

Individualized Program Plans – Important updates for the 2015-2016 School Year

Our District will be using **new templates** for our Individual Progress Plans (IPP's). Alberta Education revised the templates for individualized education plans (IPPs) for students with identified diverse learning needs and we are transitioning to this format to provide consistency for families. The templates incorporate all of the components currently required in the Standards for Special Education, with an enhanced emphasis on student's strengths, interests and learning preferences and the supports and strategies required to ensure students are learning and successful at school.

These templates are designed to **support a variety of coding criteria**, including the following areas: mild/moderate, modified programming and gifted & talented.* The templates are as follows:

Template A is for students who are addressing goals and objectives included in the provincially prescribed program of studies. **Typically these students present with mild/moderate delays.** The student may or may not be at grade level in the program of studies. The focus of this template is to identify instructional supports and strategies that align with the student's strengths and needs, reduce barriers to learning and increase student's academic success related to the program of studies.

Template B is for students in a **modified program**. In modified programs the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet the student's individual learning needs.

Template C is for students who meet Alberta Education criteria for Gifted and Talented. The purpose of these templates is to document the adjustments to content, instruction and learning products (evaluation) required for the student to be engaged and realizing his or her potential.

The **IPPs will look different**. All IPPs begin with descriptions of student's strengths, interests and learning preferences. Parent and student input is essential here.

All IPPs include current, relevant assessment results. English Language Learners with identified diverse learning needs will have benchmark results documented in the IPP.

Parent signatures will only be requested at one point in the school year. However, discussions with school personnel and parents will be ongoing throughout the school year. Staff will continue to work in partnership with parents to ensure the IPP reflects student's progress and needs throughout the school year.

All IPPs document provincial achievement test and diploma exam accommodations, if required.

To learn more about these templates or to access other resources in support of inclusive learning please visit [The Alberta Education Inclusive Education Library](#)

GSACRD welcomes feedback about the new IPP templates. If you have suggestions, questions or concerns, please contact the members of your child's school learning team.

* If your child does not meet coding criteria and you believe he or she would benefit from the development of an IPP, please discuss this with the members of your school learning team (Administrators, Learning Support Facilitator, Counsellor)