

Inclusive Schooling Handbook



AUGUST 2017

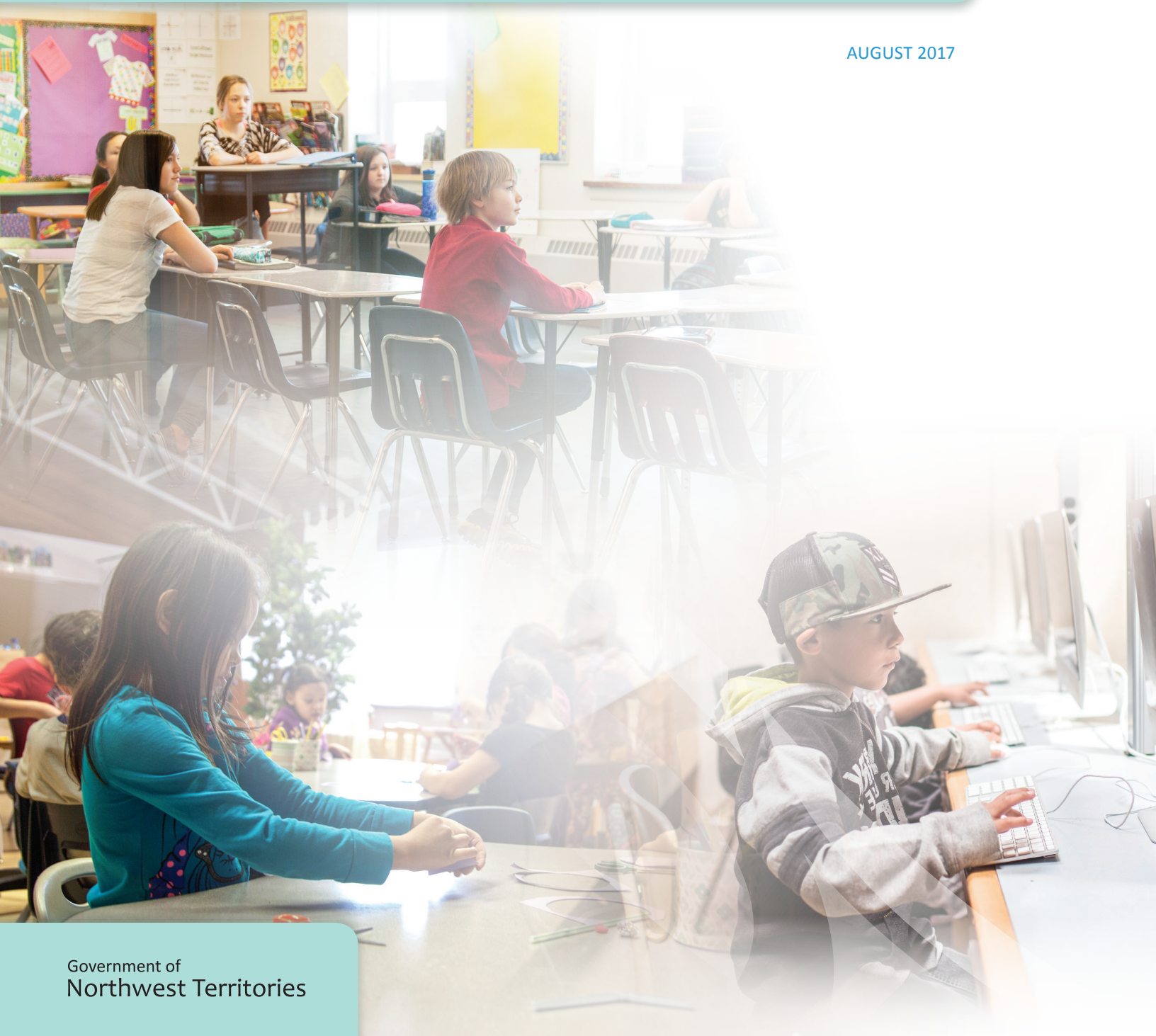


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Student Support Plan and Individual Education Program Guidelines

ACKNOWLEDGEMENTS

Material and content of these guidelines and the toolbox have been adapted from the 2006 Student Support Plan guidelines and the provincial publications under the sharing agreement of the Western and Northern Canadian Protocol.

ENDORSEMENT

These guidelines are to be used with the approved software for management of Student Support Plans as authorized by Education, Culture and Employment of the GNWT. This currently is the software for students with special needs that is maintained on the GNWT student information system. At the time of writing, the SIS was PowerSchool/PowerTeacher and the government approved student's special needs software. (Currently called *Tienet*.)

NWT MINISTERIAL DIRECTIVE ON INCLUSIVE SCHOOLING (2016)

1. PURPOSE

This Directive on Inclusive Schooling provides direction to education bodies from the Minister of Education, Culture and Employment to ensure that schools in the Northwest Territories are implementing inclusive schooling as defined in this directive, and mandated by Section 7(1) of the *Education Act* (1996).

2. DIRECTIVE STATEMENT

In accordance with this directive, education bodies must welcome students within a common learning environment in the community in which the student resides and provide support through School-Based Support Teams to enable teachers to meet the diverse needs of students, including those who experience significant barriers to learning.

3. DIRECTIVE OBJECTIVES

1. To ensure that all students have access to quality education programs within a common learning environment in the community in which the student resides.
2. To ensure that education bodies have direction on how to administer inclusive schooling supports and programming.
3. To ensure educators are provided with in-servicing to deliver inclusive schooling supports and programming.
4. To ensure financial accountability for inclusive schooling funding.
5. To ensure monitoring, evaluation and reporting of inclusive schooling supports and programming.

4. INCLUSIVE SCHOOLING VISION

To ensure access to quality education for all students by effectively meeting their diverse needs in a way that is responsive, accepting, respectful and supportive.

5. PRINCIPLES

Inclusive schooling in the Northwest Territories:

- Recognizes that every student can learn.
- Is individualized – educational programs and decisions focus on the individual student’s strengths and needs, and are based upon the student’s best interests.
- Ensures access to appropriate learning opportunities by utilizing evidence- based instructional and support strategies to remove barriers to learning.
- Enables all students to participate within a common learning environment shared amongst age-peers in the community in which the student resides.
- Is delivered within an accessible physical environment where all students and school personnel feel welcome, safe and valued.
- Is respectful of student and staff diversity in regards to their race, colour, ancestry, nationality, ethnic origin, place of origin, creed, religion, age, disability, sex, sexual orientation, gender identity, marital status, family status, family affiliation, political belief, political association, social condition and a conviction that is subject to a pardon or record suspension. (*NWT Human Rights Act*, Section 5 (1) 2014)
- Is characterized by collaboration: parents, affected student (where appropriate), school principals, classroom teachers, program support teachers, support assistants, and other professionals collaborate to make decisions related to the educational needs of individual students.
- Promotes the involvement of parents/guardians in their child’s education.
- Establishes and maintains a professional learning program to ensure that educational staff have the knowledge and skills needed to provide effective instruction to a diverse student population.
- Promotes partnerships between schools and their communities, operating effectively through a range of school-wide supports and community programs and services available to all students.

6. APPLICATION

This directive applies to all Education Bodies. The Northwest Territories *Education Act* (S.N.W.T. 1995, c.28, as amended) under section 7(1) and 7(2) states that every student is entitled to have access to the education program in a regular instructional setting in a school in the community in which they live, and that an education body shall provide the support services needed to ensure that students have access to the education program.

7. AUTHORITY

Authority for this directive on inclusive schooling is derived from the Northwest Territories *Education Act* (S.N.W.T. 1995, c.28, as amended). Specifically the Minister responsible for the *Education Act* has the authority under section 7(2) to provide direction to education bodies on inclusive schooling.

8. DEFINITIONS

Accommodation: measures that allow students to best gain access to and achieve success with expected learning outcomes, including those who experience obstacles to learning and those who require enriched opportunities for learning. Accommodations may include changing the teaching process, learning environment, time demands, assistance, evaluation and/or the ways in which a student demonstrates learning. Accommodations are recorded on a Student Support Plan yet do not represent changes to the expected learning outcomes as stated in curricular documents.

Common learning environment: an inclusive environment where instruction is designed to be delivered to students of mixed ability and with their peer group in the community school, while being responsive to their individual needs as a learner, and used for the majority of the students' regular instruction hours.

Differentiated Instruction: a best practice in education that recognizes and supports individual differences in learning, wherein teachers actively plan and teach in order to address the diverse learning needs of their students. It is based on the understanding that students will attain learning outcomes by varying routes, at differing paces, while requiring a variety of supports. Aspects of teaching and learning that may be differentiated include: content, product/demonstration of mastery, instruction, assessment, task, grouping, resources, and/or process. Curricular objectives remain constant, while the teaching practices are flexible and designed to match student learning needs.

Education body: a District Education Authority (DEA), a Divisional Education Council (DEC) or a *commission scolaire francophone (CSF)*, or all of them as the case may be.

Education program: the program of education from Junior Kindergarten to Grade 12 based on the curriculum established by the Minister. Students may follow a Regular Education Program (with or without accommodations), a Modified Education Program, or an Individual Education Program.

Enrichment: extending the learning outcomes to ensure that students are appropriately challenged; a form of accommodation.

Homebound students: those who are required to stay home and not attend school at the request of a medical doctor.

Inclusive Schooling: students access the education program, and required supports, in a common learning environment in the student's home community.

Individualized Education Program/Plan (IEP): An individualized Education Program is student-specific program outlined in an Individualized Education Plan (IEP). This plan is a comprehensive written education plan with annual student outcomes and shorter-term objectives, determined through a collaborative process, driven by the strengths and needs of the student; it may or may not include learning outcomes articulated in NWT curricula. A student on an IEP usually requires supports, accommodations, facilities, resources and/or equipment required beyond those required by his/her peers.

Instructional Strategies: techniques teachers use to help students become independent, strategic learners. These *instructional strategies* become *learning strategies* when students independently select the appropriate ones and use them effectively to accomplish tasks or meet goals.

Modified Education Program: A Modified Education Program is developed for students who are documented as working significantly above or below grade level in one or more subjects, yet retains the learning outcomes articulated in NWT curricula. The curricular learning outcomes are selected from the working grade level and used to guide instruction for the Modified Program. The Modified Program is based on student strengths, needs and interests and may include modified individualized learning goals, instructional methods, methods of practice and evaluation procedures, consistent with the principles of differentiated instruction. The Modified Program is recorded in a Student Support Plan (SSP).

Other professionals: include related service providers such as Occupational Therapists, Speech-Language Pathologists, Physiotherapists, Social Workers, Addictions and Mental Health Counsellors, Educational Psychologists, and Paediatricians.

Program Support Teacher (PST): an experienced and skilled teacher who provides direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students.

Regular Education Program: A Regular Education Program is determined by the learning outcomes articulated in NWT curricula for a specific grade level.

School-based Support Team (SBST): a team co-led by the school administrator and Program Support Teacher(s) that provides support to classroom teachers with instructional issues, strategy development and problem-solving. The team coordinates the utilization of school personnel and other resources to support teachers and students. The school-based team may seek the assistance of other professionals or community supports, as appropriate.

Student Support Plan (SSP): a record of supports for learning which documents accommodations or modifications required for a student to best experience success with their programming. The SSP may change at any time to best reflect student needs and successes. Different kinds of Student Support Plans exist: Regular Education Program with Accommodations for Difficulty (JK-12); Regular Education Program with Accommodations for Enrichment (JK-12), Modified Education Program – Below Grade Level (JK-9); Modified Education Program – Above Grade Level (JK-9).

Support Assistant (SA): an individual working in the school to support classroom teachers in meeting the instructional and personal needs of students.

Supports: additional service, strategy or resource provided to enhance student learning or help an individual student overcome barriers to learning. Supports are services beyond those provided to all students as part of the overall school program.

Temporary residency: student residing in treatment centres/group homes operated by the NWT Department of Health and Social Services (HSS).

- Youth Justice facilities operated by the NWT Department of Justice.
- Medical/long-term care facilities operated by HSS.
- Medical or treatment facilities outside of the NWT approved by HSS.
- A temporary foster placement.

*The Northwest Territories *Education Act* (S.N.W.T. 1995, c.28, as amended) under section 7(3)

9. PROVISION OF SUPPORT

The Department of Education, Culture and Employment, working through education bodies and schools, will establish and maintain systematic supports for instruction so all students are able to access an educational program within a common learning environment in the community in which the student resides.

9.1 COMMON LEARNING ENVIRONMENT

Education bodies are required to ensure that the common learning environment:

- Enables each student to fully participate in a learning environment that is designed for all students and is shared with peers in their home community.
- Applies student-centred instructional practices and learning principles.
- Is responsive to individual learning needs by implementing required supports in a timely manner.

9.2 SUPPORTS FOR INCLUSION

ECE and Education bodies must establish, maintain and systematically monitor supports for inclusion, including policy, funding, monitoring, evaluation and capacity-building strategies.

9.2.1 Education bodies are required to direct principals to:

- Ensure that a student's instruction is primarily provided by the classroom/subject teacher, within the common learning environment.
- Ensure homogeneous groupings of students with similar needs are flexible and temporary, and their utilization is based on on-going assessment of student needs and successes.
**When it is determined that a homogeneous group is needed for instruction, the plan for the group must include clear targets and short-term goals, as well as pre-identified strategies with defined, on-going assessment methodologies to monitor success.*
- Ensure support assistants and classroom teachers are aware of and respect the guidelines and standards of practice for support assistants.
- Support teachers and support assistants in the use of flexible instructional strategies.

