



Nova Scotia Student Information System

Nova Scotia Public Education System

Creating an Individual Program Plan (IPP) in TIENET

Quick Reference Guide

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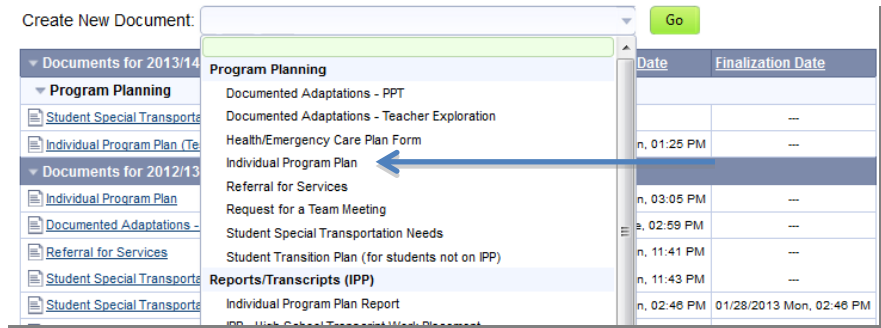
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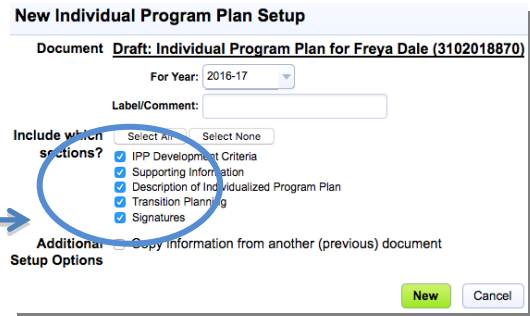
1 HOW TO CREATE AN INDIVIDUAL PROGRAM PLAN (IPP)

In TIENET, find the student you are looking for either through the **Student** search link or from the **Class Roster** on the homepage. Go to the student's document library.

- From the **Create New Document** drop down select **Individual Program Plan**.
- Click **Go**.



- Enter Grade/ Semester for Label/Comment for the IPP.
- Select all sections.



- Once the IPP is created, copying specific sections from a previous IPP is possible from a finalized document. . If not copying all sections unclick the section(s) you do not want copied. To activate sections that were not copied in the IPP choose *“Set Document”* then *“Sections”* and add the desired section(s). Click *“Accept”*.
- Click **New**.

There are 5 sections to an IPP:

- IPP Development Criteria
- Supporting Information
- Description of Individualized Program Plan
- Transition Planning
- Signatures



The first three sections need to be completed in order starting with the IPP Development Criteria section. Before proceeding to the next section click on Save, Done Editing, then hover over the section title found at the top of the document.

When each section of the IPP is completed a check mark will appear after the section titles.



1.1 IPP DEVELOPMENT CRITERIA

This page must be completed (and saved using Save, Done Editing), by either the Chair of the Program Planning Team or the School Administrator before continuing to the Supporting Information Section. Check all criteria that have been met. If you cannot check all five (5) criteria, School Administrator must select one of the three (3) override options.

Save, Done Editing - will save your work and allow you to move to the next section(s) of the IPP by hovering over **IPP Development Criteria and arrow**.

Annual IPP Development Criteria (To be checked by the Chair of the Program Planning Team)
Check all criteria that have been met. If you can't check all 5, the School Administrator must also do an override.
<p>Prior to proceeding with the development of an annual IPP, the following criteria must be met:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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. <input type="checkbox"/> An assessment of individual student learning needs (Comprehensive Assessment) has been completed in the current school year. <input type="checkbox"/> 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. <input type="checkbox"/> The Program Planning Process: A Guide for Parents and Guardians has been provided and reviewed with parents/guardians. <input type="checkbox"/> 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. <p>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).</p>
Override by School Administrator (Can only be checked by a School Administrator)
<p>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:</p> <ul style="list-style-type: none"> <input type="checkbox"/> 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). <input type="checkbox"/> 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. <input type="checkbox"/> 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.

1.2 SUPPORTING INFORMATION

Assessment Data – list relevant education, medical/health, psychological, speech-language, and behavioural assessments. Please Note: Do not include scores. Enter separately in chronological order. Arrows allow you to re-order assessments.

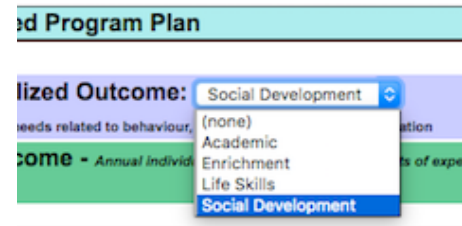
Student’s Specific Strengths, Challenges and Interests - this section is required to be completed to move forward in the IPP.

Save, Done Editing - will save your work and allow you to move to the next section(s) of the IPP.

