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Nova Scotia Student Information System

Nova Scotia Public Education System

Creating an Individual Program Plan (IPP) in TIENET

User Guide

TIENET

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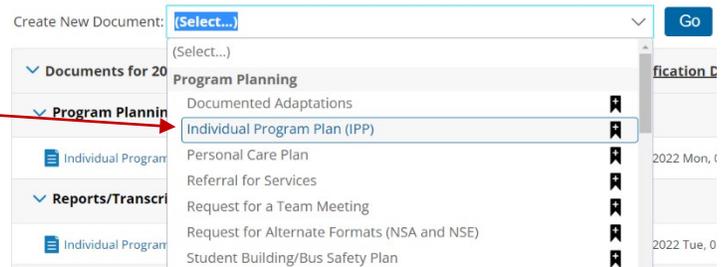
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1 HOW TO CREATE AN INDIVIDUAL PROGRAM PLAN (IPP)

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.

1. From the **Create New Document** dropdown select **Individual Program Plan (IPP)**.
2. Click **Go**.

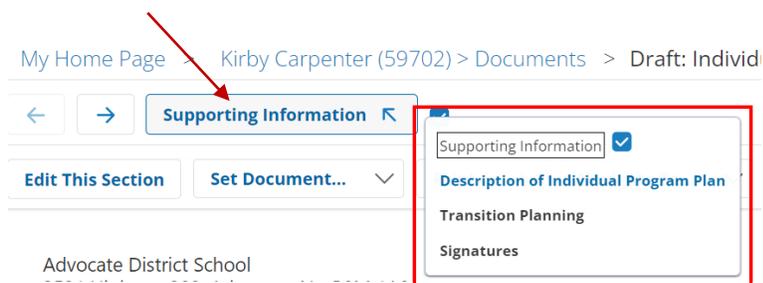


3. A. Enter Grade/ Semester for **Label/Comment** for the IPP.
B. Select all sections.
C. Click **New**.

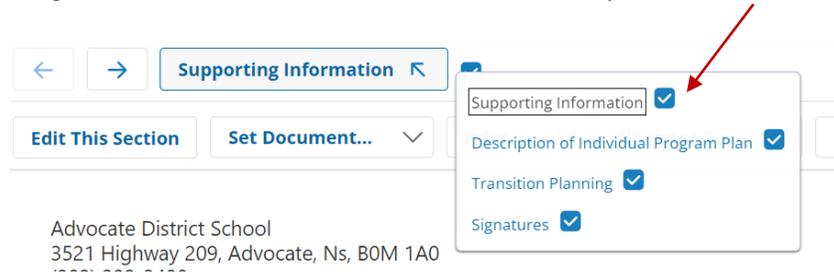
There are 4 sections to an IPP:

- Supporting Information
- Description of Individualized Program Plan
- Transition Planning
- Signatures

Click on the appropriate link to access each section of the IPP by hovering over the words **Supporting Information**.



The Supporting Information section must be completed in order to begin the description of the Individualized Program Plan. When each section of the IPP is completed, a check mark will appear after the section titles.



Please note that two teachers cannot be editing an IPP section at the same time.

1.1 SUPPORTING INFORMATION

Student Profile – information is automatically populated from PowerSchool.

Assessment Data – add each assessment event/date as a separate entry in chronological order. Arrows allow you to re-order assessments.

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

Student Profile: Callison, Kirby
Edit This Section

Name: Callison, Kirby I	Ancestry:	School Year: 2021-22
Student ID:	Self-Identification Indigenous: No	School: .
Gender: Male	Parent(s)/Guardian(s): .	Principal:
DOB (mm/dd/yyyy):	Home Phone:	Program: Senior High English
Grade: 10		Homeroom: 3

Assessment Data

List relevant education, medical/health, psychological, speech-language, and behavioural assessments. Please note: do not include scores.

