

HALIFAX REGIONAL SCHOOL BOARD Individual Program Plan Review 2014-2015

PURPOSE: To inform the Governing Board of the findings of the 2014-2015 Individual Program Plan Review.

BACKGROUND: In December 2014, the Minister of Education and Early Childhood Development released provincial data on the number of Individual Program Plans (IPPs) for the past 10 years. At the same time, the Minister asked Department staff to work with school boards to develop a process and a scoring rubric by which to review IPPs.

In November, prior to the Minister's announcement, Superintendent LeRoux committed to analyzing the details of Individual Program Plans for students who self-identified as being of African Descent. Some of the IPPs that were reviewed as part of the provincial mandate included a random sample of students who self-identified as being of African Descent.

The Halifax Regional School Board reviewed 292 IPPs that were randomly selected by the Department of Education & Early Childhood Development.

CONTENT: The report outlines the IPP review process, a summary of the findings of the review, areas of strength, areas requiring attention, and recommendations.

COST: There may be financial implications for this budget year.

FUNDING: Within existing budget

TIMELINE: Ongoing

APPENDICES: Appendix A: Individual Program Plan Review Report

RECOMMENDATIONS: It is recommended that the Governing Board accept the IPP Review Report for information.

COMMUNICATIONS:

AUDIENCE	RESPONSIBLE	TIMELINE
Governing Board	Alison King	October 28, 2015

From: For further information please contact Alison King, Director, Program; aking@hrsb.ca or (902) 464-2000, ext. 2567; or Marlene Broderick, Coordinator, Student Services; mbroderick@hrsb.ca or (902) 464-2000, ext. 4372.

To: Governing Board



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Halifax Regional School Board Individual Program Plan Review Report

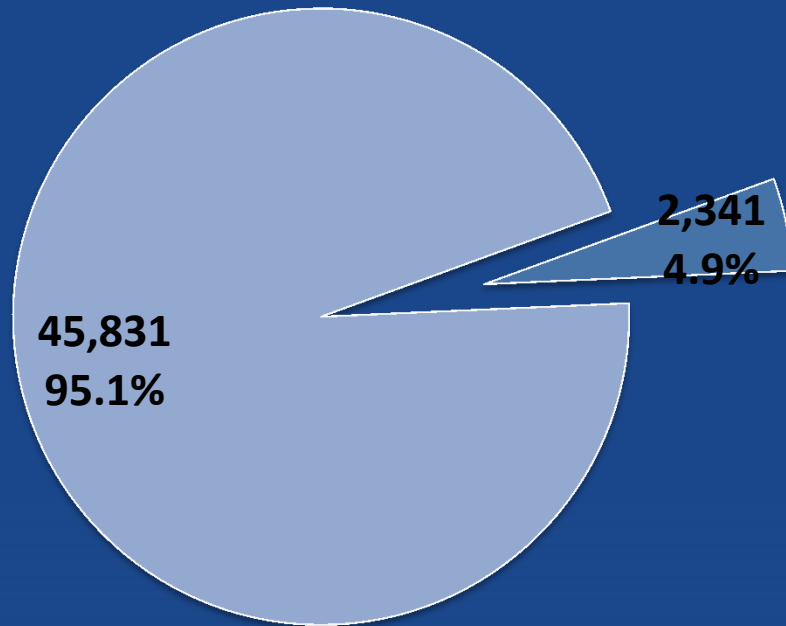
Marlene Broderick
Coordinator, Student Services
October 28, 2015

Method: Random Sample

- Total Student Enrolment in HRSB: 48,172
- Total # Students in HRSB with an IPP: 2,341 (as of Jan 2015)
- Total # IPPs Reviewed in HRSB Random Sample: 292
 - Total # African Ancestry Student IPPs Reviewed: 124
 - Total # Aboriginal Identity Student IPPs Reviewed: 50
 - Total # Other Student IPPs Reviewed: 118

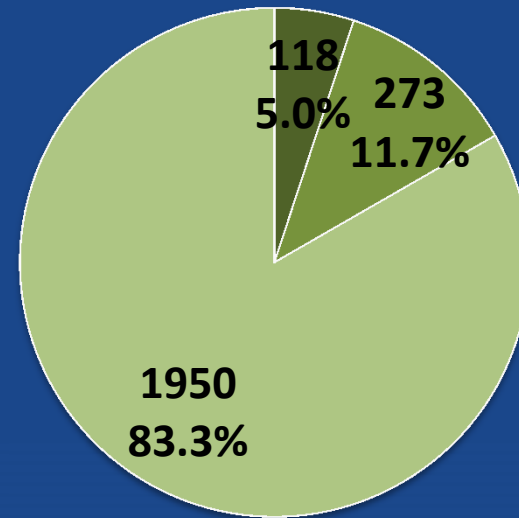
Students in the HRSB with an IPP

Total Student Enrolment: 48,172



- All Students with an IPP
- All Students without an IPP

Students with an IPP: 2,341
(January, 2015)

