

Beyond the Template

Writing IPPs that Make a Difference

*Beginning Teachers Conference
September 2026*

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This session will break down the essential components of IPPs, how to navigate Special Programs and provide practical strategies for writing meaningful goals and choosing appropriate accommodations.

Participants will learn how strong IPPs connect to inclusive practices while supporting teachers professional responsibilities within the Teaching Quality Standard.

Participants will:

- **Gain confidence navigating the Special Programs platform and understanding the IPP process.**
- **Understand the purpose and key components of an effective Individualized Program Plan (IPP).**
- **Write meaningful, measurable goals that reflect student strengths and needs.**
- **Identify appropriate accommodations and supports that promote student success in inclusive classrooms.**
- **Connect IPP development to instructional planning, differentiation, and their responsibilities within the Teaching Quality Standard.**

How are students identified as needing an IPP?

Based on medical documentation, a Special Education Code can be applied to a student's learning profile.

Special Education Coding Criteria

SEVERE CODES (40 SERIES)

- **41 – Intellectual Disability (Severe)**
- **42 - Severe Emotional/Behavioural Disability**
- **43 - Severe Multiple Disability**
- **44 - Severe Physical or Medical Disability**
 - **44A - Autism**
 - **44F - Fetal Alcohol Syndrome**
 - **44M - Medical**
 - **44T - Tourette's**
- **45 – Deafness**
- **46 – Blindness**
- **47 – Severe Language Delay ** ECS only**
- **48 – Moderate Language Delay ** ECS only**

- **30 – Communication Disorder/Delay ** ECS only**

MILD/MODERATE (50 SERIES)

- **51 – Intellectual Disability (Mild) ****
- **52 – Intellectual Disability (Moderate) ****
- **53 – Emotional/Behavioural Disability ****
- **54 – Learning Disability**
- **55 – Hearing Disability ****
- **56 – Visual Disability ****
- **57 – Communication Disability ****
- **58 – Physical or Medical Disability ****
- **59 – Multiple Disability ****

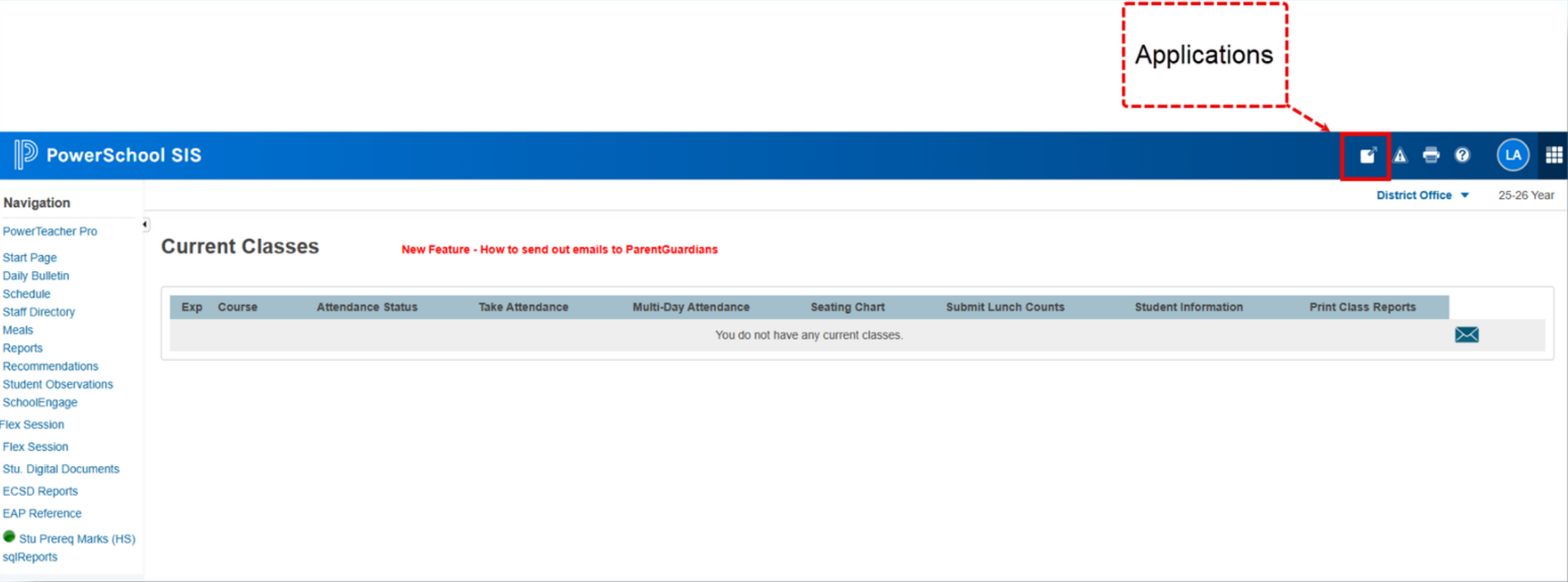
**** Represented by Code 30 used in ECS ONLY**

