) page 3/5

Additional Staff, Agencies, Professionals and Services In school/out of school support services (name, position, services provided)
Instructional Accommodations and Strategies Individualized accommodations and learning and teaching strategies (aligned with areas of need and goal statements)
Assessment Procedures Individual procedures for monitoring/evaluating student progress (observations, assessment)
Assessment Accommodations Individual accommodations for assessment (e.g., extra time, scribe, equipment, testing format)



Appendix 1-C

Sample IPP Planning Sheet
(continued) page 4/5

Goal #		
Statement of annual expectations of student growth		
Objectives		
Measurable/observable statements including achievement date, behaviour, conditions and criteria (three to five short-term objectives for each annual goal)		
Objective #1		
Objective #2		
Objective #3		
Review #1	Review #2	Review #3



Sample IPP Planning Sheet (continued) page 5/5

Planning for Transition Actions identified at the beginning of the year that will prepare the student for transition throughout the year
Year-end Summary Most effective strategies and areas for continuing concern
Additional Information Other relevant information
Parental Involvement and Input

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