Date	Assessment/Information Source(s)
Fall 2021	SLP
05/02/2022	Psych Ed
05/10/2022	

Student Strengths, Challenges, and Interests

Student Strengths	Student Challenges	Student Interests
ACADEMICS	ACADEMIC	Ipad - video games, Youtube Animals, Cats
READING -Enjoys listening to stories online (Raz Kids) and aloud	READING - maintaining on-task behaviors when reading text that are not high interest	Outdoor activities, hiking, swimming, canoeing, camping, Board Games

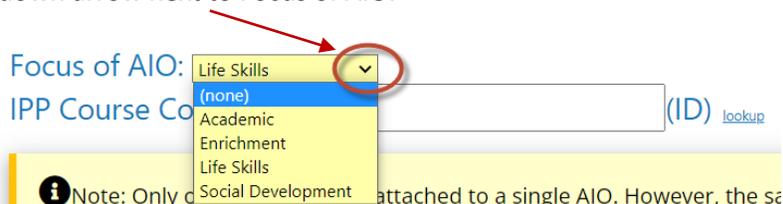
NOTE: A Strengths, Challenges, and Interests (SCI) worksheet may be completed prior to entering this data. It is important that SCIs are more than one to two words, contextualized, and updated regularly.

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

1.2 DESCRIPTION OF INDIVIDUALIZED PROGRAM PLAN

Along with developing the student’s strengths, challenges, and interests, the Student Planning Team develops **Annual Individual Outcomes (AIOs)** and **Specific Individualized Outcomes (SIOs)**.

At the AIO level indicate whether the IPP is – **Academic, Life Skills, or Social Development** by clicking the down arrow next to Focus of AIO.



If the IPP is **Academic**, choose either **Literacy** or **Numeracy** as the focus.



Indicate the course(s) that will contribute to implementing the AIOs. The course **lookup** allows you to attach IPP course code(s) for which the student is enrolled.

The Student Planning Team is responsible for completing the **Specific Individual Outcomes (SIOs)**. Specific outcomes are incremental steps working towards achieving the AIO. There should be SIO(s) to report on for each reporting period.

Specific Individualized Outcome(s)				
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) Click here for IPP Matrix
Kirby will use background knowledge to understand information.	-Use computer programs to reinforce reading skills - Reinforce with letter games on the computer such as STAR	- Oral testing/elaboration - Graphic organizers -Conversation /conferencing/interviews - Journals (reading log,	- Chromebook -Read&Write for Google -OrbitNote - Leveled Books - Word Lists	Classroom Teacher

Student Planning Teams can use the IPP Matrix as an organizational tool

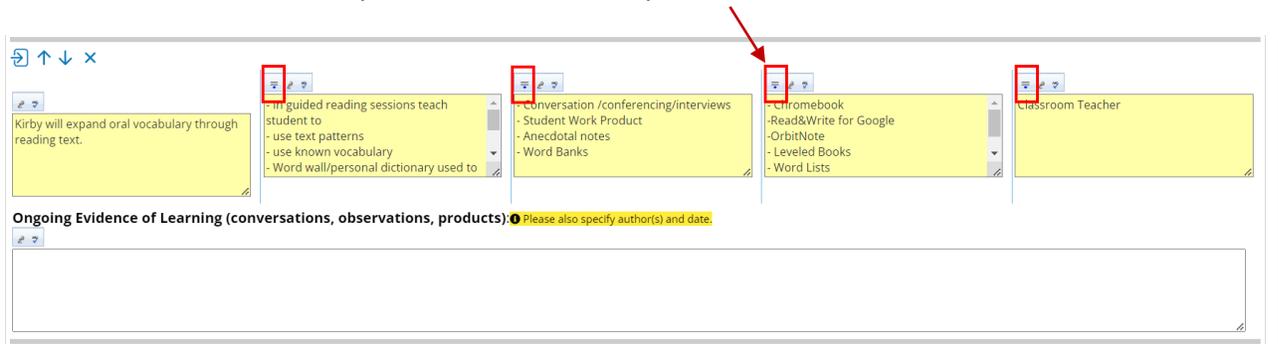
Instructional Strategies – list the strategies that will be used with the student to assist with achieving the outcome.

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.

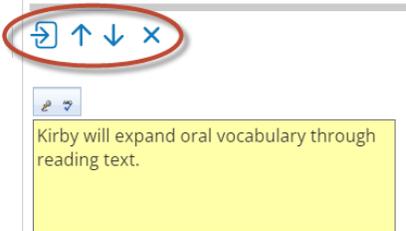
Person(s) Responsible – provide the names and positions of those responsible for teaching and assessing the outcomes.