- **80 – Gifted and Talented**

Navigating to Special Programs

In PowerSchool, look for the icon “APPLICATIONS”

➡ Click on the icon, select “special programs home” from the navigation menu



Applications		Close
Application	Description	
flexauth	Login to Application	
ptECSDReport	ECSD Report on PowerTeacher SSO	
ptECSDReportTest	ECSD Report on PowerTeacher Test	
SchoolEngage	SchoolEngage	
Special Programs Home	Go to your PowerSchool Special Programs home page.	

Adding students to a Caseload

Click “EDIT” → “Add Students” → “To Standard Caseload” → Search by student last name

1

My Students(0) Edit Print Export

Select Group: (All My Students) Filter My Students: type name or ID Search

ID	Last Name	First Name	Birth Date	Grade	Gender	School	City
No students							

2

My Home Page > My Student Caseload

Add Students to...

Standard Caseload

Case Manager Caseload

My Student Caseload (0 students)

ID	Last Name	First Name	Birth Date	Grade	Gender	School	City
No Students in Caseload.							

3

My Home Page > My Students Caseload > Add Students to Standard Caseload

Quick Search

Advanced Search

Students Quick Search Form

Enter one or more fields and click the 'Search' button to find Students with the same field information.

ID

Last Name

First Name

School

Additional School

Birth Date

Case Manager

Gender

Grade

Pre First Name

Pre Last Name

4

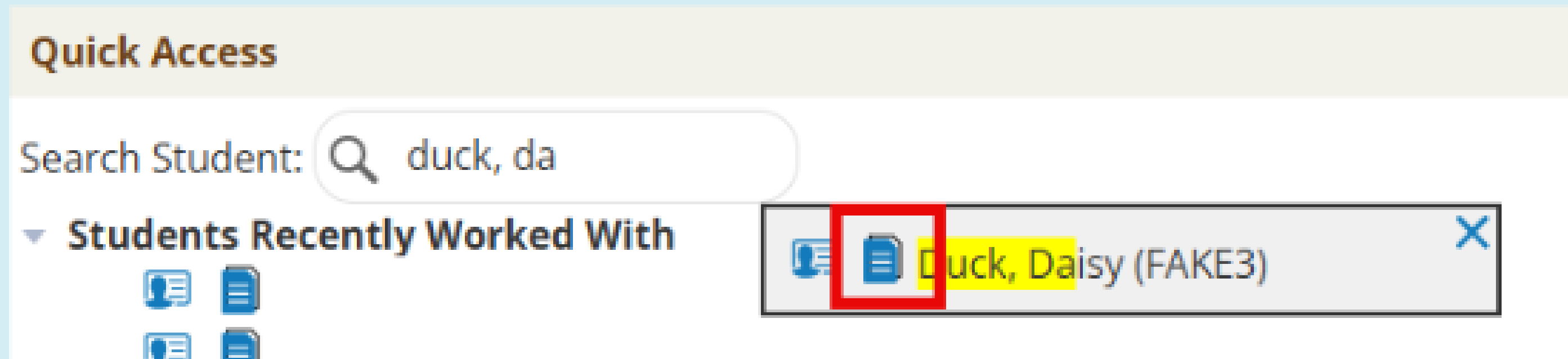
Add Students Marked Below to Standard Caseload

	ID	Last Name	First Name
☒	2402989	test	test

Add Students Marked Above to Standard Caseload

Accessing a student's IPP

- You can access your students in two ways; either from your Caseload, or via the Quick Access, “Search Student:” function
- Click on the dark blue icon next to their name; this brings you to the student's documents



Documents

➤ A historical view of the student’s past IPPs, Multi-Disciplinary Team notes, Speech and Language Reports, etc.