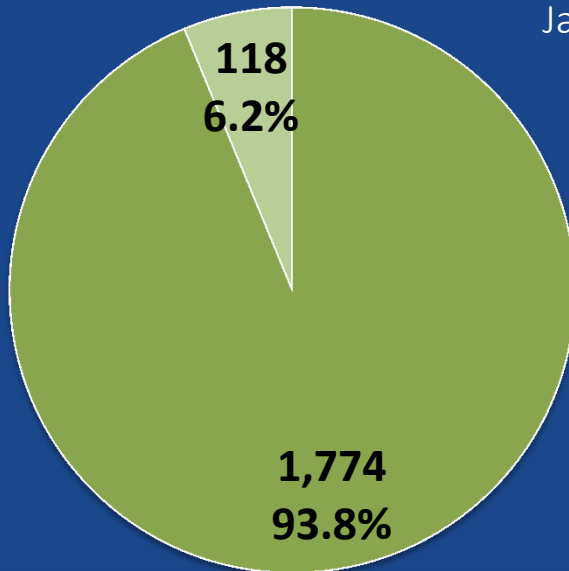


- Self-identified Aboriginal Identity Students with an IPP
- Self-identified African Ancestry Students with an IPP
- All Other Students with an IPP

Percent of Self-identified Aboriginal Identity and African Ancestry Students with an IPP

Self-identified Students of
Aboriginal Identity (1,892)

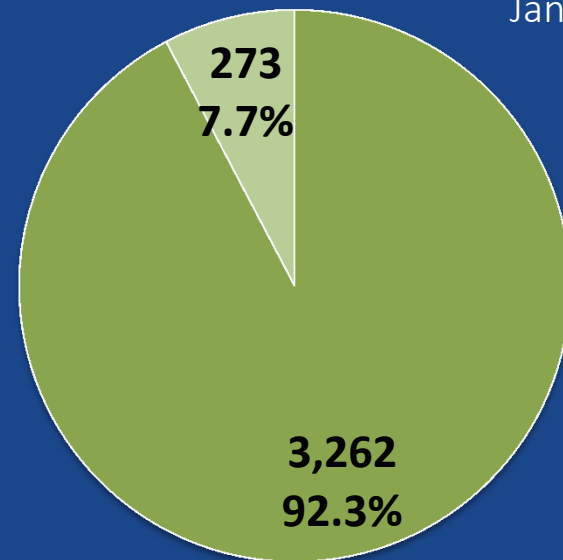
Jan 2015



■ Without an IPP ■ With an IPP

Self-identified Students of
African Ancestry (3,535)

Jan 2015



■ Without an IPP ■ With an IPP

The Review Process: An Overview

- Diverse Review Team assembled and provided 1-day training.
- Review period determined: March 2 to March 13.
- Student records reviewed, both paper and electronic files.
- Team Debrief held on final day.
- Data compiled and final report prepared for DEECD in June.
- Follow-up PD outlined as well as plans for individual investigations.



Two Questions Asked When Reviewing Each IPP

Question 1:

Was the decision to create an IPP for this student supported by evidence that the student cannot achieve grade level curriculum outcomes therefore requiring individualized programming?