- Allocate resources to maximize assistance to classroom teachers to enable them to support the learning of all their students.
- Ensure that all students have access to appropriate curricular activities.
- Ensure a fair process for equitable access to extra-curricular and school-sponsored activities within available resources.
- Identify accessibility issues to ensure facilities meet student needs.

9.3 EDUCATIONAL PROGRAMMING

Inclusive schooling in the NWT ensures that students have access to the necessary support services to access education within the community in which they reside. Education bodies are required to support the development, implementation and monitoring of a Student Support Plan (SSP) or Individualized Education Plan (IEP) for students who require them by directing principals to:

- Ensure that the teacher develops a Student Support Plan (SSP) that identifies accommodations and/or modifications to the learning goals and instructional strategies needed to enable student success.
- Ensure that the teacher, supported by the School-based Support Team and in consultation with the parents/guardians, develops an Individual Education Plan (IEP) that identifies individual student learning goals, instructional strategies and accommodations needed to enable student success.
- Ensure that in developing the SSP or IEP, the identification of student strengths and challenges includes such things as information on interests and aspirations, readiness to learn, learning preferences and other relevant factors.
- Ensure parents, and students when appropriate, have the opportunity for meaningful involvement in planning, problem solving and decision-making related to a student's learning goals and instructional strategies and necessary supports to achieve them.
- Ensure the teacher is supported by relevant members of the School-based Support Team.
- Provide access to technological supports when appropriate and where needed to overcome barriers to learning.
- Ensure classroom teachers know how to utilize ECE approved software for the development and storage of electronic educational program plans, as per the guidelines.

9.3.1 Education bodies are required to support the identification, development and monitoring of educational plans by directing classroom teachers to:

- Participate within the School-based Support Team to develop or utilize a number of informal to formal assessment strategies across time periods and situations to:
 - ♦ Determine students' strengths and challenges;
 - ♦ Assess performance in relation to NWT curricular outcomes;
 - ♦ Make changes to instruction and assessment as required;
 - ♦ Identify whether there is the need for an SSP or IEP.
- Notify the School-based Support Team when students experience persistent learning difficulties in spite of the use of responsive teaching strategies intended to meet assessed learner needs and interests or, when a student needs significant enrichment. The School-based Support Team will act upon that information utilizing available resources.
- Develop, implement and update the learning goals and instructional strategies whenever significant changes or accommodations are required, in collaboration with the School-based Support Team.
- Receive, review and update the SSP or IEP when a student transitions from another grade and/or school - as well as regularly throughout the school year - in consultation with parents, the student, members of the School-based Support Team, appropriate regional staff, including other professionals as required.
- Develop lesson plans and instructional strategies that reflect the requirements of the SSP or IEP.
- Monitor and evaluate, on an on-going basis, the effectiveness of the instructional strategies and accommodations identified and make modifications to the plan as needed.
- Follow relevant guidelines issued by ECE on individual planning for students, including SSPs and IEPs.

9.3.2 Special Circumstances

Education bodies are required to:

- Provide education programs for students in temporary residency situations.
- Provide educational programs for homebound students.

9.4 SCHOOL-BASED SUPPORT TEAM

Education bodies are required to ensure each school has an established and operationalized School-based Support Team.

9.4.1 Purpose

The primary role of the School-based Support Team is to strengthen the school's capacity to enable student learning. Education bodies are required to ensure each school has an established School-based Support team that will:

- Operate under the leadership of the principal to assist classroom teachers with developing and implementing instructional and/or management strategies, Student Support Plans or Individualized Education Plans, and to coordinate support resources for students.
- Develop strategies to support classroom teachers in meeting students' needs and to reduce barriers to students' success in learning; solve specific problems; address systemic issues as well as those that are teacher or student specific; and maintain documentation, as per the reporting requirements.

9.4.2 Membership

- Core membership includes the school principal and/or vice principal, program support teacher(s) (PST) and other staff including counsellors, guidance staff and others whose focus is providing support to teachers and students. Core members will meet on a regular basis, typically once per week.
- Participation in the School-based Support Team is determined by the Principal and PST and may include: classroom teachers, support assistants, parents, students, superintendent, Regional Inclusive Schooling Coordinator, other regional staff, members of the Inclusive Schooling Territorial Support Team, other related service providers, and professionals from other government departments, as needed and appropriate, within compliance of Access to Information and Protection of Privacy (ATTIPP).

9.5 SPECIALIZED INCLUSIVE SCHOOLING STAFF

Education bodies receive conditional funding for the following types of Specialized Inclusive Schooling Staff. As part of the annual budget development, ECE will provide Education Bodies with funding and position information for Specialized Inclusive Schooling Staff. Education Bodies are responsible for implementation and management of Specialized Inclusive Schooling Staff and for reporting on Specialized Inclusive Schooling Staff as part of the overall accountability provisions related to this Directive.

9.5.1 Regional Inclusive Schooling Coordinator (RISC)

RISCs provide administrative and programming leadership at the regional level to support inclusive schooling based staff (Program Support Teachers and Support Assistants) support classroom teachers in meeting the needs of students.

Specifically, the RISC:

- Works closely with the superintendent and/or comptroller to ensure the funding provided for inclusive schooling is effectively used and consistent with the Directive and associated guidelines established by ECE.
- Liaison and collaborate with staff at ECE and with other RISCs to build a strong network to develop and support inclusive schooling practices in the NWT with specific focus on professional learning and capacity building initiatives.
- Work directly with school principals and PSTs to ensure that school staff know and use effective inclusive schooling practices that support students.
- Ensure that required program reporting is completed on time and submitted to the superintendent.

9.5.2 Program Support Teacher (PST)

The PST is an experienced and skilled teacher who provides direct collaborative support to classroom teachers as they develop and use instructional strategies to meet the needs of students.

Specifically, the PSTs:

- Focus on developing and supporting the implementation of instructional strategies; problem-solving; coaching; mentoring; co-teaching; and modelling promising practices.
- Will spend not less than 60% of their time engaged in activities that directly support classroom teachers, as outlined in the Guideline for Inclusive Schooling: Supporting the NWT Directive on Inclusive Schooling.
- Work closely with the school principal to operate the School-based Support Team.
- Provide school-based information and data to the RISC as required.

9.5.3 Support Assistant (SA)

Support Assistants work in the school to support teachers in meeting the needs of students.

Specifically, the SAs:

- Are assigned to support the teacher by the principal/School-based Support Team to meet identified student needs as described in the SSP or IEP.
- Works collaboratively with the classroom teacher to implement the SSP or IEP.

9.6 GENERAL ROLES AND RESPONSIBILITIES

9.6.1 Minister of Education Culture and Employment

- Responsible for leadership and guidance on the directive and how inclusive schooling must be administered by education bodies in the NWT.

9.6.2 Department of Education, Culture and Employment

- Responsible for providing Education Bodies with information on the key components of the inclusive schooling program and associated funding.
- Responsible for providing support and coordination for professional learning and capacity building and for specialized resources in cooperation with the Education Bodies.
- Responsible for the overall accountability of inclusive schooling in the NWT.
- Responsible for monitoring and evaluation of inclusive schooling in the NWT.
- Responsible to give feedback and recommendations to education bodies on inclusive schooling in the NWT.

9.6.3 Education Bodies

- Responsible for following this directive on inclusive schooling.
- Responsible for administration of inclusive schooling programs.
- Responsible for financial accountability and reporting on inclusive schooling.
- Responsible for monitoring inclusive schooling and completing evaluation reports to be submitted to the Department of Education, Culture and Employment in an agreed format.

9.6.4 Superintendents

- Responsible for following this directive on inclusive schooling.
- Responsible to ensure that education bodies are following this directive on inclusive schooling.
- Responsible to ensure that inclusive schooling funding is being used by education bodies in a financially accountable manner.
- Responsible to ensure that education bodies produce monitoring and evaluation reports on inclusive schooling.
- Responsible for submitting financial and program reporting, as well as monitoring and evaluation reports to the Department of Education, Culture and Employment in an agreed format.

10. APPEALS

Parents/Guardians and/or students may disagree with an educational decision and proceed under sections 39 or 42 of the *Education Act*. In cases of appeal, education bodies are required to:

- Adhere to procedures articulated in the *Education Act* (1996) “Resolution and Appeal of Decisions Affecting Students” sections 38 through 43, and
- Education Appeal Regulations (1997)

11. ACCOUNTABILITY AND REPORTING

11.1 FINANCIAL ACCOUNTABILITY

- 11.1.1** Funding provided to education bodies for inclusive schooling must be used for the sole purpose of supporting students and teachers in accordance with this directive on inclusive schooling.
- 11.1.2** Education bodies must maintain appropriate detailed financial records of how inclusive schooling funding has been spent and for what purpose.
- 11.1.3** Education bodies must provide the Department of Education, Culture and Employment audited financial records showing how inclusive schooling funding was spent on a yearly basis, as per financial reporting regulations.

11.2 MONITORING, EVALUATION AND REPORTING

- 11.2.1** Education bodies must monitor how inclusive schooling is implemented and is in adherence with the Directive, and will provide data to the Department of Education, Culture and Employment in a format prescribed by the Department.
- Education bodies will complete reviews of inclusive schooling practices in individual schools using the indicators and timelines established through the IS Monitoring, Evaluation and Accountability Plan. The review results will be used to plan for on-going school improvement.
- 11.2.2** The Department will monitor and evaluate inclusive schooling to ensure that it is functioning according to this Directive and accompanying Monitoring, Evaluation and Accountability Plan.

GUIDELINES FOR INCLUSIVE SCHOOLING: Supporting the NWT Ministerial Directive on Inclusive Schooling (2016)

Part 1: Inclusive Schooling – the Context

BEGINNING THE CONVERSATION

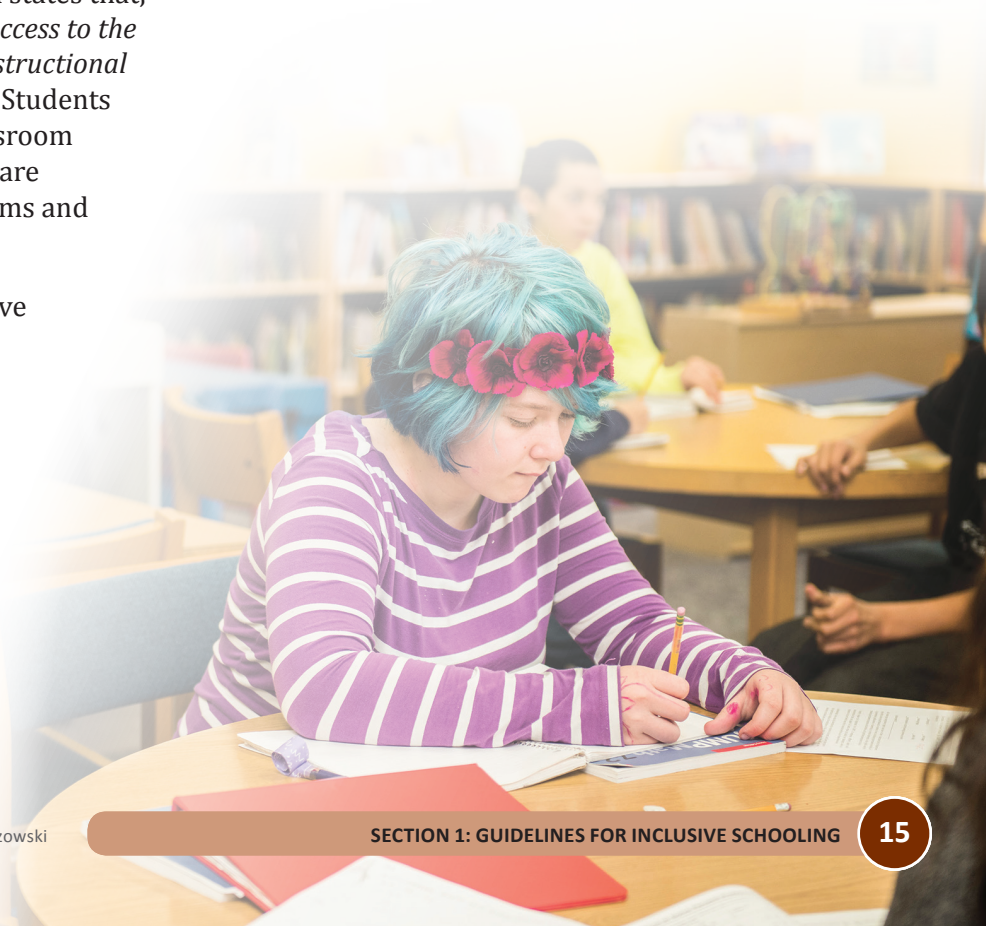
The Ministerial Directive on Inclusive Schooling (2016) represents a renewed focus on providing quality inclusive education to the diverse student population of the Northwest Territories. The Directive highlights the Department of Education, Culture and Employment (ECE)'s continued commitment to equity and opportunity in each of the NWT communities, and reflects common values shared amongst citizens of the NWT.

Section 7(1) of the NWT *Education Act* (1996) is entitled Inclusive Schooling and states that, *“Every student is entitled to have access to the education program in a regular instructional setting, in their home community”*. Students are welcomed within regular classroom settings with their age peers, and are provided with educational programs and supports, as needed.