Documents for Daisy Duck (FAKE3)

Create New Document: (Select...) Go

Documents for 2025/26	Status	Creation Date	Modification Date	Finalization Date	Preceding/Original Document
Instructional Support Plan					
Individual Program Plan	Draft	11/06/2025 Thu, 02:00 PM	01/05/2026 Mon, 12:43 PM	---	
Documents for 2023/24					
Instructional Support Plan					
Success in School Plan Rev.2022	Draft	09/28/2023 Thu, 01:43 PM	12/12/2023 Tue, 03:00 PM	---	
Other					
Behaviour Assessment and Intervention Plan (Behaviour Support Plan)	Draft	03/20/2024 Wed, 11:02 AM	09/11/2025 Thu, 02:30 PM	---	Revision Of: Behaviour Assessment and Intervention Plan (Behaviour Support Plan)
Active Behaviour Assessment and Intervention Plan (Behaviour Support Plan)	Forced Final	10/24/2022 Mon, 02:45 PM	11/08/2023 Wed, 11:36 AM	11/08/2023 Wed, 11:36 AM	
Behaviour Assessment and Intervention Plan (Behaviour Support Plan)	Draft	11/08/2023 Wed, 11:37 AM	03/04/2024 Mon, 10:19 AM	---	
Documents for 2022/23					

Creating a **NEW** IPP

VERY IMPORTANT - double check what year the document exists in. If no IPP exists for the student in the current school year, choose Create New Document → Individual Program Plan

Documents for Daisy Duck (FAKE3)

Create New Document: (Select...) Go

(Select...)

- Documents for 20
- Instructional Sup
 - Individual Program Plan
 - Multi-Disciplinary Team Progression Notes
 - Success in School Plan Rev.2022
- Other
 - Behaviour Assessment and Intervention Plan
 - LPN Chart Notes
 - (File-based Document)
- *Active* Behaviour Assessment and Intervention Plan (Behaviour Support Plan)
- Behaviour Assessment and Intervention Plan (Behaviour Support Plan)

Status	Creation Date
Draft	09/28/2023 Thu, 01:43 PM
Draft	03/20/2024 Wed, 11:02 AM
Forced Final	10/24/2022 Mon, 02:45 PM
Draft	11/08/2023 Wed, 11:37 AM

> Documents for 2022/23

IPP Set Up

- All sections that are required are selected. Assistive Tech, SETT, AAC and BSP remain optional.
- If you would like to copy information over from a previous IPP, click off “Copy information from another (previous) document)”

New Individual Program Plan Setup

Document Draft: Individual Program Plan for TEST STUDENT (1234567890)

For Year: 2026-27

Label/Comment:

Include which sections? Select All Select None

- ☒ IPP Cover Page
- ☒ Strengths, Interests, Competencies & Learning
- ☒ Assessment Data
- ☒ Present Levels, Goals, Strategies & Reviews
- ☒ Accommodations
- ☐ Assistive Technology, SETT, AAC
- ☐ Behaviour Support Plan
- ☒ Transition Planning
- ☒ Signatures

Include other sections?

- ☒ Parent Semester/Year End Signatures
- ☒ PASI

Additional Setup Options

- ☐ Copy information from another (previous) document

New Cancel

IPP Set Up if a previous year's document exists

- **Select the IPP you wish to copy (last year's if available)**
- **If there is no previous document, the program will bypass this screen.**

Copy Information From Other Document

Document to copy to

Individual Program Plan (Draft) for Falsey Testaccount (4003563)

Exclude revision documents

☐

Document to copy from

2024 / 25

Instructional Support Plan

	Document Type	Status	Creation Date	Modification Date
☐	Individual Program Plan	Final	02/05/2026 Thu, 02:37 PM	02/05/2026 Thu, 02:38 PM
☐	Individual Program Plan	Final	09/09/2024 Mon, 10:36 AM	02/05/2026 Thu, 02:37 PM

