

## Individualized Program Planning (IPP)

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Individualized Program Planning (IPP) provides families and teams with an opportunity to meet and discuss a child's strengths and the best strategies to support her in reaching her maximum potential in the classroom.

As your child's parents, you are a key member of the team, contributing invaluable information to the process. You should be included in the meetings and given the opportunity to share your thoughts, concerns and ideas.

The following guide was adapted from:

<http://www.bced.gov.bc.ca/specialed/iepssn/plantips.htm>

### What is an IPP?

- a concise and usable document summarizing the plan for the student's education program
- a tool to assist teachers in monitoring and communicating student growth
- a plan developed, implemented, and monitored by school staff in consultation with others involved with the student
- a flexible, working document with meaning for all contributors
- an ongoing record/communication tool to ensure continuity in programming

### The IPP is not:

- "written in stone"
- a daily plan, or a description of everything that will be taught to one student
- a means to monitor the effectiveness of teachers
- a report card; however, the report card should comment on progress towards IPP goals

**The IPP is needed to document:**

- what modifications or adaptations have been made to the provincial curriculum
- what the student is expected to learn
- what strategies and resources are used

Where the student is following the provincial curriculum, without any adaptations or modifications, those areas do not need to be included in the IPP. Done well, the IPP is often a helpful communication tool when transitioning from teacher to teacher throughout the years.

**IPP Meeting Outline****01. Introduce**

- introduce people in attendance
- state the purpose and time frame for the meeting, indicate that minutes will be taken and present options for post-meeting follow-up
- encourage openness in information sharing, comments and questions

**02. Review**

- successes from previous year
- student's medical, social and school history as appropriate
- previous goals and services provided
- involvement from other agencies

**03. Discuss**

- the student's strengths, interests and talents
- the student's present level of performance
- any new assessment data, reports and observations

- technologies used (hearing aids, cochlear implants, personal FM system)
- the student's areas of need
- the parents' goals for their child
- the student's goals for self
- the educators' goals for the student
- any concerns

#### **04. Establish**

- prime areas for focus
- goals, objectives and strategies
- any special services required
- areas of responsibility
- review date

#### **05. Plan meeting follow-up**

- keep a record of planning meetings held and follow-up activities
- review key decisions of planning meetings
- formalize the IPP plans and share the information with team members

#### **06. Summarize the meeting and end on a positive note**

For more information about IPPs in Alberta please go to:

<http://education.alberta.ca/admin/supportingstudent/diverselearning/ipp.aspx>