In order for ALL students to achieve

success within this comprehensive learning environment, some students will need extra support to enhance their learning. This support might be minimal or intensive, short or long term. In order for ALL our students to experience success in our schools, their teachers clearly also need support.

In these Guidelines, the key elements of the Ministerial Directive on Inclusive Schooling (2016) are highlighted to assist school staff and regional/district education personnel to implement and operationalize the policy.



PURPOSE

This guideline will describe some of the school and classroom practices that will make Inclusive Schooling a reality in NWT schools. They are based on more than 20 years of practical experience here in the Northwest Territories, as well as on research on best practice and evidence of what works and what does not.

Most of what follows has long been part of our practice. NWT educators have produced valuable resources that remain important in the details of professional practice. They remain operative and will be regularly updated to provide useful direction to regional/district staff and school based educators. These documents include:

- Dealing with Child Abuse: A Handbook for School Personnel: Frequently Asked Questions (2012)
- Honouring the Spirit of Our Children: A Framework for School Counselling Programs of the Northwest Territories (2004)
- Northwest Territories Program Support Guide: Programming for Student Success (Revised January 2008)
- Northwest Territories Individual Education Plans: Guidelines for Development & Implementation (2010) and Teacher Resource Kit (2006)
- Northwest Territories Student Support Plans: Guidelines for Development and Teacher Resource Kit (2006)
- Support Assistant Handbook (Draft 2016)
- Support Assistant Competency Profile (2008)

What is new is the focus being brought to this policy. We need to examine the knowledge and practices of teachers, the support provided them by principals and program support teachers, the leadership provided by regional Inclusive Schooling coordinators, superintendents and other regional/district staff, and the investment we need to make in enhancing the capacity of NWT educators to fulfill the promise of inclusive education.

Annually, the Government of the Northwest Territories allocates a substantive amount of funds for the Inclusive Schooling program, based on the size of the student population. That investment is necessary to accommodate the wide diversity of needs NWT students bring to their classrooms every day. To meet those demands, these investments must result in programs, processes and personnel that work effectively to support teachers and ensure student success. Effective practice and program accountability are essential.

The renewed Ministerial Directive on Inclusive Schooling (2016) provides specific accountability requirements for schools and regions/districts. These are needed to ensure that individuals function according to their job descriptions and that regular systemic program reviews (at school, region/district and territorial levels) are carried out. Effective monitoring and evaluation of Inclusive Schooling in this manner will contribute to program improvement and increased student success.

Inclusive Schooling benefits individuals, families, communities and the Territory. Towards this end, the Directive was created to maximize opportunities for equitable access to quality education for all learners by effectively meeting the diverse needs of all students in a way that is responsive, accepting, respectful and supportive.

All students are welcomed within regular classroom settings with their age peers, and are provided with educational programs and additional supports as needed. This does not mean that students would never access other age groups for specific purposes, such as a Grade 4 student being a leader in a Grade 1 physical education class, if this met with his/her Individual Education Plan (IEP) goals. Application of these guidelines requires contextualization specific to the individual. The student's goals and needs must drive programming considerations.

Inclusive instruction takes place in a common learning environment where the instruction is designed for delivery to students of mixed abilities, with their peer group, in the community school, while remaining responsive to their individual needs as learners. Supports are introduced, as required, and are documented on the Student Support Plan or in the Individual Education Plan.

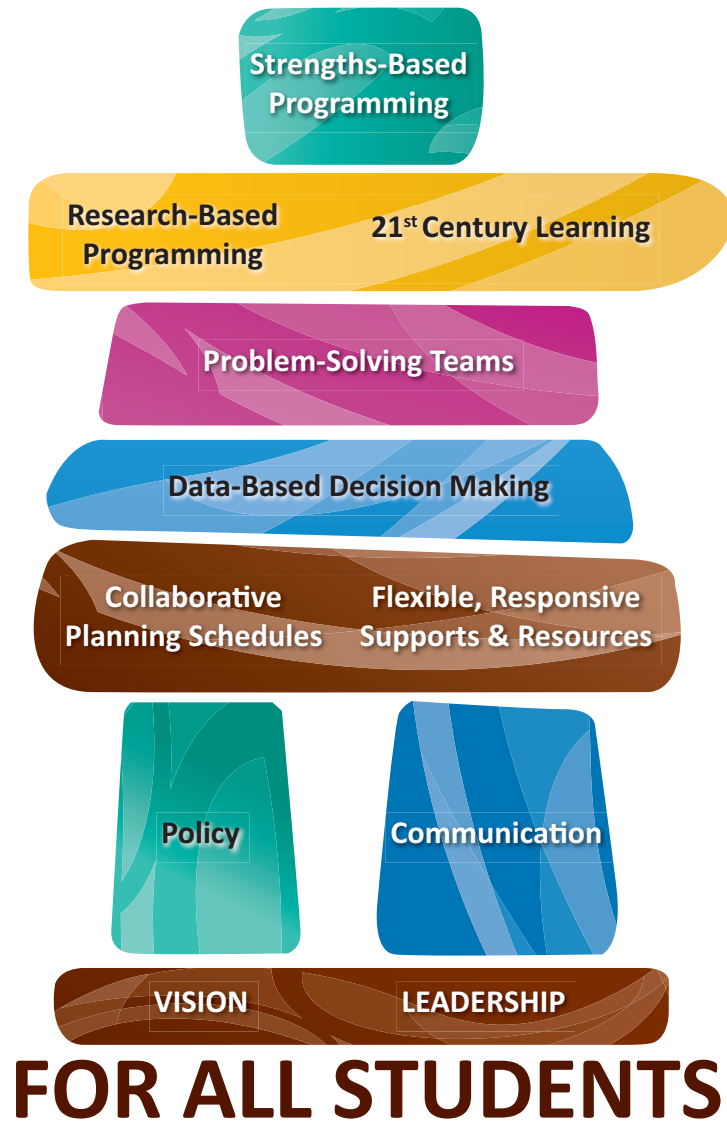
In practical terms, inclusive education creates opportunities for students to develop their individual strengths and gifts, create positive peer relationships, foster a sense of belonging and respect for others, and generate an appreciation of diversity.

Finally, it is by reducing learning barriers and actively engaging families and the larger community in education that the goals of education for all students can best be realized.

Inclusive Schooling is dependent on several important practices:

- Creating an inclusive school climate and environment;
- Supporting teachers as well as students;
- Planning support for individual students;
- Creating effective instructional programs (classroom practices) to accommodate diverse student needs;
- Creating and using a school-based support team;
- Defining and operationalizing individual support roles – program support teachers, principals, support assistants and other school and regional/district staff;
- Working with partners beyond the school; and
- Ensuring individual and systemic program accountability through monitoring and evaluation.

You are invited to use these **Guidelines** as the basis for critical reflection of your own professional practice.



Part 2: Supporting Teachers and Students

A COLLABORATIVE MODEL OF INCLUSIVE SCHOOLING

Inclusive Schooling is defined by collaboration; parents, principals, teachers, program support teachers, peers, and other professionals collaborate to make decisions related to the educational needs of individual students.

Collaboration means working together to produce results. In Inclusive Schooling this means using the strengths of the School-based Support Team members to best meet the needs of the students. In a collaborative process, team members are guided by a query from a teacher, and seek to support that teacher in meeting the needs of the students. The team members are invested in the success of the teacher and student and actively seek to provide on-the-ground support. All members in this process are equals at the table, and each member brings their own unique perspective.

Consultation means meeting with individuals, often experts, in order to discuss a situation and seek advice. In Inclusive Schooling, consultation is used, when needed, as a way to get new ideas or strategies to best meet student needs. In a consultation, the experts are not responsible for implementing strategies. They may or may not know the student, the community or the school. In their role, they provide advice and may provide follow up consultation, if desired. It is essential that the School-based Support Team evaluate the advice of experts and implement within the context of their known realities.

Both collaboration and consultation are used in Inclusive Schooling. Collaboration is an essential ongoing practice, whereas consultation only occurs when needed, as determined by the School-based Support Team.

Coaching and modeling are critical components of collaboration within the School-based Support Team. The Program Support Teacher is ideally positioned to best coach a teacher in the development of new skills and model implementation of new strategies. Coaching and modeling both are job-embedded professional development strategies that strengthen Inclusive Schooling.

The following model of Inclusive Schooling service delivery in the NWT outlines roles and responsibilities for effective implementation. A key aspect of this model emphasizes the importance of supporting classroom teachers to effectively deliver challenging and appropriate learning experiences for all students.

Effective learning environments are comprised of many levels of support:

- A. School-based Supports
- B. Education System Supports
- C. Health & Social Services System Support
- D. Community Supports

A. SCHOOL-BASED SUPPORTS

The Directive clearly indicates the central role the classroom teacher plays in meeting the needs of each student in the classroom. The success of the teacher in providing effective instruction to a diverse group of students is dependent on many factors. No matter how skilled and experienced the teacher may be, there will always be new situations and circumstances where the teacher needs additional support.

Several schools in the NWT are in communities with a small population and student enrollment. These schools may have particular challenges. For instance, some may not have a Program Support Teacher. Every effort must be made to meet the needs of small schools in a creative and equitable manner.

The establishment and operation of a **School-based Support Team (SBST)** in which each participant plays an effective role is essential to the success of an inclusive school and its teachers.

The **School-Based Support Team** consists of the principal/assistant principal(s), the program support teacher(s), the support assistant(s) (as appropriate) and other staff including counselors, mentors, and others. While these may be the core members in larger schools, actual membership will vary depending on the school and the number of staff members. However, whatever the size of the community or the school, it is critical that collaboration occurs in order to problem solve together and best meet student needs. In very small schools, this might occur through virtual meetings with Regional/District staff or with teachers and administration from another school.

Whatever the circumstance, making the school program work for a diverse student population is not always easy, but it is achievable. It requires a great deal of collaborative effort by staff members to resolve the challenges that inevitably come to the surface in classrooms. Strong and effective collaborative structures that tap into the knowledge, experience and expertise of the educators working in the school/district are the primary building blocks for success.

The primary roles of the SBST members should be to support the classroom teacher through coaching, co-teaching, co-planning and consultation. They should function as a team with a shared vision, a focus on collaboration, collegial support, joint problem-solving and promising practices and strategies that result in teacher and student success.

The following provides a discussion of the role of each of the key team players.

A.1. THE PRINCIPAL (AND ASSISTANT PRINCIPAL)

The Principal provides needed leadership for the effective functioning of the school-based team by setting conditions (ex. creative timetabling) so the program support teacher (PST) can work effectively with classroom teachers, and by working closely with the PST to ensure all staff have the opportunity to collaborate and problem solve within the school-based collaborative team model.

The principal must also ensure that teachers have access to relevant professional development opportunities related to inclusive practices, and will monitor and follow the accountability framework mandated in the Directive. Facilitating an inclusive culture in the school and advocating for community and district support for programs and services to meet teacher and student needs is a critical responsibility of the principal.



A.2. PROGRAM SUPPORT TEACHER

The **Program Support Teacher (PST)** provides leadership to the school-based team to ensure effective inclusive practice while working collaboratively with the principal and other team members. The role of the PST in an inclusive school must be focused on supporting and working directly with classroom teachers. The PST is preferably an experienced and knowledgeable teacher, who works well with colleagues, and who can provide a range of supports to help build teacher capacity for utilizing effective and appropriate pedagogical strategies.

A Program Support Teacher contributes to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. The PST works with all members of the school team to ensure consistency of understanding and delivery, and provide support where needed.

The PST maintains a working knowledge of NWT curriculum, related research, exceptionalities, and inclusive instructional practices (ex. classroom lesson plans/units, Universal Design for Learning or UDL, and assessment practices) in order to collaborate with the classroom teacher who holds the subject matter expertise.

In carrying out this role, the PST will focus on activities and functions that directly support classroom teachers to meet the needs of their students. The Directive provides guidance in this by setting out PST priority time-use targets:

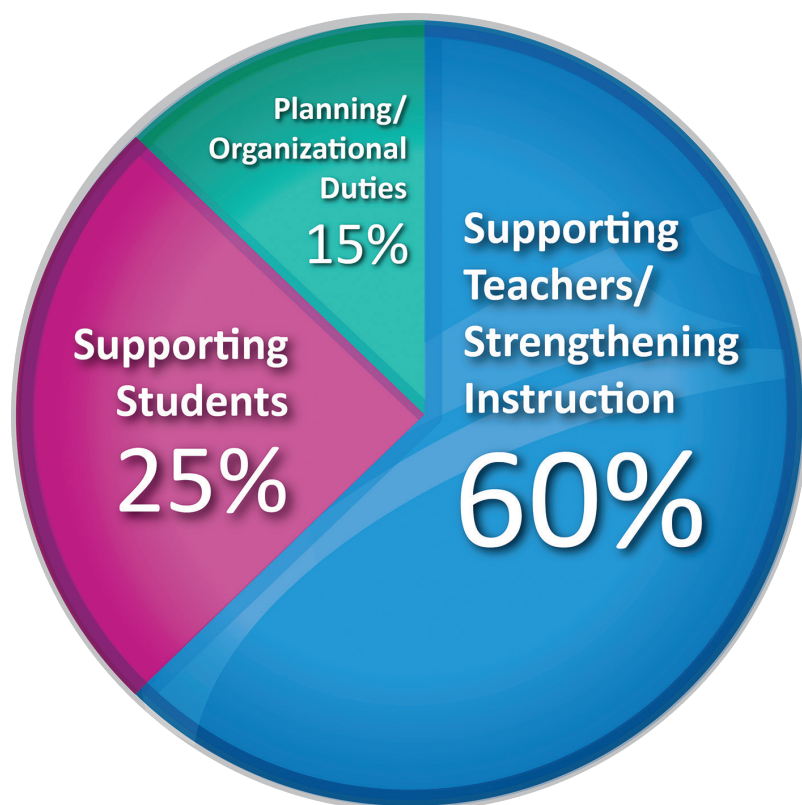
- a minimum of 60% of the PST's time should be devoted to ***teacher support activities***
- no more than 25% of the PST's time should be spend working ***directly with students*** (commonly Tier 3 students – those with more complex needs)
- maximum of 15% of the time used for ***other*** functions



THE PROGRAM SUPPORT TEACHER

Priority Time-Use Targets

The goal is to focus on supporting classroom teachers in an active and sustained manner throughout the school year.