2022 / 23

Instructional Support Plan

	Document Type	Status	Creation Date	Modification Date
☐	Individual Program Plan	Final	08/31/2022 Wed, 10:34 AM	09/09/2024 Mon, 10:34 AM

2021 / 22

Instructional Support Plan

	Document Type	Status	Creation Date	Modification Date
☐	Individual Program Plan	Final	08/26/2021 Thu, 01:37 PM	08/27/2021 Fri, 11:31 AM
☐	Individual Program Plan	Final	08/22/2021 Sun, 09:22 PM	08/26/2021 Thu, 01:36 PM

2020 / 21

Instructional Support Plan

	Document Type	Status	Creation Date	Modification Date
☐	Individual Program Plan	Final	06/03/2021 Thu, 12:55 PM	06/16/2021 Wed, 08:49 AM
☐	Individual Program Plan	Final	06/03/2021 Thu, 12:47 PM	06/03/2021 Thu, 12:55 PM
☐	Individual Program Plan	Final	06/01/2021 Tue, 02:55 PM	06/03/2021 Thu, 12:47 PM

IPP Set Up

➤ **Copy Info from Other Document - Select All**

➤ **Although there are other sections to the IPP, they require all new information each school year.**

Copy Information From Other Document

Document to copy to Individual Program Plan (Draft) for TEST STUDENT (1234567890)

Source document to copy from Individual Program Plan (Final)
Created:03/17/2023 Fri, 12:35 PM Modified:08/24/2026 Mon, 10:42 AM

Copy information from which source document sections?

Select All

Select None

☐ IPP Cover Page

☐ Strengths, Interests, Competencies & Learning

☐ Assessment Data

☐ Accommodations

Accept

Cancel

Navigating the IPP

➡ use the fly-out to move between sections

My Home Page > TEST STUDENT (1234567890) > Documents > Draft: Individual Program Plan (2026-27)

IPP Cover Page

Save, Done Editing

Information v
To complete



IPP Cover Page

Assistive Technology, SETT, AAC

Strengths, Interests, Competencies & Learning

Behaviour Support Plan

Accommodations

Transition Planning and Semester/Year End Summary

Assessment Data

Signatures ☒

Present Levels, Goals, Strategies

Other Sections:

Parent Semester/Year End Signatures ☒

PASI ☒

The Edmonton Catholic Separate School Division

Phone:

Individual Program Plan

Start Date: 03/17/2023

Student's Name: TEST STUDENT		Division ID: 1234567890
Preferred Name: TEST STUDENT		
HomeRoom Teacher:	(ID) / non-lookup	Alberta Student Number:
HomeRoom Teacher:	(ID) / non-lookup	
HomeRoom Teacher:	(ID) / non-lookup	
Home Language:	Grade:	ESL Code: NA
School Information		
School Name:	Address:	
Alternate School:	(ID) / non-lookup	Address:
Medical Conditions / Disabilities Information		
View Medical and Disability Information within the Inclusive Education Library for implications for learning and related strategies relevant to this student. You may copy and paste selected content into the text box below.		
Information:		

Section: Cover Page

Individual Program Plan

Start Date: 08/26/2026

UPDATE

Student's Name: TEST STUDENT		Division ID: 1234567890	Birth Date:
Preferred Name: TEST STUDENT			
Homeroom Teacher:	(ID) lookup / non-lookup	Alberta Student Number:	Age:
Homeroom Teacher:	(ID) lookup / non-lookup		
Homeroom Teacher:	(ID) lookup / non-lookup		
Home Language:	Grade:	ESL Code: NA	Refugee Status: (none)

School Information

School Name:	Address:	Phone:
Alternate School:	Address:	Phone:

Medical Conditions / Disabilities Information

View Medical and Disability Information within the [Inclusive Education Library](#) for implications for learning and related strategies relevant to this student. You may copy and paste selected content into the text box below.