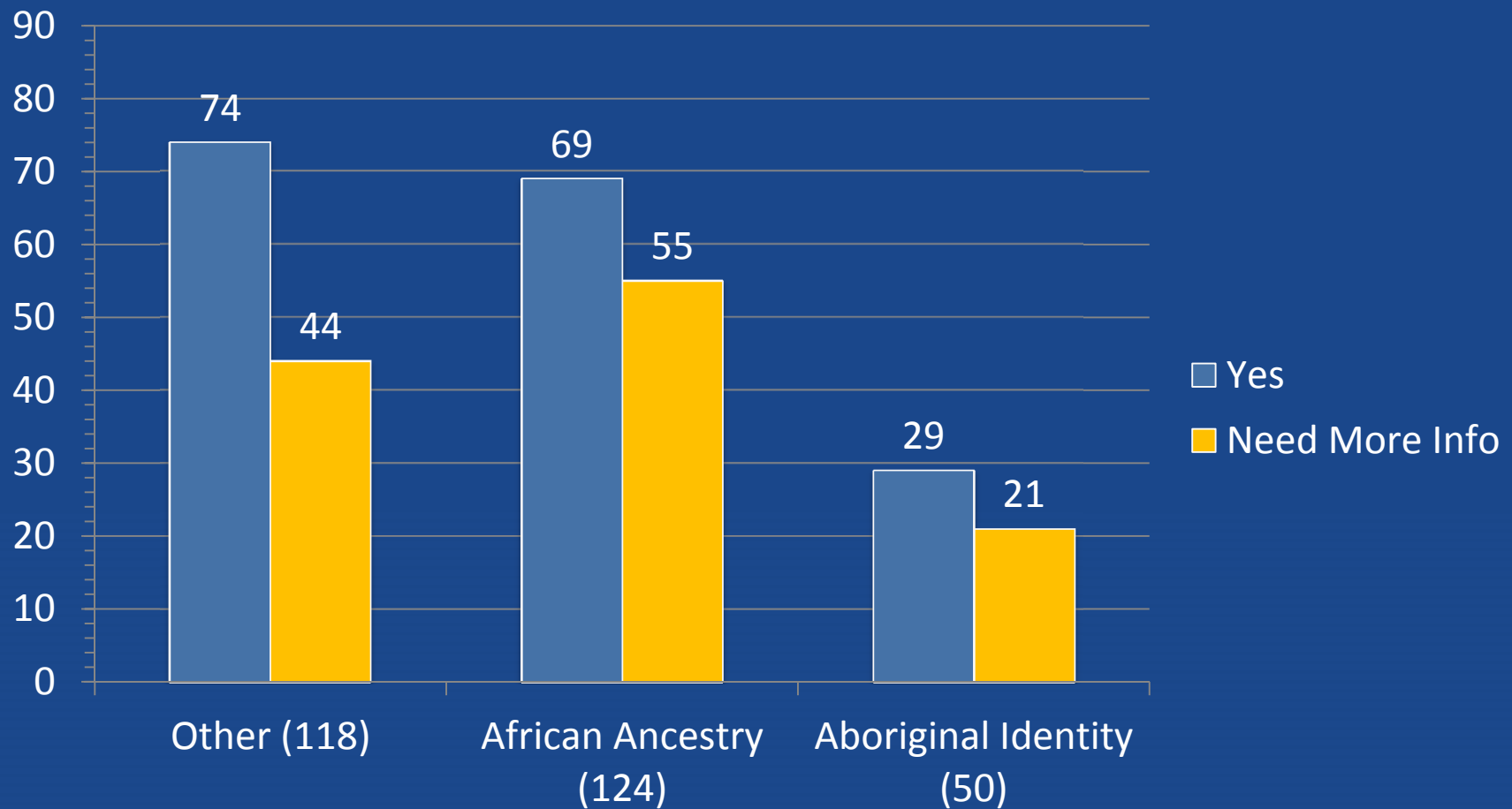
- Yes
- Needs More Information

Question 2:

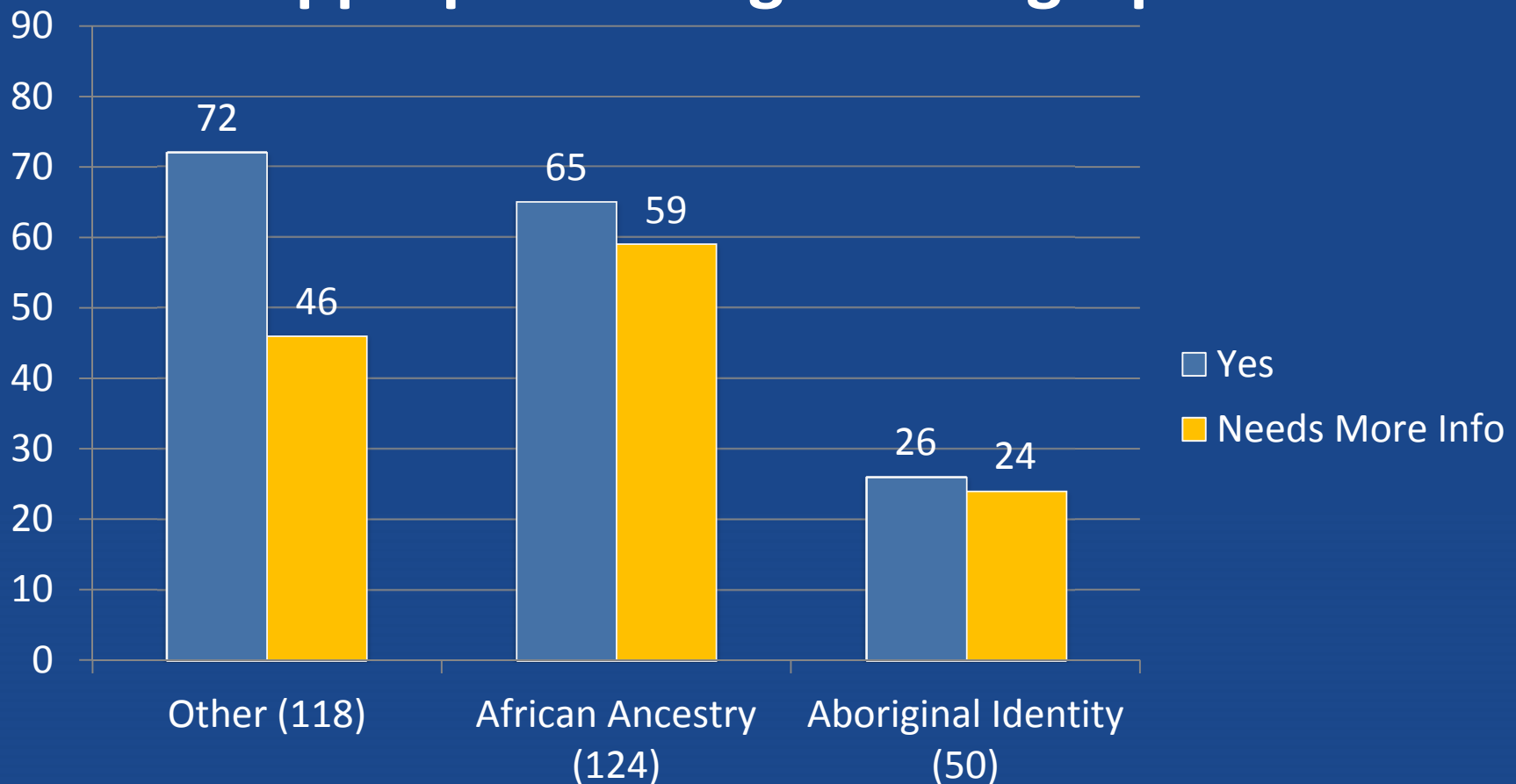
Does the overall evidence suggest that an IPP is the most appropriate programming option for this student?

- Yes
- Needs More Information

The Decision To Create IPP Supported by Evidence



Evidence Suggesting IPP Most Appropriate Programming Option



Areas of Strength:

- **Considerable documentation exists** relative to students' strengths, challenges, and interests.
- There is evidence that **some Program Planning Teams know their students extremely well** and have written collaborative plans that honor the strengths, challenges, interests, and aspirations of students.
- There are **direct parallels between the intensive support** provided to Teachers by Program Planning Specialists and **teachers' increased capacities to program appropriately.**
- There is **evidence of well-developed Transition Outcomes.**
- Evidence exists that **some Program Planning Teams monitor and review their IPPs with parents/guardians on a regular basis.**

Areas Requiring Attention:

- **Absence of Meeting Minutes** documenting conversations of programming decisions
- **Overuse of standardized tests** as the single source of information upon which to base programming decisions
- Evidence of **culturally responsive instruction**
- IPPs developed for students with **high rates of absenteeism**
- IPPs that remain the **same over years**
- **Depth of understanding** on the part of some teachers to understand developmental learning, Public School Curriculum and how to instruct/assess through a culturally relevant lens
- **Individual consultations** are necessary with families, staff, and students (as appropriate) to investigate stories in “need of more information”



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Next Steps For HRSB ...

- That Program Planning Teams appoint note-takers to record Minutes of Meetings.
- That beginning in the fall of 2015, Student Services, in partnership with other HRSB divisions, will begin individual consultations with families, staff, and students (as appropriate) to investigate stories in “need of more information”.
- That Central Office staff who have a responsibility to support student learning work collaboratively with school teams to support culturally responsive instruction and assessment as the norm.



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Next Steps For HRSB ...

- That schools be given explicit direction during professional development opportunities regarding the expectation to collect evidence of learning from a variety of sources, across multiple contexts, before enlisting support for standardized testing.
- That a plan be developed to monitor student progress on Individual Program Plans (IPPs).