

## INDIVIDUALIZED PROGRAM PLAN AND INSTRUCTIONAL SUPPORT PLAN

### Background

The Division expects that an Individualized Program Plan (IPP) or Instructional Support Plan (ISP) shall be developed, implemented, monitored, and evaluated for each student identified as having special needs.

### Definitions

**Child/Student in need of Specialized Supports and Services:**

is, by virtue of the child's/student's behavioural, intellectual, communication, learning, or physical characteristics, or a combination of those characteristics in need of specialized supports and services. It is a mandatory requirement for any child/student who has assigned a special education code to have an Individualized Program Plan (IPP) or Instructional Support Plan (ISP). The IPP or ISP is intended to create meaningful and successful learning opportunities that use the Alberta Education Programs of Study as a starting point of instruction.

**Child/Student with a Disability:**

is a funded child/student who has been assessed and identified as having a mild/moderate or severe disability as defined in the *Special Education Coding Criteria*.

**Individualized Program Plan (IPP) or Instructional Support Plan (ISP):**

is statement of intentions developed to address the child's/student's learning needs, and is based on individual assessment that help identify the level and types of instructional strategies and supports the child/student requires. An IPP or ISP is mandatory for all children/students identified as requiring specialized supports and services, including mild, moderate, and severe disabilities/delays, and those who are gifted and require additional challenges.

**Special Education Coding Criteria:**

outlines criteria within specific categories to help teachers and administrators identify those children/students who require specialized supports and services. This includes a diagnosis of a disability or disorder by a qualified professional and a clear indication of how the disability or disorder affects the child's/student's learning in an educational environment.

### Procedures

1. Regular classroom/subject teachers shall take a primary role in the development, implementation, monitoring, and evaluation of an IPP or ISP for each child/student identified as requiring specialized supports and services.

2. The teacher/inclusive education facilitator shall involve parents/guardians, and when appropriate, students and other professionals, in the development, implementation, monitoring, and evaluation of student IPPs or ISPs.
3. An IPP or ISP shall include the following essential information:
  - 3.1. child's/student's name;
  - 3.2. assessment data;
  - 3.3. current level of performance and achievement;
  - 3.4. identification of strengths and areas of need;
  - 3.5. measurable goals and objectives;
  - 3.6. procedures for evaluating student progress;
  - 3.7. identification of coordinated support services (including health-related), if required;
  - 3.8. relevant medical information;
  - 3.9. required classroom accommodations (i.e., any changes to instructional strategies, assessment, procedures, materials, resources, facilities, or equipment);
  - 3.10. transition plans; and
  - 3.11. year-end summary.
4. The student's learning/behavioural growth shall be assessed and reported in relation to the outcomes and time frames identified in the IPP or ISP.
5. The Principal shall ensure:
  - 5.1. A certificated staff member or the school inclusive education facilitator is responsible for the coordination and monitoring of IPPs or ISPs, and for the coordination of all other special education matters within the school.
  - 5.2. The school has a Student Support Team and a process to provide consultation, planning, and problem-solving relating to programming for students with special needs.
  - 5.3. Parents/guardians have the opportunity for involvement in planning, problem-solving, and decision-making relating to students' special programming, including IPP or ISP development.
6. The teacher/inclusive education facilitator shall:
  - 6.1. obtain parent's signature on IPPs or ISPs to indicate agreement with the IPP or ISP;
  - 6.2. document on the IPP or ISP, cases where parents/guardians do not sign, reasons for refusal, and/or actions undertaken by the school to obtain consent and/or resolve concerns;
  - 6.3. document on the IPP or ISP, the formal review of students' progress at regularly scheduled reporting periods; and
  - 6.4. provide feedback to parents/guardians, and where appropriate, students during formal reviews and throughout the year.

7. All supports and services utilized to facilitate programming shall be listed on the student's IPP or ISP.
8. The results of IPP or ISP reviews shall be used to assess and revise student programming and/or placement.
9. The completed IPP or ISP shall be placed and retained in the Student Record.
10. Access to the IPP or ISP shall comply with the Student Record Regulation and Freedom of Information and Protection of Privacy legislation.

References: Section 8, 18, 20, 23, 45, 47, 48, 60, 61, 62, 96, 113,123, 124, 125 *School Act*  
*Freedom of Information and Protection of Privacy Act*  
Student Record Regulation 71/99  
Guide to Education ECS to Grade 12  
Standards for Special Education