Information:

UPDATE

Medical Plan	☐ Yes ☐ No ☐ Not Applicable	File Name: Browse Drop File Here
Is this the student's Initial Individual Program Plan? ☐		

Special Education code:

Primary Exceptionality: (none)

UPDATE

Division Program: (none)

Division Placement: (none)

UPDATE

Functional Impact on Learning:

PAUSE

Additional Information:

IPP Team Information

Name	Check to include on Signature Page	Position or Title
☐ TEST STUDENT		Student
☐ 482 (Arksey, Lori)	☒	Inclusive Programming Consultant ☐ Update Position
☐ parents	☒	Parents
☐ principal	☒	Principal

UPDATE

Save, Done Editing

Save, Continue Editing

Cancel Editing

ABC

Section: Cover Page / Functional Impact Statement

What is a functional impact statement?

A functional impact statement highlights the barriers that a student faces due to their diagnosis, disability or health condition. Barriers must be identified to ensure the student's needs are supported with target instructional supports and strategies. This statement focuses specifically on how the barrier affects the student's learning.

We must show a student's diagnosis has a functional impact on their learning to have an IPP.

It is also an Alberta Ed requirement.

Functional Impact Statement

"Please help me write a Functional Impact Statement for a student in the Edmonton Catholic Schools. Here are the details:

- **Student Name: [Insert Name], Grade: [Insert Grade], School: [Insert School Name]**
- **Diagnosis: [Insert diagnosis]**
- **Barriers to key focus areas: [Insert example of how the diagnosis affects learning, social, emotional, or physical functioning]**
- **Current supports or strategies: [Insert strategies or accommodations currently in place]**
- **Current level of achievement: [Insert academic or functional performance level]**
- **Support from MDT or other professionals: [Insert names or roles of professionals involved, include the classroom teacher]**

Please write the statement in 3–5 formal sentences."



Section: Assessment Data

- **Administrators and/or Instructional Coaches will typically enter this data.**
- **The file does not need to be uploaded if it is also uploaded to the SDR and/or PASI.**

Name: TEST STUDENT		Date of Birth:	ASN:	Start Date: 08/26/2026
Assessment Data				
Assessment Data (Psychoeducational, vision, hearing, speech-language, Occupational therapy, etc.)				
Assessment Tool	Date	Assessor	Assessment Summary / Diagnosis	Attachment(s)
✕ (PSYCHED) Psychoe▼	05/11/2026 📅	85903 (Brent Symes) (ID) lookup / non-lookup	ADHD Learning Disorder: Reading, Writing, Math FSIQ 95	Browse Drop File Here
+ 				

Section: Present Levels, Goals, Strategies & Reviews

Program Planning

Save, Done Editing

Save, Continue Editing

Choose a Key Area and Focus for development based on the student's strengths, interests, learning preferences, and areas of need.

Key Area: (none)

UPDATE

Focus Area: (none)

UPDATE

Current Level of Performance related to focus area (Classroom and Informal Assessments)

Date

Describe the student's current level of performance in the identified competency area. Include the strengths, needs, and/or barriers that are impacting progress and explain why this area has been selected as a focus for goal development.

↑ ↓ ×

UPDATE

UPDATE

Develop Goals

Develop one or more measurable goals that align with the selected Key Area and Focus Area above. All goals on this page must address the same Focus Area. Each additional Focus Area should be documented on a separate Program Planning page with its own related goal(s).

More information regarding the development of goals can be found in Alberta Education's Individualized Program Planning - Chapter 7 Making Goals Meaningful, Measurable and Manageable

Goal:

UPDATE

Start Date:

Completed Date

Modified Date:

The student will

UPDATE

the following setting/context

UPDATE

(none) as measured by (none)

Review Date:

will be completed during the first progress review

Comments:

Add Goal

add another goal here ONLY if it pertains to the same Key Area and Focus Area

Evidence of Learning

Parent: This form is used to report your child's progress on the goals and objectives on his/her IPP. Should you have any questions, please do not hesitate to contact your child's teacher.

This section is used to attach evidence of learning by the student to demonstrate the progression towards attainment of the student's goal using the instructional strategies and supports provided.

Date

Staff

↑ ↓ ×

(ID) lookup / non-lookup

Instructional Strategies & Supports

Identify the individualized instructional strategies and supports that will be used to help the student achieve this goal. Include only supports that are directly related to the goal and not already documented in the Accommodations section.