PRIORITY TIME-USE FOR PROGRAM SUPPORT TEACHERS

SUPPORTING TEACHERS (60%)

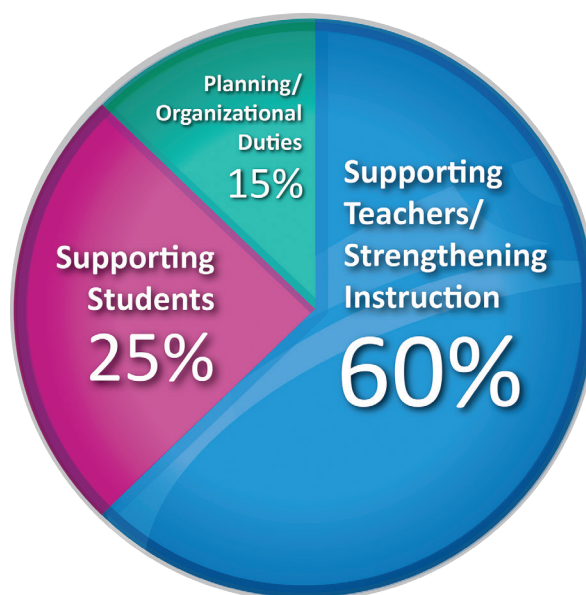
- **Coaching teachers, modeling** demonstration lessons, **co-teaching**
- **Collaborating** and/or **co-planning** with teachers and other staff to make decisions around programming for students
- **Collaborating** with teachers to adapt, revise & modify curriculum materials
- **Communicating and/or meeting with parents** in collaboration with teachers
- **Debriefing or reflecting** with classroom teacher and other staff
- **Directing and coordinating** input from consulting professionals
- *Individual Education Plan (IEP)* development: **Coordinating** development of the IEP with the teacher and School-based Support Team following IEP Guidelines
- **Creating Learner profiles** with the teacher by analyzing student data and helping them to use it to inform instruction
- **Observing, collecting and analyzing** academic, behaviour & other data for student and teacher needs
- **Preparing or directing the preparation** of resources/materials to support the delivery of interventions
- **Organizing and leading School-based Support Team** meetings & follow-up activities
- **Conducting some assessment** of students (informal and formal), including observations to assist the teacher
- *Student Support Plan* development: **Assisting teachers** to develop, write, implement and update the SSP
- **Supporting Support Assistants** - scheduling, meeting, directing, supervising, training
- **Supporting & providing systemic staff development & training** for support assistant, teachers, and applicable volunteers (job-embedded, in-school, after-school, PD days, etc.)

STUDENT SUPPORT ACTIVITIES (25%)

- **Advocating** for students (ex. family situations, housing, food, addictions, mental health needs)
- **Assessing** the individual needs of students for direct instruction (intervention) by the Program Support Teacher
- **Supporting the social, emotional, behavioural** needs of students
- **Working directly with students one to one or in small groups**, inside and/or outside of the common learning environment (direct intervention by the PST)

PLANNING/ ORGANIZATION ACTIVITIES (15%)

- **Collaborating** with providers of support services (ex. speech and language pathologist, occupation therapist, social worker, mental health professionals, etc.)
- **Documenting supports** following the Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students, 1998 and *Access to Information and Protection of Privacy Act, 2015 (ATIPP Act)*
- **Prioritizing support needs** in the school for staff development, equipment and resources, and program support staff (in consultation with the School-based Support Team)
- **Provide professional development** at the school and district level
- **Providing and seeking** information through **professional correspondence**
- **Engage in personal professional development** - researching instructional strategies, current pedagogy & a variety of areas of exceptionality
- **Re-allocating Support Assistants as needed** (ex. time unexpectedly becomes available, a new student with needs arrive, staff absences)
- **School-based meetings** (ex. leadership, instructional, staff meetings, etc.)
- **Supporting school with unexpected situations** (ex. cover class for a teacher while alternative arrangements are being made, help with a sick child, attend to an emergency situation)
- **Transition planning** from year to year, school to school and at key times
- **Other**



A.3. SUPPORT ASSISTANTS

Support Assistants (SA) play a valuable role in assisting teachers to meet the needs of students to successfully access curriculum and services.

A Support Assistant, under the direct supervision of a qualified teacher assists with:

- carrying out instructional and behavioural plans (SSPs and IEPs);
- classroom management and student supervision; and
- providing instructional and other supports to students.

The duties of the SA may be many and varied, depending on the particular situation; they do not, however, replace those professional responsibilities of the teacher(s) nor are they limited to the needs of any one student. While the primary responsibility of SAs may be to work with students who have educational challenges, they are also a resource to the whole class. Support Assistants are used to provide that extra help that only an additional adult in the classroom can provide to a teacher.

Support Assistant tasks include (but are not limited to) the following:

- Contributing to the education of students in inclusive schools and classrooms by implementing supplemental small-group and individual instruction;
- Engaging in instructional monitoring of student work (ex. independent or small-group work) identified and planned by teachers and PSTs;
- Preparing instructional materials for use by student(s) under the direction of the teacher (ex. materials for braille, manipulatives for kinaesthetic learners, etc.);
- Collecting formative assessment data on student performance and progress, and/or behaviour observation data, based on collection systems designed by teachers or PSTs;
- Facilitating peer interactions based on guidance from the teacher and PST. They invite students to help each other. They may also engage in non-instructional tasks (ex. group supervision such as on the playground, during bus boarding, in the cafeteria, and/or on field trips) identified by teachers and the PST;
- Applying current promising practices and strategies learned through professional development and school-based in-service/workshops;
- Delivering programs prepared by teachers, PSTs and/or other professionals (ex. speech and language pathologists, occupational therapists) such as life skills training; and
- Providing needed care in order to access the education system (ex. toileting, feeding, safety supervision, etc.)

A.4. OTHER SCHOOL-BASED STAFF MEMBERS

Some schools have additional staff members who play a role in supporting instruction. Their roles vary and depend on the mandate provided by the funding that makes the position possible. Some of the positions found in schools in the NWT include the following:

- Counsellor
- Art Therapist
- Literacy Support Teachers/Coaches
- Numeracy Support Teachers/Coaches
- Other support staff

These staff members provide support to the teacher or the student using appropriate strategies as a member of the School-based Support Team.



A.5. THE CLASSROOM TEACHER

While the School-based Support Team and its individual members provide assistance to classroom teachers, it is the teacher that connects with the student day-to-day in the classroom and provides the learning opportunities that result in student success. The task of the teacher in meeting 21st Century learning outcomes with students is not without its challenges. Collaboration and teamwork are vital to achieve optimal results for students.

Teachers will contribute to the education of all students in inclusive schools and classrooms, and support the learning needs of all students by:

- Collaborating with school-based staff to create opportunities that facilitate the valued membership of all students in the common learning environment (ex. instructional planning, classroom set-up, purposeful student groupings, and meaningful participation);
- Knowing the first priority to be student relationship building, followed by familiarity with the student's learning characteristics, performance levels, and personalized learning outcomes;
- Applying formative assessment, universal design for learning, differentiation, universal strategies (ex. self-regulation) and other learner-centred activities, so that students can pursue and achieve curricular-based learning goals;
- Supervising and directing Support Assistants to maximize their effectiveness in supporting students; and
- Engaging in coaching and co-teaching opportunities with Program Support Teachers and other colleagues to accommodate all students within an inclusive environment.



B. EDUCATION SYSTEM SUPPORTS

The Education System external to the individual school plays an important role in supporting the teacher and school staff in meeting students' needs. Its role ranges from setting policy and sourcing funding mechanisms, to providing practical assistance for resolving unfamiliar and complicated situations, as well as providing opportunities for training and capacity building. The following provides some detail on the responsibilities of those in these roles.

B.1. REGIONAL INCLUSIVE SCHOOLING COORDINATOR (RISC)

Regional Inclusive Schooling Coordinators provide administrative and program leadership for Inclusive Schooling at the district/regional level. The RISC supports school-based staff. They may also serve as a liaison between the school and community agencies and other stakeholder groups. They ensure that appropriate programs are developed and used to meet the learning needs of students. The RISC works directly with school principals and PSTs to ensure that school staff know and use effective inclusive schooling practices.

One of the major responsibilities of the RISC is to assist with professional learning and capacity building in individual schools and in the region/district. The RISC collaborates with staff at ECE and with RISCs from other regions/districts to build a strong network for developing and supporting inclusive schooling practices in the NWT.

The RISC also works closely with the superintendent and comptroller to ensure the funding provided for Inclusive Schooling is effectively used and consistent with the objectives of the Directive. The RISC will collaborate with other region/district staff to ensure that required program reporting is completed and submitted to the superintendent on time.

B.2. SUPERINTENDENT

Superintendents contribute to the education of students in inclusive schools and classrooms, and display leadership and commitment by working directly with school principals and the school community on any issues that may impact the level of success a school has in responding to the needs of its students. It is the superintendent's responsibility to promote and enhance collaboration between families, educational staff, and community agencies.

The superintendent ensures school principals understand the importance and responsibility of leading and implementing effective inclusive instructional practices and environments.

To this end, the superintendent directs and monitors school principals and teachers in their application of policies, directives and accountability measures regarding the support of students with diverse needs.

The superintendent works collaboratively in establishing inclusive instructional priorities with the Regional Inclusive Schooling Coordinator, as well as with the school/district leader responsible for curriculum matters, and assists with targeting inclusive learning priorities that will strengthen the programming and support available at all schools. The superintendent works collaboratively with the RISC, school principals, and comptroller in determining how Inclusive Schooling funding will be used to best support the needs of students in the region/district. The superintendent ensures that all Inclusive Schooling funding is used within the specifications of the funding guidelines. They report specifics about funding usage to the Department of Education, Culture and Employment.

The superintendent reports to DEAs on the progress and implementation of policies and guidelines that support inclusive learning practices.

B.3. DEPARTMENT OF EDUCATION, CULTURE AND EMPLOYMENT (ECE) STAFF

The staff of ECE provides leadership for educational practice in the NWT. They have responsibility for curriculum and instructional programs, and for monitoring and evaluating student and school success in the Territory as a whole. Under the leadership of the Minister, they establish priorities, initiate improvement efforts and provide system support to regions and schools, as circumstances require. They play a vital role in providing information to senior policy makers in ECE on systemic issues and new challenges that emerge in Territorial schools.

The staff of ECE monitors implementation of the Ministerial Directive on Inclusive Schooling including school reviews of inclusive practice. They collaborate with educational bodies to foster consistency and equity within the implementation and application of the Directive. Senior officials keep abreast of current inclusive education trends and promising practices and are responsible for offering training opportunities related to Inclusive Schooling.

The staff member most directly involved with assisting in the implementation of the Directive is the Coordinator of Inclusive Schooling and Student Support who works with ECE colleagues and the Regional Inclusive Schooling Coordinators to ensure that the key elements of the Directive are understood and implemented, that a plan for on-going professional learning and capacity building is in place and effectively operating, and that proactive program monitoring and evaluation processes are in place to ensure that the goals of Inclusive Schooling are being met.



C. HEALTH & SOCIAL SERVICES SYSTEM SUPPORTS

The involvement and support of professionals working in the Health & Social Services systems can be critical to school success for some students. Some professionals may be involved with schools on a systemic basis and others on a case-by-case basis. ECE is committed to working with the Department of Health and Social Services to facilitate integration of education, health and social services delivery to support student success in the classroom.

Health and Social Services system supports may include the following:

C.1. HEALTH AND SOCIAL SERVICES AUTHORITY (HSSA) PROFESSIONAL SERVICES

- Audiology
- Mental Health Counselling
- Occupational Therapy
- Physician Specialists (Paediatrics, Psychiatry)
- Physiotherapy
- Primary care medical services (physician, nurse practitioner or community health nurse)
- Social work
- Speech-Language Pathology

HSSA professional services contribute to the education of students within schools and classrooms by providing supports that are relevant, necessary, and linked to one or more aspect of a student's educational program. As well, HSSA professional services collaborate with school team members to determine when supports should be continued, modified, scaled down, or discontinued based on relevant student data.

HSSA professional services are delivered in a number of ways:

- Collaboration with school team members to transfer knowledge, information and skills associated with their field to others, which fits within inclusive educational contexts;
- Assessment and intervention services aimed at supporting student participation in the regular classroom environment. These services may be provided on site or virtually (ex. TeleSpeech); and
- Consultative services regarding specific classroom strategies or adaptive and assistive equipment specific to a student's needs.