Each of these sections has an option to select from an optional statement bank.



Ongoing Evidence of Learning (conversations, observation, products) – use this section under each SIO to document the ongoing progress of the student throughout the semester/year. This information will be used to inform Student Planning Teams during reporting periods.

To add additional AIOs/SIOs, refer to the icons below.

AIO/SIO Icons	Meaning
	<ul style="list-style-type: none">  - click to add an additional AIO/SIO  - click to re-order AIO/SIO up/down  - click to delete the AIO/SIO

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

1.3 TRANSITION PLANNING

This section is to be completed for students requiring transition outcomes. The following areas need to be completed: Transition outcome, Timeline, Person(s) Responsible (parents/guardians can be added in this section), Strategies, and Resources.

Transitions can involve community to school, grade-to-grade, school-to-school or school to community.

NOTE: This section must be completed for students ages 14 and above.

Student's Name: Wyatt Callison

Transition Planning				
Transition Outcome	Timeline	Person(s) Responsible	Strategies	Resources
VOCATIONAL/EMPLOYMENT John will participate in various school jobs: -breakfast program -baking for meetings -photocopying -coffee cart -gardening	2021-2022	Classroom Teachers -A. Smith -B. Grey -Resource Teacher-D. Baton -John -Parents	Career portfolio -outline skills necessary for jobs -highlight strengths necessary for job Skill Development/Job Related Tasks -Clear, concise oral instructions paired with written instructions (checklists) -Written schedules	Explore Careers Nova Scotia: https://explorecareers.novascotia.ca/labourmarketinformation Nova Scotia Works: https://www.jobjunction.ca/ Opportunity Place: http://www.opportunityplace.ca/ Resumes and Cover Letters: https://www.jobjunction.ca/workshop-information

1.4 SIGNATURES PAGE

This section indicates the members of the Student Planning Team (SPT) who are responsible for the IPP. After entering the name of the first member of the SPT in the **Name** field, select **Add Row** to input each additional member.

Student Planning Team

Parent/Guardian:
Parent/Guardian:

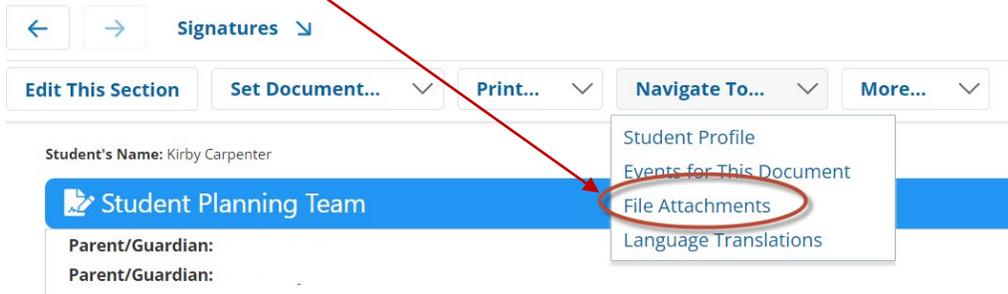
You may override the 'Position' value by entering different text in the box provided below.

Name: (ID) /
 Position:

Parent/Guardian Signature(s) _____ Date _____

Signature – Check the boxes on the left to indicate that the parents/guardian, student (if appropriate) and principal have signed the hard copy of the document. The check box by the principal's signature **must** be checked off to allow the document's status to be changed to final at the end of the school year.

Note: A hard copy of the signature page with the signatures should be scanned, then attached to the IPP in TIENET using **File Attachments**. To access File Attachments, click **Save, Done Editing** > click **Navigate To ...** > select **File Attachments** > then click **Attach File(s)** > and upload the file.



It is important to note that the Team must leave the IPP in Draft status until end of semester or end of school year when it can be set to Final Status.

1.5 HIGH SCHOOLS STUDENTS WITH AN IPP

Classroom Teachers will need to use PowerTeacher Pro to input progress and final grades (Grades 9-12) for each IPP course reporting period.

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.

If copying specific sections from a previous IPP, remember to update the IPP course codes to reflect the second semester courses.