View The Inclusive Education Library for additional information on Instructional Strategies and Supports suitable for the student's goal.

UPDATE

optional; you may upload Evidence of Learning here, although it is not mandatory for AB Ed or IPP completion

Section: Present Levels, Goals, Strategies & Reviews

Each Goal section must have a Key Area and Focus Area chosen.

If a goal is required that cannot be captured in any of the given drop downs, you can choose “Other” which will prompt a text box.

Key Area	Focus Area
Physical development	Fine Motor
	Gross Motor
Independence and Life Skills	Workplace readiness
	Community Skills
	Self-care
	Self-Advocacy
Social Emotional Development	Self-regulation
	Social interactions
	Safety to self and others
Literacy	Reading
	Writing
Numeracy	Number Sense
	Functional Numeracy and Application
Executive Functioning	Organization
	Task Initiation, Transitions and Completion
	Attention and Memory
Communication	Expressive Language
	Receptive Language
Other	

Section: Present Levels, Goals, Strategies & Reviews

➤ When an additional goal is required under a NEW key area, a new program planning goal page will need to be created.

My Home Page > TEST STUDENT (1234567890) > Documents > Draft: Individual Program Plan (2026-27)

Present Levels, Goals, Strategies ▾

Present Levels, Goals, Strategies - Select: 1 ▾

Present Levels, Goals, Strategies - Setup ▾

Save, Done Editing

Save, Continue Editing

Cancel Editing

ABC ✓

To complete this section, fill out the form below and click save above.

Name: TEST STUDENT

Date of Birth:

Program Planning

Choose a Key Area and Focus for development based on the student's strengths, interests, learning preferences, and areas of need.

Add New Program Planning Goal

Insert New Program Planning Goal

Duplicate Program Planning Goal

Shift Program Planning Goal Up

Shift Program Planning Goal Down

Delete Program Planning Goal

➤ You can navigate between the goals in this dropdown menu

My Home Page > TEST STUDENT (1234567890) > Documents > Draft: Individual Program Plan (2026-27)

Present Levels, Goals, Strategies ▾

Present Levels, Goals, Strategies - Select: 2 ▾

Present Levels, Goals, Strategies - Setup ▾

Save, Done Editing

Save, Continue Editing

Cancel Editing

ABC ✓

1

2

Current Level of Performance

➡ **Each goal requires a description of the student's current level of performance related to the focus area.**

“The current level of performance is a “snapshot” of how a student is performing in the classroom, in relation to the grade-level program of studies or, for students not on grade-level curriculum, their functioning relative to individualized programming.”

Individualized program planning (IPP) : ECS to grade 12. Alberta Education. Learning and Teaching Resources Branch (Page 6)

Current Level of Performance related to focus area (Classroom and Informal Assessments)	
Date	Describe the student's current level of performance in the identified competency area. Include the strengths, needs, and/or barriers that are impacting progress and explain why this area has been selected as a focus for goal development.
↶ ↑ ↓ ✕ 08/31/2026	B I U

↳ **If at any time the current level of performance requires updating, use the + to add a new comment/description.**

Section: Writing Goals

- **Do not write the students name or “will” [it will automatically populate]**
- **Write goal (literacy, numeracy, attendance, executive functioning)**
- **Provide context (where and when will the student work toward achieving this goal?) [During the school day? In math class?]**
 - **When should this goal be met by? [I.e. End of the semester or end of the year]**
- **How will the student show progress - choose from the drop down (more than one can be chosen):**
 - **Summative assessments, formative assessments, anecdotal records etc**

Common Goals

PHYSICAL DEVELOPMENT

- **improve scissor skills and pencil grasp**
- **demonstrate improved pencil control**
- **improve gross motor skills by demonstrating age-appropriate balance, coordination, and body control during school-based physical activities**

SOCIAL EMOTIONAL DEVELOPMENT

- **identify and manage feelings (ie. anger, anxiety, stress, frustration) on a daily basis to increase feelings of confidence and self worth**
- **use recommended calming strategies to manage stress when feeling overwhelmed at school**

COMMUNICATION

- **use verbal communication, AAC, gestures, or a combination of communication methods to effectively express wants, needs, thoughts, and responses**
- **use complete sentences to communicate information, answer questions, and participate in classroom activities**

