

Halifax Regional School Board

Plan to Monitor the Progress of Students who follow an Individual Program Plan

Purpose

To update the Governing Board members on the implementation of a plan to monitor the progress of students who follow an Individual Program Plan (IPP).

Background

In his November 2015 report, the Auditor General of Nova Scotia recommended that the governing board of the Halifax Regional School Board (HRSB) should receive a summary report on student Individual Program Plans including how students are progressing towards their individual goals.

Content

During the 2015-2016 school year HRSB staff worked with student services colleagues from across the province, under the direction of the Department of Education and Early Childhood Development (EECD), to develop a system that would allow summary reports to be created using TIENET, the provincial data base for student services information.

After many months of collaboration and problem-solving solutions, changes were made to TIENET that would successfully allow summary reports to be generated for the first time at the end of this school year. This report will be shared with the governing board in the fall of 2017.

In compliance with the Auditor General's recommendation, this report will describe the work that has happened thus far to allow the HRSB to monitor the progress of students who follow an Individual Program Plan towards their individual goals.

Funding Details

N/A

Timeline

Ongoing

Appendices

Appendix A: Monitoring the Progress of Students who follow an Individual Program Plan

Recommendations

It is recommended that the Governing Board members receive this report for information.

Communications

AUDIENCE	RESPONSIBLE	TIMELINE
Committee of the Whole	Alison King	November 16, 2016

Contact

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.

Appendix A

Monitoring the Progress of Students Who Follow an Individual Program Plan

Alison King, Director Program & Student Services
Marlene Broderick, Coordinator, Student Services
November 16, 2016

Highlights of 2015-2016

- Criteria for Development of an IPP
- Professional Development
- Consultations with Families

Annual IPP Development Criteria (To be checked by the Chair of the Program Planning Team)

Prior to proceeding with the development of an annual IPP, the following criteria must be met:

- During the current school year, the program planning team has reviewed student progress in the previous year/semester in relation to the Public Schools Program or the previous IPP.
- An assessment of individual student learning needs ([Comprehensive Assessment](#)) has been completed in the current school year.
- The Program Planning Team Meeting Minutes in the student's Confidential Record (for the current or previous school year) reflect the discussions of programming and services options, including documented adaptations.
- The [Program Planning Process: A Guide for Parents](#) has been provided and reviewed with parents/guardians.
- Parents/guardians (and student, when appropriate) have actively participated throughout the program planning process leading to the decision to proceed with an IPP. Parents/guardians (and student, when appropriate) have been informed about what an IPP is, what evidence exists for an IPP to be developed, and the potential implications of an IPP. Communication, co-operation and collaboration among professionals and parents/guardians are essential in order to include the student's racial/cultural identity, strengths, challenges and interests to ensure appropriate programming.

Approval to proceed with the development of an IPP, other than as outlined above, can only be given by the School Administrator (override approval is required below).

Override by School Administrator (Can only be checked by a School Administrator)

Not all of the above criteria are applicable for this student and, as School Administrator, I'm overriding the above criteria and permitting the development of an IPP for the following reason:

- The student is transitioning into grade Primary with identified special needs that will require the development of an IPP; the Program Planning Team may proceed to Stage 5 (Individual Program Plan development).
- The student with an IPP is transitioning from another school or jurisdiction and their IPP has been reviewed. Evidence exists in the accompanying documentation that the criteria above have been met.
- The parents/guardians have not participated in Program Planning Team meetings and there is documentation on file that parents/guardians have been contacted in more than one way and invited to participate in the Program Planning Team meetings. Ongoing attempts will be made to involve parents/guardians.

• **Professional Development**

- Criteria for Development of an IPP
- Changes to TIENET
- Writing Effective Program Plans

• **Consultations with Families**

- Findings Informing the Program Planning Process

Plan for Monitoring Student Progress

Enhancements Made to IPP:

- Changes made to TIENET (provincial database for Student Services information)
- Will allow for final grades (letter or percentage) to be assigned to annual outcomes at the end of year or semester
- Will allow for generation of reports

Next Steps...Moving Forward

- **Targeted Professional Development:**
 - Principals & School Teams
 - Individual Teachers (specialist and classroom)
- **Ongoing Consultations with Families:**
 - Improvements to Program Planning Process
- **Generation of Report - Overall Student Progress:**
 - End of School Year, June 2017