

Individualized Program Plans (IPPs)

At WIC, an Individualized Program Plan (IPP) is an opportunity for students who are eligible, based on coding in accordance with “Requirements for Special Education in Accredited-Funded Private Schools (April 2006),” to achieve goals that will help them grow as learners and independent self-advocates.

An IPP is a legal document that ensures accountability by outlining the actions of the student and the teacher and or Student Success Centre (SSC) member. Supports and strategies will be implemented and monitored for effectiveness throughout the year. An IPP ensures that the learning environment supports the student as they work to achieve their IPP goals. The formal documentation is referred to throughout the year to maintain constant awareness about recommended strategies and agreed-upon goals.

WIC takes a student-centered approach to the development of IPPs to ensure their effectiveness. Students are actively involved in their goal setting, individualized planning, goal monitoring, and end-of-year reflections to ensure that the IPP is positively impacting their learning experience. Under the guidance of teachers, school counsellors, post-secondary advisors and learning strategists, students will work towards achieving the year-long goals that they set for themselves at the initial IPP meeting.

WIC IPPs are

- Strength-based
- Strategy-based
- Support-based
- Student-centered





Individual Program Plans (IPPs)

WIC IPPS are established with the following beliefs in mind

- A student CAN achieve the goal that was set.
- A student requires strategies, support, and MOST IMPORTANTLY, encouragement to reach their goals.
- A student has strengths and capabilities and can use these strengths and capabilities to reach their goals.
- A student must want to have an IPP and be a part of the process of writing their goals to get the most that they can out of the IPP.
- The current goals for the year must take into consideration future goals.
- Goals are based on what skills need to be developed first and are realistic in terms of what can be worked on in one year.
- Having an IPP needs to be a positive experience that empowers students to reach the goals that they have set for themselves.
- A student needs to see their IPP as more than a piece of paper.
- A student with an IPP receives support because they are a student who needs support and not simply because they have a code.
- A student needs to know about their code, and the impact it has on them, to fully understand what they need to support their learning experience.

What accommodations cannot be supported at WIC?

WIC recognizes that psychoeducational assessments and or doctors' notes may include recommendations of accommodations that schools may or may not be able to implement. At WIC, the following are examples of accommodations that we are unable to support:

- Scribe
- Audio(including audio for textbooks and informal/ formal assessments)
- Guaranteed one-on-one learning
- Access to Teaching Assistants
- Curricular modifications