C.2. HEALTH AND SOCIAL SERVICES AUTHORITY (HSSA) DIAGNOSTIC SERVICES

Within the Health and Social Services System, there are teams which provide medical diagnostic and support services to children with complex medical conditions:

- **Stanton Territorial Health Authority (STHA) Child Development Team (CDT)**
 - **CDT Diagnostic Assessment Clinic** – Diagnostic assessment services are available for NWT children from birth to 16 years of age with complex conditions. CDT team members assess the child and then meet to review the findings and determine a diagnosis, if possible. The team also meets with the family to develop an individual Intervention Plan for each child based on the family's goal for their child.

The Territorial Diagnostic Assessment Clinic refers children to their regional Rehabilitation Services providers and will provide consultation about assessment results and recommendations, as needed.

- **Child Development Team (CDT) Intervention Team** - The CDT team provides medical and therapeutic intervention for children living within the catchment area of the Stanton Territorial Health Authority's Rehabilitation Departments which includes the Dehcho, Th̓ch̓, and Yellowknife Health and Social Services Authority. Services are provided for each child based on the Diagnostic/ Assessment Clinic findings and the Intervention Plan.

Team members, families and community service providers work together to achieve the identified goals. Case conferences are coordinated at least annually to monitor and revise the Intervention Plan.

- Members of the Stanton Child Development Team include:
 - ♦ The child and family in question
 - ♦ Paediatrician
 - ♦ Speech Language Pathologist
 - ♦ Occupational Therapist
 - ♦ Physiotherapist
 - ♦ Audiologist
 - ♦ Education professionals
 - ♦ Child Development Team Coordinator

- **STHA FASD Family and Community Support Program**
 - **FASD Diagnostic Clinic** – This program will assess, and when appropriate, diagnose FASD in children up to 17 years of age who reside in the Northwest Territories, with school age children as the priority age group.
 - **Family and Community Support** – An FASD Family Liaison meets and provides ongoing information and support to community support teams including families, schools and community-based programs to facilitate understanding of FASD Diagnostic Clinic assessment results, identify resources and supports, and provide information and training.
 - Members of the FASD Diagnostic Team include:
 - ♦ Paediatrician
 - ♦ Psychologist
 - ♦ Speech Language Pathologist
 - ♦ Occupational Therapist
 - ♦ Audiologist
 - ♦ Social Worker
 - ♦ Family Liaison
 - ♦ Child Development Team Coordinator



D. COMMUNITY SUPPORTS

D.1. ABORIGINAL GOVERNMENT AND LOCAL LEADERSHIP BAND COUNCIL PARTNER PROGRAMS

Local community leadership plays a key role in supporting education programs in individual communities in all regions. **Each community offers unique programs and supports to help serve their students and support their schools, such as:**

D.2. POSSIBLE COMMUNITY PROGRAMS

- Language and Cultural Programs
- Student tutoring programs
- School supply programs
- Recreation programs
- Counselling services
- Addiction services

D.3. COMMUNITY & NATIONAL AGENCIES

The future of the North, as it is everywhere, is dependent upon the youth in our communities. Thus, it is not only the schools that have the responsibility for nurturing and developing productive, informed, healthy and active citizens; the larger community as well plays a vital role. Non-governmental organizations offer important programming that is helpful to student with specific needs. One important example is respite support.

Some communities in the NWT benefit from organizations that work closely with educators and families. These include, but are not limited to, agencies such as:

- NWT Disabilities Council
- NWT Literacy Council
- Centre for Northern Families
- Yellowknife Association for Community Living (YACL)
- Canadian National Institute for the Blind (CNIB)
- Learning Disabilities Association
- YWCA – NT (www.ywcanwt.ca)
- Human Rights Commission (www.nwthumanrights.ca)
- Assistance Dogs in Canada (<http://www.dogguides.com>)

There are also organizations and agencies that provide information helpful to Inclusive Schooling at the national level. These include, but are not limited to, agencies such as:

- Inclusive Education Canada (IEC – www.inclusiveeducation.ca)
- Canadian Research Centre on Inclusive Education - Western University (<http://www.inclusiveeducationresearch.ca>)
- People First of Canada (www.peoplefirstofcanada.ca)
- Canadian Association for Community Living (CACL - <http://www.cacl.ca>)
- Council of Canadians with Disabilities (www.ccdonline.ca)
- Canadian Hard of Hearing Association (www.chha.ca)
- Active Living Alliance (www.ala.ca)
- Disability Tax Credit (www.cra.gc.ca)
- Canadian National Institute for the Blind-Alberta/NWT (www.cnib.ca/en/alberta)
- MS Society Alberta/NWT (www.mssociety.ca/alberta)
- Assistance Dogs in Canada (<http://www.dogguides.com>)
- Autism Society Canada (www.autismsocietycanada.ca)
- PREP Program (Pride, Respect, Empowerment, Progress) – Down Syndrome (<http://www.prepprog.org/>)



D.4. PARENTS & FAMILIES

As their child's first teachers, **parents** establish the foundation for lifelong learning. They are responsible for their child's early education, including the acquisition of language, culture and social skills.

While all students benefit from the involvement of their parents in schooling, parental involvement is even more crucial for those **students with learning differences**.

Parents/guardians can contribute to education within inclusive schools and classrooms by developing an understanding of their child's strengths, interests, and needs. It is helpful in guiding program planning when parents/guardians participate in planning activities including the Making Action Plans (MAPs) and Circles of Friends processes.

Families know so much about their children that can be useful to educators in their planning. Communicating key information to the School-based Support Team and /or teacher about learning preferences, health, mental health, culture and community issues that contribute to educational planning priorities for children is essential to their success.

In collaboration with school staff, family members can identify and/or select a set of learning priorities for the semester/term, and can help to identify supports necessary for student success. As families are forever, it is in everyone's best interest that they play a prominent role in long-range educational and transition planning.

Part 3: Planning to Meet Instructional Needs of Students

EDUCATIONAL PROGRAMMING

“Education in the Northwest Territories (NWT) is committed to an inclusive philosophy and practice which welcomes all students into its schools. Inclusive Schooling provides all students with learning opportunities appropriate to their diverse strengths and needs, in classrooms with their age peers.

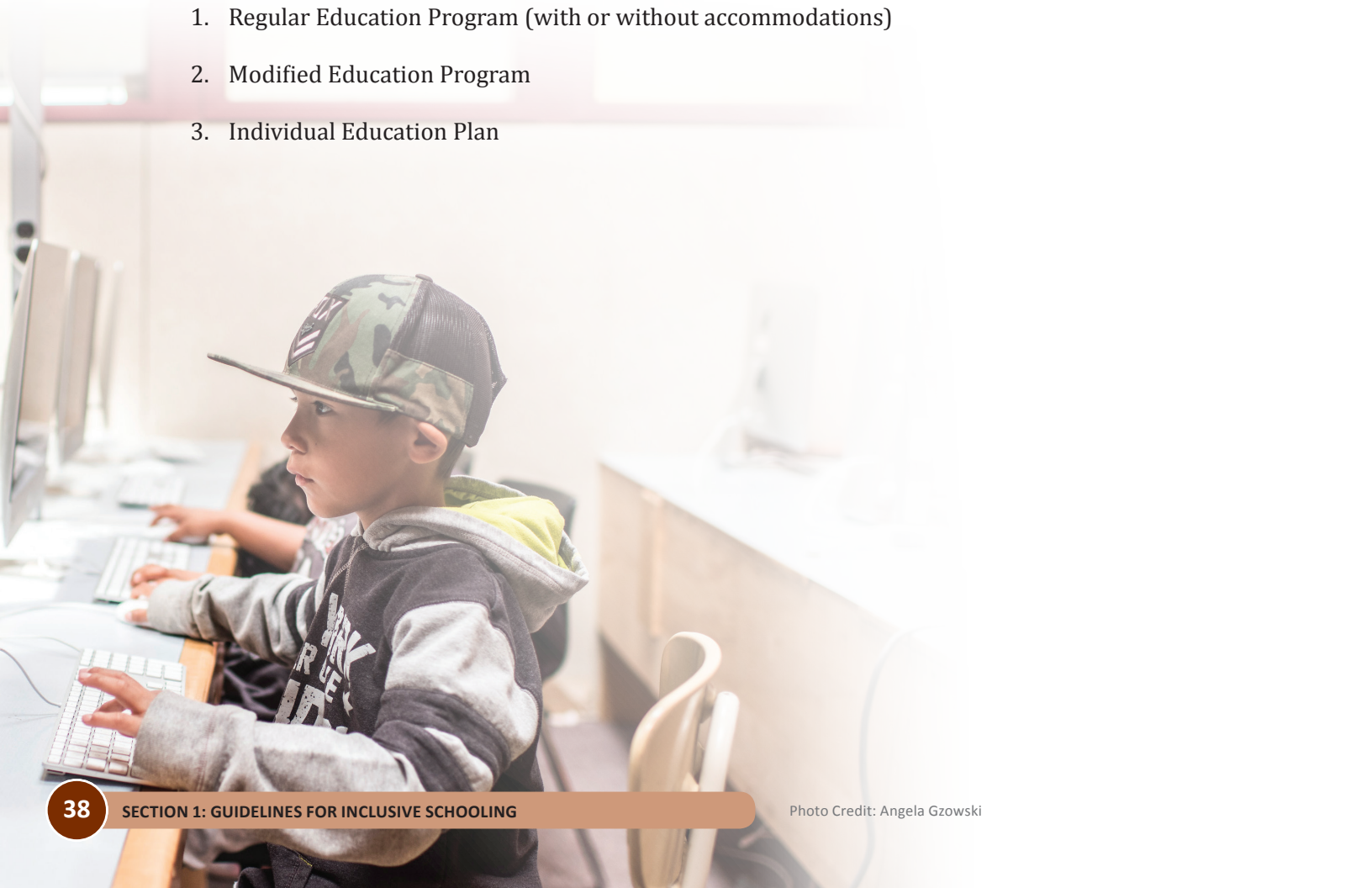
The Education Act (1996) mandates access to the education program in a regular instructional setting, support services to give effect to this access, and modifications to the school program if deemed necessary to accommodate the needs or abilities of the student.”

- From the Northwest Territories Individual Education Plans: Guidelines for Development and Teacher Resource Kit (2006)

Inclusive schooling in the NWT ensures that students have access to the necessary support services to access education within their home community.

There are 3 educational programs in the Northwest Territories:

1. Regular Education Program (with or without accommodations)
2. Modified Education Program
3. Individual Education Plan



TYPES OF EDUCATION PROGRAMS

1. Regular Education Program R.E.P. (with or without accommodations)

**Typically represents 80-85% of students*

Instructional Focus:

- Student is following the curricular programming of the grade level
- Instructional practices:
 - ♦ Consider the range of diversity in a 'typical' classroom
 - ♦ Are based on Universal Design for Learning principles
 - ♦ Provide flexible options for learning activities and assessment of learning
- Accommodations for the needs of students may be provided and documented on the Student Support Plan (SSP) such as:
 - ♦ Extra time
 - ♦ Assistive technology
 - ♦ Materials in alternative forms (braille, auditory, visual, ...)

2. Modified Education Program M.E.P.

**Typically represents 10-15% of students*

Instructional Focus:

- Student is following the curricular programming of another grade level in one or more subjects because they have been documented as working significantly above or below grade level*
- A process has been followed to place the student on a MEP and includes obtaining parent consent (verbal or written)
- Instructional practices:
 - ♦ Curriculum content is modified to reflect the student's current level of performance
 - ♦ Instructional & assessments methods are modified to reflect student strengths, needs & interests
 - ♦ Are based on Universal Design for Learning principles
 - ♦ Provide flexible options for learning activities and assessment of learning
- Modifications for the needs of students will be provided and documented on the Student Support Plan (SSP)
 - ♦ May be done on an ongoing basis
 - ♦ May be done for a short period of time until the student has reached grade level in a subject area
 - ♦ Always directed by student need

**Students in a grade level typically span one year of development as students' birth dates range from Jan 1 - Dec 31. The curriculum is scaffolded from one year to the next to encompass this range. Students who are significantly outside of this expected range may qualify for a MEP.*

3. Individual Education Plan I.E.P.

**Typically represents 3-5% of students*

Instructional Focus:

- Is a student-specific program based on the strengths and needs of the student (always growth-oriented & asset based)
- Includes such details as information on interests and aspirations, readiness to learn, learning preferences and other relevant factors
- Includes strategies identified to support the student's learning
- May include content based on subject matter curriculum outcomes, or may be focused on the personal and unique needs of the student (or a combination thereof)
- Is specific, targeted & measurable
- Is developed through a collaborative process usually involving the teacher(s), the principal, the program support teacher, the parents/guardians and the student when possible
- A parent/guardian signature is required to implement an IEP
- A student on an IEP usually requires supports, accommodations, facilities, resources and equipment beyond those required by his/her peers

Education bodies are required to support the development, implementation and monitoring of a Student Support Plan (SSP) or Individual Education Plan (IEP), for students who require them, by directing principals to ensure that the teacher develops a plan with input from parents/guardians and student, and which is based on the identification of student strengths and challenges.

When a student is identified as a struggling learner, it is the teacher's responsibility to monitor the student's progress and provide support when necessary. When best instruction practices are not meeting a student's needs, it is time to consider whether a SSP or IEP may be necessary, in consultation with the School-based Support Team and parents/guardians.