Common Goals

INDEPENDENCE AND LIFE SKILLS

- **continue to improve self advocacy skills by communicating academic needs, seeking out help if required and utilizing accommodations in all courses**
- **improve team building and collaborative skills to enhance positive interactions and cooperation with peers**

EXECUTIVE FUNCTIONING

- **improve their ability to self-initiate their learning by participating in class and asking questions for clarification**
- **develop organizational, study, work and time management skills to improve overall performance and success on assignments and assessments**
- **use self-regulation strategies and movement breaks to demonstrate the ability to attend to a task for a sustained period of time**
- **establish and use a preferred organizational system in order to keep track of responsibilities (agenda, “notes”, etc...)**

Common Goals

LITERACY

- **when given a grade appropriate passage, identify the main idea and provide at least three supporting details related to the main idea with proficient accuracy**
- **cite textual evidence, in grade appropriate material, when drawing inferences**
- **compose writing that includes a topic sentence, supporting details and a concluding sentence in logical sequence**
- **work to increase the length of responses to include details and multiple sentences, where appropriate**

NUMERACY

- **develop number sense and work to master basic operations which will assist in learning new math concepts**
- **develop skills to increase problem-solving competencies with questions involving numerical operations**

Section: Accommodations

- Avoid over-selecting accommodations. Only include accommodations that are individualized and not already provided universally through UDL practices.
- Ensure all selected accommodations are directly aligned with the student's goals and learning needs.

Accommodations

Save Done Editing

To complete this form, please click save above.

Name: Falsely Testaccount

Date of Birth: 05/11/2009

ASN:

Start Date: 09/24/2020

Choose only those accommodations that are specific to your student's needs. Do not select universal accommodations available to all students.

☒ Required ☐ Not Required

Many of the accommodations listed below are specific to your student's needs. Do not select universal accommodations available to all students.

Accommodations

More information regarding the use of accommodations is available in the Universal Design for Learning (UDL) framework.

IPP Cover Page

Strengths, Interests, Competencies & Learning

Assessment Data

Present Levels, Goals, Strategies

Transition Planning and Semester/Year End Summary

Signatures

Other Sections:

Parent Semester/Year End Signatures

PASI

Accommodations

More information regarding the use of accommodations is available in the Universal Design for Learning (UDL) framework.

Environmental ☒ Seat student near teacher ☒ Seat student in an area with minimal distractions ☒ Seat student near a positive peer model ☐ Stand near students when giving instructions ☐ Provide access to study cart ☐ Use a desk top easel or slant board to raise reading materials ☐ Allow student to move around the classroom ☐ Modify text materials by adding, adapting or substituting information ☐ Make materials self-correcting	☐ Highlight important concepts and information and/or passages ☐ Prepare recordings of reading/textbook materials, tasks ☐ Provide an extra textbook for home use ☐ Provide graph paper or large spaced paper for writing ☐ Allow use of personal word lists, cue cards ☒ Increase use of pictures, diagrams, concrete manipulatives ☐ Increase print size in photocopying ☐ Provide a visual summary of the daily schedule ☐ Other:	☐ Not Required
Instructional ☐ Use strategies to enhance recall; e.g., cues, close ☐ Accept dictated or parent-assisted homework assignments ☐ Provide extra assignment time ☐ Provide models of written work or other assignments to guide students (e.g., sentence, paragraph, book report, short story, poem, essay) ☐ Permit student to print ☒ Provide a student buddy for reading ☐ Provide access to peer or cross-aged tutoring ☐ Provide time with a teacher assistant ☐ Provide nonverbal reminders for student to stay on task ☐ Provide immediate positive reinforcement for behaviour (e.g., verbal praise, tangible reinforcers, notes home, progress charts) ☐ Break long-term assignments into shorter tasks	☒ Vary amount of material to be practised ☒ Vary time for practice activities ☐ Use advance organizers and graphic organizers ☐ Provide an outline or study guide ☐ Use assignment notebooks or homework checklists ☐ Repeat directions or have student repeat directions ☐ Shorten directions ☐ Highlight instructions ☐ Pair written instructions with oral instructions ☐ Implement self-monitoring systems so student takes responsibility for own behaviour ☐ Other:	☐ Not Required
Assessment ☐ Additional Writing Time ☐ Reader ☐ Scribe ☐ Braille ☐ Transcriber of Recorded Response ☐ Text-to-Speech ☐ Ambient Noise ☐ Use of Computer	☒ Not Required ☒ Not Required ☐ Not Required	

