

SUPPORT FOR SUCCESS PLAN

INDIVIDUAL EDUCATION PLANNING (IEP)

May include one or more of the following domains:

Academic | Behavioural | Social | Emotional | Individual | Transportation | Transition | Communication

I. A STUDENT MUST HAVE AN IEP WHEN:

- A specialized assessment identifies that he or she requires support to meet the expected learning outcomes
- A specialized assessment identifies that he or she requires support to meet student-specific learning outcomes
- Transitioning into or out of school and requiring supports to meet the expected learning outcomes or to meet student –specific learning outcomes
- Enrolled in a modified (M) designated course in high school
- Enrolled in an English as an Additional Language (E) designated course in high school
- Enrolled in the Individualized Programming (I) designation in high school
- Receiving Special Needs Categorical Support (Level 2 or 3)
- “reading aloud outside classroom” is requested as an adaptation for English language arts and Français standards tests
- Students requiring adaptations and support
- Students requiring behavioural support (Guidance Counsellors take lead with behaviour)

II. DEVELOPING AND WRITING THE IEP

The Support for Success Plan (SSP) starts with the Classroom Profile. Classroom adaptations and supports are determined and documented. Parents sign the SSP by the 1st reporting period.

The Individual Education Plan (IEP) starts with the school team and is used for our Low Incident Special Needs Funded Students.

1. Beginning the IEP:
 - a) Develop the student profile:
 - What do we know about the student?
 - What do we need to know?
 - What are the gaps?

- b) Use the Student Profile sample form as the basis for gathering the information.
2. Contact the parent regarding the development of an IEP.
3. Provide parents with Turtle Mountain School Division's pamphlet on IEP's.
4. Set the date of the IEP meeting.
5. Prepare an agenda.

Set dates for review of the Support for Services and Individual Education Plan. They need to be reviewed a minimum of 2/school year.

III. FINALIZING THE IEP

1. All members of the school team (including the parents) and when appropriate the student shall sign the finalized IEP.
 - a. If signatures are not received an explanation will be recorded on the IEP.
2. In some cases, it may be necessary to have members of the support team (OT, PT, Psych, SLP, and Assistant Superintendent of Student Services) sign the IEP.
3. Copies of the IEP (or access to one) shall be provided to all team members actively involved with the student. A copy of the signed IEP shall be provided to the Assistant Superintendent of Student Services by the first reporting period in November.

IV. REVIEW OF THE IEP

1. Prior to beginning the process for review of an existing IEP:
 - a) Send out a memo to staff stating the date, time, things that need to be done in preparation for the IEP meeting
 - b) Prepare an agenda
2. Whenever possible, the June IEP meeting should include both the present teacher and next year's teacher. June IEP reviews should make recommendations for the coming year. This will form the basis for the development of the following year's IEP.
3. Whenever possible, invite the student to come to either part of or the entire IEP meeting. In some cases, the student may need to be prepped for their participation.
4. At the IEP meeting the team will share information, revise student specific outcomes and performance objectives, establish new instructional and/or assessment strategies, seek help from other professionals if required.
5. The IEP is a living document and changes made throughout the year must be recorded and dated.
6. The case manager will summarize the roles and responsibilities prior to the adjournment of the meeting.

In addition to evaluating the IEP, the team should reflect on how well their process worked and in what ways they were able to contribute to the student's learning. The case manager should document this information.

V. IEP TIMELINE (LOW INCIDENT SPECIAL NEEDS FUNDING LEVEL & 3)

The number of IEP meetings per student in a school year is dependent on individual circumstances. The following guideline is recommended:

- Early and Middle Years- minimum of 3 –one in Sept/Oct; during a reporting period, and in June.
- High School- beginning and end of semester, June
- In school team meetings should be held in between IEP meetings to follow the student progress more closely and to ensure timely communication occurs with parents and team members.