These plans are evolving documents. Teachers, in collaboration with the School-based Support Team, develop, implement and update the learning goals and instructional strategies whenever significant changes or accommodations are required,

Teachers will actively participate within the School-based Support Team, when the team is meeting about a student in their class, to develop or utilize a number of informal to formal assessment strategies across time periods and situations to determine students' strengths and challenges. These instruction and assessment strategies must change as circumstances require.

SOME EDUCATIONAL PROGRAMMING CONSIDERATIONS

It is critical that the School-based Support Team, as well as parents/guardians and resource professionals from the community effectively support the teacher.

Principals need to provide access for teachers to technological supports when appropriate and where needed.

In consultation with the family, the student, members of the School-based Support Team, appropriate regional staff, including other professionals as required, the teacher will review and continue to update the SSP or IEP plan on an on-going basis, typically in alignment with the reporting processes of the school/district.

They will monitor and evaluate the plan as to the effectiveness of the instructional strategies and accommodations/modifications identified, and make changes to the plan as needed.

It is especially important that effective planning is done when a student transitions from grade-to-grade, teacher-to-teacher, from one school to another, or at key stages such as between Grades 3 and 4, Grades 6 and 7, Grades 9 and 10, and/or from primary to elementary, elementary to high school, and from high school to post-secondary education or the work place.

CLASSROOM PRACTICES/MODELS/STRATEGIES THAT FACILITATE INCLUSION

Here are some of the practices, models and strategies that can help schools to facilitate inclusion. Please refer to the Northwest Territories Program Support Guide and other supporting documents for more information.

1. Universal Design for Learning (UDL)

UDL provides a framework to improve the learning environment for all students. Incorporating UDL principles into the design and development of curriculum and classroom practice, including learning outcomes, activities, assessments, and teaching methods, improves the accessibility of learning for all students.

UDL helps the teacher make instruction more flexible and student-centered. It engages students in the learning process and allows them to make choices in acquiring knowledge and skills, as well in how they demonstrate their learning.

2. Tiered levels of support (ie: *Response to Intervention* model)

This is a multi-tiered approach to the early identification and support of students with learning, social-emotional and behavioural needs that begins with high-quality classroom-wide instruction, universal screening of all students and applying interventions as required.

3. Differentiated Instruction

Differentiation involves adapting instruction to meet individual needs including differentiating content, process, products, or the learning environment. Differentiation may mean teachers respond to learners in the classroom by adjusting teaching in order to create the best learning experience possible.

4. Inquiry-Based Learning

This approach to teaching allows student interests, questions, ideas and observations to guide the learning experience. Students engage in evidence-based reasoning, creative problem-solving, and open-ended investigations, often stemming from their environment and/or experiences.

5. Multiple Intelligences Model

Students learn, remember, perform, and understand in different ways. This model outlines nine types of intelligence and encourages educators to plan for reaching students through the use of multiple modalities.

6. Cooperative Learning

Students working together in small groups with individual accountability can facilitate better learning outcomes and improve student relationships and the classroom collaborative culture.

7. Positive Behavioural Interventions & Support (PBIS)

PBIS recognizes that behaviour is a form of communication through which students express their needs. Consistent, common expectations that are predictable, explicitly taught, and positively reinforced, enables teachers to focus less on classroom management and more on student instruction.

8. Self-Regulation (SR)

Self-Regulation is the ability to manage your own energy states, emotions, behaviours and attention, in ways that are socially acceptable and help achieve positive goals, such as maintaining good relationships, learning and maintaining wellbeing (*Shanker, 2012*). By applying the principles of SR to the classroom, educators can help students by providing adaptations, strategies, routines, tools and lessons that will enable students to become more aware of their energy states and of how to modulate them to attain the best state for learning.

9. Educator Wellness

Educators must be well in order to care for their students and offer them the best teaching and learning environment. Self-care needs to be a teacher focus, so that they are fully available to their students.

10. Trauma-Informed Practice

Trauma has an enormous effect on education and health outcomes. The impact of the legacy of Residential Schools in NWT communities cannot be underestimated. Educators must be aware of this, and of other possible traumas affecting students' lives, in order to help student manage their emotions, behaviours, energy levels and attention in order to be able to do their best learning. Teachers need the support of their School-based Support Team to know how and when to connect a student affected by trauma to a trained professional.

11. Collaborative Professional Learning and Teaching

Professional learning and capacity building for school and regional/district staff is a foundation necessary for successful implementation of Inclusive Schooling.



Part 4: Monitoring and Evaluation: Ensuring Program Accountability

Monitoring and evaluation to ensure Inclusive Schooling accountability involves demonstrating compliance to the Directive, the appropriate use of targeted funding, and reflecting and reporting on performance relative to goals, standards and requirements.

ECE will monitor and evaluate the implementation of Inclusive Schooling in NWT schools to ensure that it is functioning according to the Directive. This will be done through such tools as the Ministerial Directive on Inclusive Schooling Compliance Reporting Tool completed and submitted to the Minister annually, the annual education body financial planning and reporting process, and school review processes.

Role-specific accountability at the regional/district level should include a focus on capacity building, and outlining and evaluating staff Inclusive Schooling practices through job descriptions and job performance tools. In addition, Inclusive Schooling should be linked directly to the school improvement process and be considered in ongoing planning for growth and development.

SECTION 2:

Program Support, Roles and Responsibilities in Inclusive Schooling in the NWT

Part 1: An Introduction

PROGRAM SUPPORT

Section 45 of the *Education Act* states that classroom and subject area teachers are responsible for delivering an education program to all students in their classroom. In order to ensure that each student has an appropriate educational program, teachers must make changes to the teaching environment, methodologies, classroom materials, timing, and other aspects of learning. This is a task that an individual, working alone, would find difficult. Program Support refers to providing support to classroom and subject area teachers to help them determine and deliver an appropriate education program and supports, if needed, to their students.

The program support teacher (PST) is an experienced and skilled teacher who provides direct collaborative support to classroom teachers as they develop instructional strategies to meet the needs of students. The PST contributes to the education of students with diverse needs by serving as a colleague, role model and coach for teachers with regards to inclusive instructional practices. The PST should ensure that their work is in line with the Directive which provides guidance in setting PST priority time-use targets (Section 9.5.2 NWT Ministerial Directive on Inclusive Schooling, 2016; Section A.2 of Guidelines for Inclusive Schooling, 2016).

INCLUSIVE SCHOOLING

Section 7 of the *Education Act*, entitled **Inclusive Schooling**, gives every student a statutory entitlement to receive an education program in a regular instructional setting in his or home community. The *Ministerial Directive on Inclusive Schooling, 2016* outlines the principles and beliefs on which inclusive schooling in the NWT is based, as well as the vision of what an inclusive school looks like. The *Guidelines for Inclusive Schooling, 2016* provide more in-depth detail of the school and classroom practices that will make inclusive schooling a reality in the NWT.

Inclusive Schooling...		
	The Concept: Vision, Beliefs, and Philosophy	The Concrete: In Practice
...IS	<p>A belief that:</p> <ul style="list-style-type: none"> • All children belong • Every child can make a valued contribution <p>An understanding that:</p> <ul style="list-style-type: none"> • Every child is unique • ALL children can learn • With support, teachers can teach ALL students <p>A commitment to:</p> <ul style="list-style-type: none"> • Respecting diversity of students and staff • Providing all children with equal access to education opportunities • Enabling all students to participate in a common learning environment with same-aged peers, in their home community • Collaboration between parents, students, principals, classroom teachers, program support teachers, support assistants and other professionals 	<p>A variety of partners, supporting the classroom teacher in meeting the student's needs within the common learning environment.</p> <p>The strengths and needs of each student, including those with exceptionalities is assessed and meaningfully addressed.</p> <p>A focus on the strengths and challenges that a student brings, rather than labels and problems.</p> <p>Placing students in a regular instructional setting with their same age-peers, and providing an education program and supports as needed.</p> <p>Always a work in progress.</p>
...IS NOT	<p>A synonym for special education.</p> <p>Only about students who have exceptional needs.</p> <p>Making sure students get high grades.</p>	<p>Assignment of a support assistant as the preferred strategy.</p> <p>Asking all students to learn the same thing, the same way, in the same time.</p> <p>Solely the responsibility of the classroom teacher.</p> <p>Solely the responsibility of the support assistant.</p> <p>Simply placing students with exceptional needs into a regular instructional setting without appropriate programming and required supports.</p> <p>An easy way to meet the needs of all students.</p>

Part 2: Roles and Responsibilities

SCHOOL BASED SUPPORTS

The School Based Support Team

The School Based Support Team (SBST) is made up of the principal/assistant principal(s), the program support teacher(s), the support assistants (as appropriate), and other staff including counsellors, mentors, and others. The core members of the team may be joined by other staff, professionals from outside of the school, or parents, depending upon the problem-solving task(s) the team are addressing at that time. Large schools may have others regularly involved with the SBST. In very small schools, regional/district staff may attend the meetings in a virtual presence, or two small schools may form a conjoined team and meet virtually. The SBST should meet on a regular basis, typically once a week.

The SBST's primary role is to support the classroom teacher through coaching, co-teaching, co-planning, and consultation. This collaborative effort occurs when there is a shared vision, collegial support, joint problem-solving, and support for promising practices and strategies that result in teacher and student success.

The SBST serves as the resource group for teachers who are seeking additional support for programming assistance. The SBST can act as problem solvers and program planners. At times, other teachers or individuals who know a student well may be asked to join the problem-solving process. When a specific student's program has been approved by the SBST, they may recommend a small team be formed to develop an Individual Education Plan (IEP) or work with the teacher on an appropriate Modified Education Program (MEP).

The Principal/Assistant Principal(s)

The principal provides the needed leadership by setting the conditions so the program support teacher (PST) can effectively work with classroom teachers. These conditions may include creative timetabling, staffing supports and allocations, ensuring practices encompass consistent and frequent analysis (at least monthly) of student performance, teaching strategies, and building trust so that effective working relationships within the school support inclusion.

Part 3 of this section of the handbook contains important information for the principal, as well as the PST.

Key roles and effective practice related to program support include:

Involve parents:

- Establish an open door policy.
- Always invite parents to meetings when their child's program is being discussed.
- Provide regular communication about students and programs using a medium that the parents can understand and access.
- Encourage parents' participation as volunteers/tutors/mentors.

Accept all students:

- Look for and act upon opportunities to celebrate diversity.
- Demonstrate the belief that, with appropriate programming and supports, all students can learn.
- Demonstrate the belief that, with support, teachers can teach all students.
- Create a caring community in the school.

Work with other agencies:

- Participate in, or encourage establishment of, an interagency committee to ensure a coordinated approach to meeting student needs.
- Promote positive community relations for the school.

Model inclusive schooling and establish it as a fundamental expectation:

- Be familiar with, and use the *NWT Ministerial Directive on Inclusive Schooling, 2016*, and *Guidelines for Inclusive Schooling: Supporting the NWT Ministerial Directive on Inclusive Schooling, 2016*.
- Ensure the use of the directive documents and the *NWT Inclusive Schooling Handbook, 2017*, within the school to direct and assist with inclusive schooling.
- Build consensus with staff with respect to beliefs, values, and attitudes.
- Articulate a clear vision for school-level implementation, and an action plan for continuous school improvement.
- Inform community groups about the philosophy and practices of inclusive schooling.
- Include relevant actions in the school growth plan.

Develop and support a collaborative team approach and clear processes and procedures:

- Establish a School Based Support Team (SBST).
- Establish instructional teams.
- Articulate procedures for in-school support from the SBST, administration, PSTs, support assistants and other staff and professionals, with respect to assessment, program planning and necessary supports.
- Establish a problem-solving process, such as **30-Minute Problem Solving**, at SBST meetings to find solutions to teachers' concerns regarding individual students or classroom issues and concerns. (The **30-Minute Problem Solving** model is included in the Toolbox of the *NWT Inclusive Schooling Handbook, 2017*).

Provide conditions that allow for flexible scheduling and administrative support:

- Ensure and support the PST(s) in meeting the Priority Time Use mandate for program support teachers.
- Provide time for team meetings/common planning periods.
- Provide time for PST/teacher consultation.
- Ensure support assistants and classroom teachers are aware of and respect the guidelines and standards of practice for support assistants.
- Develop systems for making effective use of support assistants that includes: flexible scheduling on a needs basis, reviewed throughout the year; and, ensuring that support assistants are used effectively to support education programs and students directly, rather than performing other jobs.
- Allocate resources to maximize assistance to classroom teachers to enable them to support the learning of all their students.
- Timetable regular SBST meetings and ensure that the principal attends them.
- Support and provide release time for planning.

Monitor the effectiveness of decisions and implemented strategies and facilitate necessary adjustments:

- Use data, not opinion.
- Facilitate staff discussions.
- Participate in SBST meetings.
- Participate in IEP meetings.
- Consult with parents.
- Employ formal evaluation processes.
- Facilitate the collection of information regarding needs and priorities.
- Show active support for teachers by visiting classrooms and working with students.

Be accountable for decisions made on behalf of students:

- Keep the child's best interests in focus.
- Investigate and resolve conflicts when necessary.
- Participate in the identification of annual student outcomes for students with IEPs.
- Ensure that homogeneous groupings of students with similar needs are flexible and temporary, and their use is based on on-going assessment of student needs and successes.
- Ensure SSPs and IEPs are filed in accordance with: *Education Act, 1996, Section 29 (2) (a)*, and *Student Record Regulations, R-168-96, Amended R-011-2010, NWT Inclusive Schooling Handbook, 2017*, and *Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (revised 2005)*

Facilitate systematic staff development and training:

- Encourage individual professional growth through courses, workshops, visits, team teaching, co-teaching and mentoring.
- Provide on-site, on-going staff development related to teaching methods and strategies effective with diverse learners.
- Provide opportunities for team teaching and exchanges in areas of expertise.
- Establish **professional learning communities** in the school.