K - 12 Provincial Assessment Accommodations

☐ Audio

☐ 10 x 10 multiplication table

☐ Short Supervised Breaks

☐ Large Print

☐ Sign Language Interpreter

☐ Coloured Paper and Overlays

☐ Speech-to-Text

☐ Writing in Isolation

☐ Unique Accommodations

☐ Additional Writing Time

☐ Reader

☐ Scribe

☐ Braille

☐ Transcriber of Recorded Response

☐ Text-to-Speech

☐ Ambient Noise

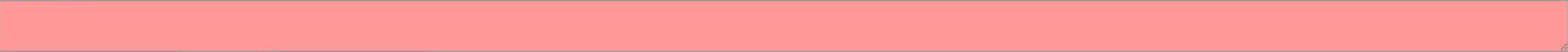
☐ Use of Computer

Progress Reviews

- **Reviews can be found below each goal on the Present Levels, Goals, Strategies and Review flyout.**

in the following setting/context





by (none) as measured by (none)

Review Date: 01/20/2027	(none) (none) Achieved Progressing Not Progressing	Comments:  
Review Date:		Comments:

- **Select the date**
- **Choose whether the student is Achieved, Progressing or Not Progressing in relation to the specific goal**
- **Write a comment about their progress and what they can do to be successful**

Section: Transition Planning

Semester/Year End Summary

Summarize the student's progression of growth for the school year: Most effective strategies and supports, areas of continuing concern, social participation strategies, reduced barriers to participation, and recommendations for next year.

Transition Plan:
Transition Planning should include plans for supporting the student for new situations and challenges, potential changes in the day-to-day learning environment, and planning for the student's future at key transition times in the life of the student. More information regarding Transition Planning can be found in Alberta Education's Individualized Program Planning Chapter 8 - Planning for Transitions.

Successes and Strategies that worked well:

required

Areas requiring ongoing support and recommendations for next year:

required

Other Information:

not required

Attachments:
Browse Drop File Here
Add Attachment

Final IPP, do not create a revision.

Student no longer requires an IPP.

check off at the end of the year after all final signatures have been collected before setting the document to "Final" status

not required

do not use this check box

Section: Signatures

- When creating an IPP from a previous document acknowledgements and dates from the previous year will populate.
- Acknowledgements will need to be unselected.
- Dates will need to be deleted.

For Parents/Guardians:

☒ I have discussed this plan with my child's teacher(s) and understand that instructional strategies and supports will be in place to support my child's learning this school year.

Electronic Signature Instructions: Checking the box preceding a name indicates the form has been signed electronically. A statement, Acknowledged electronically, will appear on the signature line. Names unchecked are ready for manual signatures.

DELETE

Acknowledged electronically

☒ Parents (ID) lookup / non-lookup Parents

Acknowledged electronically

☒ Teacher (ID) lookup / non-lookup Teacher

Acknowledged electronically

☒ Administration (ID) lookup / non-lookup Administration

↑ ↓ ×

Use the "X" to delete dates in this section

↑ ↓ × 06/15/2026 02/02/2026 09/30/2025

Date

↑ ↓ × 06/15/2026 02/02/2026 09/30/2025

Date

↑ ↓ × 06/15/2026 02/02/2026 09/30/2025

Date

Section: Signatures

- The notes section at the bottom of the page can be used to indicate any pertinent information regarding parent communication

Notes:



IPP 8/2019

Save, Done Editing

Save, Continue Editing

Cancel Editing

ABC
✓



- **IPP's are live - parents can see changes in real time including grammar mistakes, spelling mistakes, etc.**
- **For Progress Reviews and Transitions, be sure you are focusing on the goals and strategies that worked best for the student.**

Questions

For more information or questions, please contact:

Kimberly Barber – Kimberly.Barber@ecsd.net

Lori Arksey – Lori.Arksey@ecsd.net