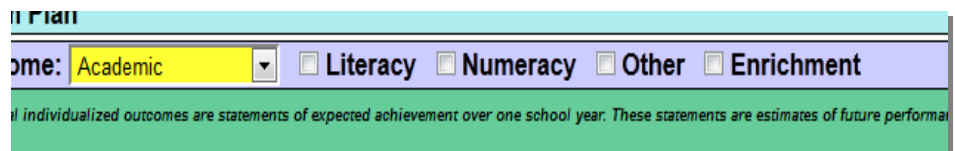
1.3 DESCRIPTION OF INDIVIDUALIZED PROGRAM PLAN

In this section, the Program Planning Team develops **Annual Individual Outcomes (AIOs)** and **Specific Individualized Outcomes (SIOs)**.

Indicate whether focus of the AIO is – **Academic, Enrichment, Life Skills, or Social Development** by clicking the down arrow beside (none).



If the AIO is **Academic** choose one or more of the following focuses (**Literacy, Numeracy, Other or Enrichment**) for each.



Indicate the course that will contribute to implementing the AIOs. The course [lookup](#) allows IPP course code to be attached for which the student is enrolled. If there are no IPP courses in the course look-up window, contact the office.

ID	Name	Term	Section	Room
75ARTV2IMIP_MBENT	Arts Visuels_Visual Arts 2 lpp	2100	MBent	
75ENG2IP_ELAMB	English Language Arts 2 lpp	2100	ELamb	
75MTH2IP_ELAMB	Mathematics 2 lpp	2100	ELamb	
75PHE2IP_ELAMB	Physical Education 2 lpp	2100	ELamb	

Add AIOs by clicking on **+ Add AIO** located at the bottom of the page.

Specific Individual Outcomes (SIOs) are incremental steps working towards achieving the AIO. There should be SIO(s) to report on for each reporting period.

Specific Individualized Outcome(s) <i>Specific individualized outcomes are statements outlining steps that lead to the attainment of the annual individualized outcomes. Specific individualized outcomes are arranged according to the development process involved and expected progression toward identified annual outcomes.</i>					
IPP Course Code	Specific Individualized Outcome	Instructional Strategies	Assessment Strategies (conversations, observations, products, etc.)	Resources (materials, assistive technology, equipment, etc.)	Person(s) Responsible for Implementation and Evaluation (Name and Position) <small>Click here for IPP Matrix</small>

Specific Individual Outcome – this outcome should be measureable (SMART) and have a date and a criteria attached for completion.

Instructional Strategies – List the strategies that will be used with the student to assist with achieving the outcome.

Assessment Strategies – list of conversations, observations, and student products


Resources – List materials, assistive technology, and equipment that will be used to assist the student in achieving the outcome.

Person(s) Responsible – the use of *“Insert Statements”* (name and position) you may type individuals’ names.

Ongoing Evidence of Learning (conversations, observation, products) – documenting the progress student is making with the SIO is recorded in this section. Classroom teachers are not expected to use GradeBook to track outcomes for students on IPPs. They will need to use GradeBook to input grades for each reporting period (Grades 10 to 12 only).

NOTE:

-**Add** additional SIOs to any AIO by clicking on  **Add SIO** .

-**Insert** new SIO rows above existing rows by clicking on  .



-**Delete** an SIO entered in error by clicking on the garbage can icon. This will turn the whole row red. Click on Save, Continue Editing for the row to delete.

Save, Done Editing - will save your work and allow you to move to the next section(s) of the IPP.

1.4 TRANSITION PLANNING

Transition Planning for school to community must be started for students aged 14 and above. Transitions from community-to-school, grade-to-grade, and school-to-school may also involve planning.

1.5 SIGNATURES

Program Planning Team	
Parent/Guardian: Hollis Mills	
Parent/Guardian: Alan (ART) Mills	
Add Row  	Name: <input type="text"/> (ID) look up / open book
	Position: <input type="text"/> (Correct Position, if necessary)
Signatures	
<input type="checkbox"/> Parent/Guardian Signature(s)	_____ Date _____
<input type="checkbox"/> Parent/Guardian Signature(s)	_____ Date _____
<input type="checkbox"/> Student Signature (if appropriate)	_____ Date _____
<input type="checkbox"/> Principal's Signature	_____ Date _____

Program Planning Team– Indicate who participated in the development of the IPP.

Signature – Indicate that the parents / guardians, student (when appropriate) and principal have signed the document. The check box by the principal’s signature **must** be checked to indicate the IPP has been approved by the principal or their designate. -

Leave IPP in Draft status throughout the semester or the school year in order to be able to document progress and report on achievement. It must be set to **Final Status at the end of the year (semester)**.

1.6 HIGH SCHOOL STUDENTS WITH AN IPP

The Course Look-Up window will only populate IPP Courses the student is enrolled in for each semester. The IPP for the first semester will have to be put to Final status at the end of the semester in order to be able to create an IPP in the second semester, if required. Specific sections can be copied from a previous IPP (See Section 1.0 of this user guide). Remember to edit the IPP course code for the second semester.