



## Everyone's In | INCLUSIVE LEARNING

# Supporting your child's Individualized Program Plan (IPP)

An IPP is created for all students identified as having special education needs. It acts as a road map for how we support kids throughout the school year by helping us track their success and identify the transition supports they need as the move through their educational journey. It honours their history while also shaping the next 'right now' steps for learning. We use an IPP to set goals being mindful of a student's strengths and areas of interest. It's a valuable tool that allows staff to consider a student's learning environment and how teachers can best support their learning style.

### Our work in the classroom

- **Working in partnership** – Teachers work collaboratively with parents in learning teams to get your input on how we can best meet the needs of your child.
- **Creating meaningful and measurable learner goals** – These goals are based on teacher observations, classroom assessments, parent insights and observations, as well as input and recommendations from specialists and previous learning teams that have worked with your child.
- **Being flexible** – We monitor learning goals throughout the year and change them if necessary. You can think of the IPP as a working document that grows with your child. As they progress in skill development, so should the IPP. The IPP is formally reviewed twice a year during each reporting period scheduled at the school.

### Helpful resources

Alberta Ed supporting resources to help develop IPPs:  
[bit.ly/1uXDfuG](https://bit.ly/1uXDfuG)

### Supporting the learner team

You're a vital member of your child's learning team. Here are some tips on how you can help strengthen their success inside and outside of school:

- **Prior to IPP meetings:**
  - Share information about your child with the team to help support effective programming.
  - Identify successes and challenges in school programming to date or that you anticipate for the upcoming year.
  - Consider the main hopes and goals for your child this year.
  - Share relevant information about positive or negative experiences you've had regarding events, family circumstances or services.
- **During the meetings:**
  - Ask for clarification of the roles and responsibilities of all the members of the learner team.
  - Contribute to the discussion of your child's strengths and learning needs.
  - Be prepared to share your thoughts, concerns and questions about your child.
  - Consider other points of view during the discussions.
  - Consider that your child may react differently in different circumstances. Their behaviours at home may differ from how they behave at school.
- **Following the meetings:**
  - Talk often with your child about what they're doing in school, both academically and socially.
  - Support your child in becoming a self-advocate by helping them understand what their strengths and learning needs are.
  - Provide, when appropriate, learning opportunities at home that are consistent with the learning that's taking place in school.
  - Support the teacher's expectations and classroom routines by reinforcing them at home.
  - Maintain close contact with classroom teachers regarding your child's progress and plan to attend future IPP review meetings.