Identify and advocate for required resources:

- Substantiate resource needs.
- Account for the use of resources funded with **inclusive schooling funding**.

Take responsibility for own professional growth and continuous learning.

Program Support Teacher (PST)

The **program support teacher (PST)** provides the central in-school support for all teachers with respect to educational programming for all students in the school. This professional educator, along with the principal, acts as an instructional leader and provides support to teachers as they plan, deliver and assess/evaluate the education program for each of their students.

Key roles and examples of effective practices related to program support:

Use NWT documents as the basis for educational programming decisions and procedures, including:

- *NWT Ministerial Directive on Inclusive Schooling, 2016.*
- *Guidelines for Inclusive Schooling: Supporting the NWT Ministerial Directive on Inclusive Schooling (2016).*
- Approved curricula at all levels.
- *Northwest Territories Inclusive Schooling Handbook – Student Support Plan and Individual Education Program.*

Develop a repertoire of instructional, assessment, and behaviour support techniques based on current, effective research-supported practices, also known as promising practices. For example:

- Differentiated Instruction (DI)
- Universal Design for Learning (UDL)
- Authentic Assessment
- Self-regulation
- Social Emotional Learning
- Effective Behaviour Support
- Functional Behaviour Assessment and Behaviour Support Plan Development

Support teachers through strengthening Instruction by spending 60% of their time:

- Coaching teachers, modelling, demonstrating lessons and co-teaching.
- Collaborating with teachers to adapt, revise and modify curriculum materials.
- Communicating and/or meeting with parents in collaboration with teachers.
- Debriefing and reflecting with classroom teachers and other staff on student successes and challenges.
- Directing and coordinating input from consulting professionals to assist teachers in choosing appropriate accommodations for students with SSPs and IEPs.
- Assisting teachers to develop, write, implement, and update SSPs.
- Coordinating the development of IEPs with the teacher, SBST, and the IEP team, following the IEP guidelines.
- Working with teachers to create learner profiles and class reviews through analyzing student data and using it to inform instruction.
- Observing, collecting and analyzing academic, behaviour, and other data for student and teacher needs including identifying student strengths and challenges, identifying a student's working grade level and functional curricular level.
- Organizing and leading SBST meetings and follow up activities.
- Ensuring that minutes are kept of SBST meetings.
- Conducting assessment of students (informal/formal), including observations to assist the teacher.
- Supporting the support assistants through scheduling, meeting, directing, supervising, and training.
- Supporting and providing systemic staff development and training for support assistants, teachers and applicable volunteers (job-embedded, in-school, after-school, PD days, etc.).
- Facilitating IEP reviews and assist teachers in assessing student progress towards the **annual student outcomes** of an IEP.

Support students by spending 25% of their time:

- Advocating for students (e.g. family situations, housing, food, addictions, mental health needs, programming needs, etc.).
- Assessing the individual needs of students for direct instruction (intervention) by the program support teacher.
- Supporting the social, emotional, behavioural needs of students.
- Working directly with students one to one or in small groups, inside and/or outside of the common learning environment.
- Inviting meaningful parental involvement in the education of their child.

Planning/Organizing by spending 15% of their time:

- Collaborating with providers of support services (e.g. speech and language pathologists, occupational therapists, social workers, mental health professionals, psychologists, etc.).
- Documenting supports following the *Department Directive on Management of Information in the Student Record and Other Records Pertaining to Students, (revised 2005)* and *Access to Information and Protection of Privacy Act, 2015 (ATIPP Act)*.
- Prioritizing support needs in the school for staff development, equipment, resources, and program support staff (in consultation with the School Based Support Team).
- Providing professional development at the school and district level.
- Providing and/or seeking information through professional correspondence.
- Engaging in personal professional development such as researching instructional strategies, current pedagogy, and a variety of areas of exceptionality.
- Re-allocating support assistants as needed (e.g. time unexpectedly becomes available, a new student with needs arrives, staff absences).
- Attending school-based meetings (e.g. leadership, instructional, staff meetings etc.)
- Supporting the school with unexpected situations (e.g. cover class for teacher while alternative arrangements are being made, help with a sick child, attend to an emergency situation).
- Transition planning from year to year, school to school and at key times.
- Other duties as assigned/required by the administration.

Classroom/Subject Teacher

As noted earlier, classroom/subject area teachers are responsible for **planning, delivering, assessing** and **evaluating** the education program for all of their students but they are not expected to do so in isolation or without support. Many others have roles to play, but it is the classroom/subject teacher who remains at the centre of educational programming for their students.

Key roles and examples of effective practices related to program support:

Accept all students:

- Expect diverse learners and get to know students' strengths, interests, and challenges.
- Demonstrate the belief that with appropriate programming and supports all students can learn.
- Create a caring community in the classroom.
- Acknowledge and celebrate diversity.

Communicate regularly with parents:

- Encourage parents to visit the classroom.
- Make phone calls; send home notes and information letters.
- Report student progress in a manner that parents can understand.

Plan, implement, assess and evaluate an education program for all students by:

- Understanding the NWT definitions of Regular, Modified and Individual Education Programs.
- Know the curriculum and the learning outcomes for the grade level(s) in question.
- Review **Student Records**, and speak confidentially to students' previous teachers about pertinent information.
- Participate within the SBST to develop and utilize a number of informal and formal assessment strategies in order to:
 - ♦ Determine students' strengths and challenges;
 - ♦ Assess performance in relation to NWT curricular outcomes;
 - ♦ Make changes to instruction and assessment as required;
 - ♦ Identify whether there is the need for an SSP or IEP.
- Notify the SBST when students experience persistent learning difficulties in spite of the use of responsive teaching strategies.
- Develop, implement and update the learning goals and instructional strategies whenever significant changes in accommodations are required, in collaboration with the SBST where necessary (MEP/IEP).
- Develop, receive, review and update SSPs and IEPs when a student transitions from another grade and/or school – as well as regularly throughout the year – in consultation with parents, the student, members of the SBST, appropriate regional staff, and other professionals as required.
- Ensure that developed year plans, lesson plans and instructional strategies reflect the requirements of students' SSPs and IEPs.
- Monitor and evaluate, on an ongoing basis, the effectiveness of the instructional strategies and accommodations identified, and make changes to the plan as needed.
- Communicate with the PST to coordinate other supports – e. g. specialized equipment.

Use designated support assistants (SAs) effectively, and support them:

- Supervise SAs on a daily basis.
- Include SAs in program and daily planning.
- Provide SAs with specific information and instructions about their duties and responsibilities, and the importance of fostering student independence.
- Utilize SAs to help with:
 - ♦ Instructional support.
 - ♦ Classroom management support.
 - ♦ Behaviour management support.
 - ♦ Personal care support, when necessary.

Maintain confidentiality of student information:

- Do not discuss students with others, including parents, in public places or where others are gathered.
- Ensure all student documents and records are managed in accordance with *Ministerial Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students, 2005*.

Participate in **staff development** opportunities to enhance professional growth:

- Share new strategies/methods with, and learn from, peers.
- Learn and use various research-validated teaching methods (e.g. universal design for learning, differentiated instruction, brain-based learning, authentic assessment.)
- Identify areas of need and seek out learning opportunities.
- Participate in staff development and in-services offered.
- Engage in personal professional reading.
- Take responsibility for own professional growth and continuous learning.

Support Assistants (SA)

Support assistants (SAs) are paraprofessionals who work under the direction and supervision of a classroom teacher to help the classroom teacher deliver the education program to their students. The duties of the Support Assistant may be many and varied, depending on the particular situation, but they do not replace those professional responsibilities of teacher(s) nor do they relate solely to the needs of any specific student.

A support assistant helps to implement instructional and behavioural plans (SSPs and IEPs), assists with classroom management and student supervision, and provides instructional and other supports to students.

While the primary responsibility of support assistants may be to work with students who have learning difficulties, they are also a resource for the whole class.

When any support is provided to a student, including the support of a support assistant, the goal should always be to help the student do what they cannot do now, with as much independence as possible. Support Assistants must keep this concept as a central focus and do only what they have to do to assist students, for as short a time as needed, in order to foster student independence.

Key roles and examples of effective practices related to program support:

Assist the classroom teacher in implementing **education programs** for students in the class, as requested:

- Participate in program planning and development as a team member.
- Reinforce concepts presented by the teacher.
- Assist students with assignments as requested by the teacher.
- Monitor independent or group work.
- Supplement instruction by providing small-group and individual instruction.
- Prepare instructional materials for use by student(s) under the direction of the teacher.

- Collect formative assessment data on student performance and progress, and/or behaviour observation data, based on collection systems designed by teachers or PSTs.
- Provide feedback to and share pertinent information with the teacher based on their activities and observations.

Support the classroom teacher in behaviour support strategies, as requested:

- Follow the established routines of the classroom.
- Assist with behaviour consequences¹ for students.
- Observe and record student behaviour.
- Provide students with feedback and reinforcement.
- Assist in monitoring student progress within and outside the classroom.
- Provide positive emotional support for students.

Facilitate peer interactions, based on guidance from the teacher and PST, by

- Inviting students to help one another.
- Engage in non-instructional tasks such as group supervision on the playground, bussing areas, on field trips etc. as identified by the PST and teachers.
- Participate in the activities of the class to encourage students to do the same.

Participate in Instructional Team and School Based Support Team meetings, as requested:

- Attend Instructional Team and School Based Support Team meetings.
- Assist in the development of Student Support Plans and Individual Education Plans.
- Share pertinent information regarding students.

Provide personal care support, as requested:

- Assist with emergency situations, e.g. fire drills.
- Provide:
 - ♦ Mobility assistance.
 - ♦ Feeding assistance.
 - ♦ Toileting assistance.
 - ♦ Dressing assistance.
- Provide/supervise health services and medical procedures following training by a qualified health professional.
- Check assistive devices such as medical, mobility and technological aids.

Participate in professional growth activities:

- Identify areas where professional growth is needed.
- Seek out professional growth opportunities.
- Request training through classroom teacher as required.

Act in a professional manner:

- Maintain confidentiality of school related information.
- Adhere to the expectations of the Code of Ethics for their position.
- Refer parents queries to the teacher.

Parents

As their child's first teachers, **parents** establish the foundation for lifelong learning. They are responsible for their child's early education, including the acquisition of language, culture and social skills.

While all students benefit from the involvement of their parents in schooling, parental involvement is even more crucial for those students with learning differences. The parent roles and practices which follow are restricted to those pertaining to program support assistance, rather than more general rules such as ensuring the student attends school regularly. Some of the practices are specific to parents of students with Student Support Plans or Individual Education Programs.

Key roles and examples of effective practices related to program support:

Maintain open communication with teacher(s) and other school personnel:

- Ask questions and call the school right away if there are concerns.
- Always ask what something means if they don't understand
- Attend parent-teacher interviews.
- Discuss their child's education program and progress with the teacher(s) frequently and on an informal basis.
- Make appointments to meet with staff regularly.
- Address concerns, first with the teacher, and if not resolved, then with the principal, and, if still not resolved, then with the superintendent.

Participate as a team member in the education of their child:

- Share perceptions of their child in the home and community.
- Share pertinent information, such as medical information and preschool experiences.
- Explain their views of their child's strengths and challenges.
- Describe strategies that they have found to be successful.
- Attend meetings to establish their child's long term goals and plan their education program.
- Identify annual student outcomes, for the IEP, most needed in the home and the community.
- Assist in maintaining taught skills at home.
- Approve and sign the IEP (legally required) or SSP (encouraged).
- Fulfill their IEP/SSP responsibilities outside of school.

Students

Both the student him/herself, as well as other students, can play an important role in the provision of program support. This is particularly true for older students.

Key roles and examples of effective practices related to program support:

Participate in SBST meetings as requested:

- Share information on likes and dislikes.
- Share information on preferred activities, life goals, etc.
- Contribute to long term planning and goal setting:
- Participate in personal futures planning such as PATH or MAPs.
- Participate in setting annual student outcomes for an IEP.

Take ownership for learning:

- Self-monitor or co-monitor progress on appropriate objectives – e.g. working independently for 15 minutes.
- Ask for support when needed.
- Participate in selecting appropriate courses at the senior secondary level.

Other Teachers

The role of other teachers in the provision of program support has already been considered in involvement in the SBST. They can also contribute through providing historical and background information and support for teachers.

School Counselling Programs Staff

The staff members of school counselling programs provide advocacy, counselling and support services, as well as referrals for children, youth, families and staff which encourage mental health and well-being, and active and successful participation in school programs and activities. Some students need the support of a school counselling program in order to access the education program fully and/or be successful in that **education program**.

Key roles and examples of effective practices related to program support:

Provide school counselling programs and services:

- Crisis counselling
- Incidental briefings
- Individual counselling with children, youth and families
- Small group counselling
- Family counselling
- Guidance counselling
- Career counselling
- Individual counselling with staff

Provide referral and liaison services:

- Assess need for a school counselling program or other mental health services.
- Provide referrals to school and community services.
- Liaise between child/youth, family and school or community services.
- Advocate and provide information to school and community services.
- Identify specific services and resources available to staff and families.

Contribute to education program planning and delivery, as appropriate:

- Participate in the School Based Support Team.
- Participate in personal futures planning such as PATH or MAPs.
- Participate as a member of the IEP team:
 - ♦ Contribute knowledge of the student.
 - ♦ Act as an advocate.
- Develop resources
- Provide classroom presentations and resources.
- Identify/develop/deliver prevention and other programs.
- Recommend strategies to children, youth, families, teachers and administration.

Participate in school response to incidents:

- Debrief incidents with both students and staff.
- Help the principal coordinate crisis response.
- Participate in school and community intervention teams.

Use the following NWT documents as the basis for decisions and procedures:

- *Honouring the Spirit of our Children: Framework and Handbook, 2004.*
- *Dealing with Child Abuse: A Handbook for School Personnel, 2012.*
- *NWT Child Abuse Protocol, 1999.*

Take responsibility for own professional growth and continuous learning.

Maintain confidential and professional conduct through adherence to *Canadian Counselling and Psychotherapy Association: Code of Ethics, 2007* and *Standards of Practice for Counselors (2015)*, both available at or through www.ccpa-accp.ca or by adhering to the Code of Ethics and Standards of Practice for the professional association the counsellor belongs too if different from the CCPA.

Outside Agencies/Interagency Teams

Some students/families have support needs which cannot be met by any one agency or organization and are beyond the mandate of the school. Provision of program support to the teachers of such students requires collaboration with other agencies.

Key roles and examples of effective practices related to program support may include:

Contribute expertise:

- Share knowledge.
- Offer suggestions and strategies.

Contribute resources:

- Provide technical aids.
- Provide assessments.
- Make referrals through their organization/network.
- Provide appropriate workshops/staff development to school personnel.

Collaborate in support of students:

- Focus on what the student needs to be able to do that the student cannot do now, with as much independence as possible.
- Participate in IEP team meetings as appropriate.
- Maintain regular communication with the principal/PST/other school staff.

Recognize the expertise of teachers in their professional realm – i.e. education:

- Identify areas of need (e.g. transitions) and suggest possible strategies.
- Support the decision of the school as to which suggestion(s), if any, will be implemented. (The school may have other suggestions/processes that the “outsider” is not aware of that would also support the area of need.)

See Sections C and D of *Guidelines for Inclusive Schooling, 2016*, for more information on system and community supports available for inclusive schooling in the NWT.

Regional Inclusive Schooling Coordinator

Just as the PST coordinates many program support practices and procedures at the school level, the regional inclusive schooling coordinator (RISC) holds the central coordination role at the district/division level. The role of the RISC varies somewhat among districts/divisions, but in all jurisdictions is one of advocacy, facilitation, training and coordination of inclusive schooling – i.e. schooling for all students in the jurisdiction. The RISC supports school-based staff. They serve as a liaison between the school and community agencies and other stakeholder groups. The RISC works directly with school principals and PSTs to ensure that school staff knows about and use effective inclusive schooling practices.

Key roles and examples of effective practices related to program support:

Work with other regional inclusive schooling coordinators and ECE Student Support staff:

- Contribute to collaborative planning, projects and priorities that are NWT-wide.
- Collaborate with ECE and other RISCs to build a strong network for developing and supporting inclusive schooling practices.
- Act as liaison between ECE and the district/division and its schools in the area of student support.

Establish/coordinate district-wide policies and procedures:

- Ensure schools have, and support use of, key NWT documents.
- Develop and keep current district practices and procedures that support inclusive schooling.
- Hold regular PST meetings/conference calls.
- Make recommendations to the superintendent regarding district priorities for the allocation of resources funded with inclusive schooling Funding.
- Work closely with the superintendent and comptroller to ensure the funding provided for inclusive schooling is effectively used and consistent with the objectives of the Directive.

Visit schools regularly to support the education of all students:

- Meet with the principal, PST and others to share program successes and concerns.
- Spend time in classrooms – talking with students, helping teachers.
- Participate in School Based Support Team meetings as requested.
- Engage in problem solving and troubleshooting as requested.

Provide information and training:

- Provide/coordinate staff development related to the provision of education programs for all students, including learning about promising practices as well as specialized knowledge required to support students with exceptional needs.
- Present information to parents, trustees, community groups, as needed.

Develop partnerships with other agencies:

- Meet with community agencies to facilitate supports for specific students.
- Advocate for establishment of community and/or regional Interagency Teams and attend meetings as required.

Facilitate procedures at key transition points:

- Help identify children requiring supports prior to school entry.
- Help establish early intervention procedures/programs.
- Facilitate school to school transitions and transfers.
- Work with other agencies to establish supports students will need once they leave the school system.

Keep records and document information:

- Maintain Support Services Records for students whose supports are coordinated in whole or in part by the regional inclusive schooling coordinator. (Procedures are prescribed in *NWT Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students, 2005*.)
- Maintain a tracking system to document the provision of education programs to students in:
 - ♦ Treatment centres.
 - ♦ Group homes.
 - ♦ Medical/long term care facilities.
 - ♦ Other contracted education programs (e.g. Alberta School for the Deaf).
 - ♦ Homebound students.
- Collaborate with other region/district staff to ensure that required program reporting is completed and submitted to the superintendent on time, as required annually under the *NWT Ministerial Directive on Inclusive Schooling, 2016*.

Take responsibility for own professional growth and continuous learning.

Superintendent

Reporting to a Board of Directors, the superintendent is charged with responsibility for day-to-day operations that ensure that a board is meeting obligations assigned to it by the *Education Act*, *Education Act Regulations*, and Department Directives, including the *NWT Ministerial Directive on Inclusive Schooling, 2016*.

Key roles and examples of effective practices related to program support:

Demonstrate adherence to *NWT Ministerial Directive on Inclusive Schooling, 2016*:

- Establish processes to reflect on/review current practices, and develop a clear improvement plan, at both central office and school levels. Assess progress.
- Ensure all written procedures/policies required by the Directive are in place and followed.
- Work collaboratively with the comptroller and RISC to determine how inclusive schooling funding will be used to best support the needs of students in the region/district.
- Ensures that all inclusive schooling funding is used within the specifications of the funding guidelines.
- Report specifics about funding usage annually to ECE in accordance with the Directive.

Demonstrate commitment and leadership:

- Model positive attitudes toward student diversity, and the ability of teachers, with support, to teach a diverse student population.
- Ensure school principals understand the importance of their leadership in creating inclusive environments and implementing inclusive instructional practices within their schools.
- Direct and monitor principals and teachers in their application of policies, directives, and accountability measures regarding the support of students with diverse needs.
- Build consensus with respect to attitudes and beliefs about educating all students in regular instructional settings with their same age peers.
- Communicate with trustees, the community, and community agencies about the philosophy of inclusion and practices that support an appropriate education program for all students.
- Gather information on student and staff needs and use these in staff development and other planning.

Support and encourage staff development:

- Collaboratively work with the RISC and school/district leaders in curriculum matters, to establish inclusive instructional practices and target inclusive learning priorities.
- Identify, as priority for staff development, research-supported instructional, assessment and behaviour support practices that foster inclusion of all students
- Ensure that staff members who acquire training/expertise have opportunities to share their learning with colleagues.

Take responsibility for own professional growth and continuous learning.

Staff of Education, Culture and Employment (ECE)

Staff at ECE carry out the work of the Ministry of Education and support education jurisdictions to carry out theirs. When it comes to providing education programs for all students and program support to teachers of those students, ECE staff communicate the expectations of the *NWT Ministerial Directive on Inclusive Schooling, 2016* and then support education jurisdictions to meet the many standards articulated therein.

Key roles and examples of effective practices related to program support:

Communicate expectations:

- Make presentations regarding ministerial expectations for providing education programs to all students.

Support education bodies to provide education programs to all students:

- Identify examples of relevant:
 - ♦ Effective practices.
 - ♦ Policies and procedures.
 - ♦ Staff development opportunities.
- Offer training opportunities related to inclusive schooling for ongoing professional learning and capacity building.

Allocate inclusive schooling Funding:

- Collect information on students' needs for supports and use it to justify inclusive schooling Funding requests.
- Allocate funds under the heading of inclusive schooling to education bodies based on formula.
- Gather information to show how said funding was actually expended.

Provide leadership in inclusive schooling:

- Establish priorities.
- Initiate improvement efforts.
- Provide system support to regions and schools as circumstances require.
- Provide information to senior policy makers on systemic issues and new challenges.

Monitor and evaluate student and school success in inclusive schooling:

- Monitor implementation of *NWT Ministerial Directive on Inclusive Schooling, 2016*.
- Monitor school reviews of inclusive practice.
- Collaborate with regions to foster consistency and equity with implementation and application of the Directive.

Coordinate NWT Student Support initiatives:

- Meet regularly with **regional inclusive school coordinators**.
- Set priorities based on projects of benefit to all jurisdictions.
- Model the power of group problem solving.

Take responsibility for own professional growth and continuous learning.

SECTION 3:

Educational Programming Types in the NWT

Part 1: An Overview of Educational Programming Options in the NWT – Student Support Plans and Individual Education Plans

INTRODUCTION

These guidelines are to assist school teams and teachers in the planning process for students who require a Student Support Plan or an Individual Education Program. A Student Support Plan is a documented plan for a student on a Regular Education Program who requires:

- Accommodations for learning difficulty or enrichment; and/or,
- Modifications to their Education Program because they are working significantly below or above grade level.

TYPES OF EDUCATION PROGRAMS

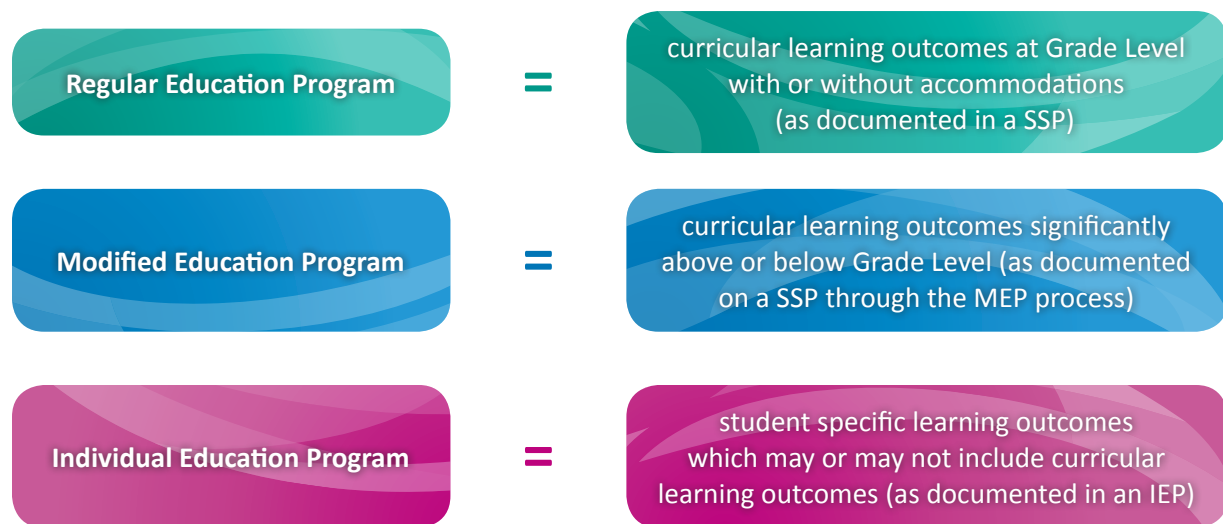
There are three types of education programs in the NWT. They are defined as follows:

- Regular Education Program
 - ♦ A Regular Education Program (with or without accommodations) is determined by the learning outcomes in the NWT curricula for a specific grade level.
- Modified Education Program
 - ♦ A Modified Education Program (MEP) can be put in place for students up to and including Grade 9. A MEP (Gr. 1-9) retains the learning outcomes articulated in NWT curricula at a level other than the assigned grade level. A MEP (Gr. 1-9) is created through a collaborative process with the School Based Support Team (SBST), parents, and, wherever possible, the student.

- Individual Education Program
 - ♦ An Individual Education Program (IEP) is a student specific program and is outlined in an Individual Education Plan. This plan is a comprehensive written education plan with **annual student outcomes and shorter-term objectives, determined through a collaborative process with the School Based Support Team (SBST) and the IEP Team, driven by the strengths and needs of the student; it may or may not include learning outcomes articulated in the NWT curricula. A student on an IEP usually requires supports, accommodations, facilities, resources and/or equipment beyond those needed by his/her peers.**

In very rare situations a student may have an IEP but also be working on a Regular Education Program. For example, a student who is blind may have an IEP for orientation and mobility, but be working on the Regular Education Program for academics.

In short, a student's program is characterized by its **learning outcomes**:



Students following any of these programs could have a range of accommodations to help them meet the learning outcomes of their program.

Accommodations do not alter the learning outcomes of a program, but they do help students achieve those outcomes by taking into account individual strengths and needs.

EDUCATION PROGRAM PLANNING PROCESS

The most desirable process for program planning for individual students is a collaborative one that involves the student, parents, and educators. Class reviews, three-way conferencing, career and program plans, and person centered planning processes for education plans and behaviour support plans are all beneficial. Person-centered planning processes such as **Making Action Plans (MAPS)** and **Planning Alternative Tomorrows with Hope (PATH)** are effective tools for use.

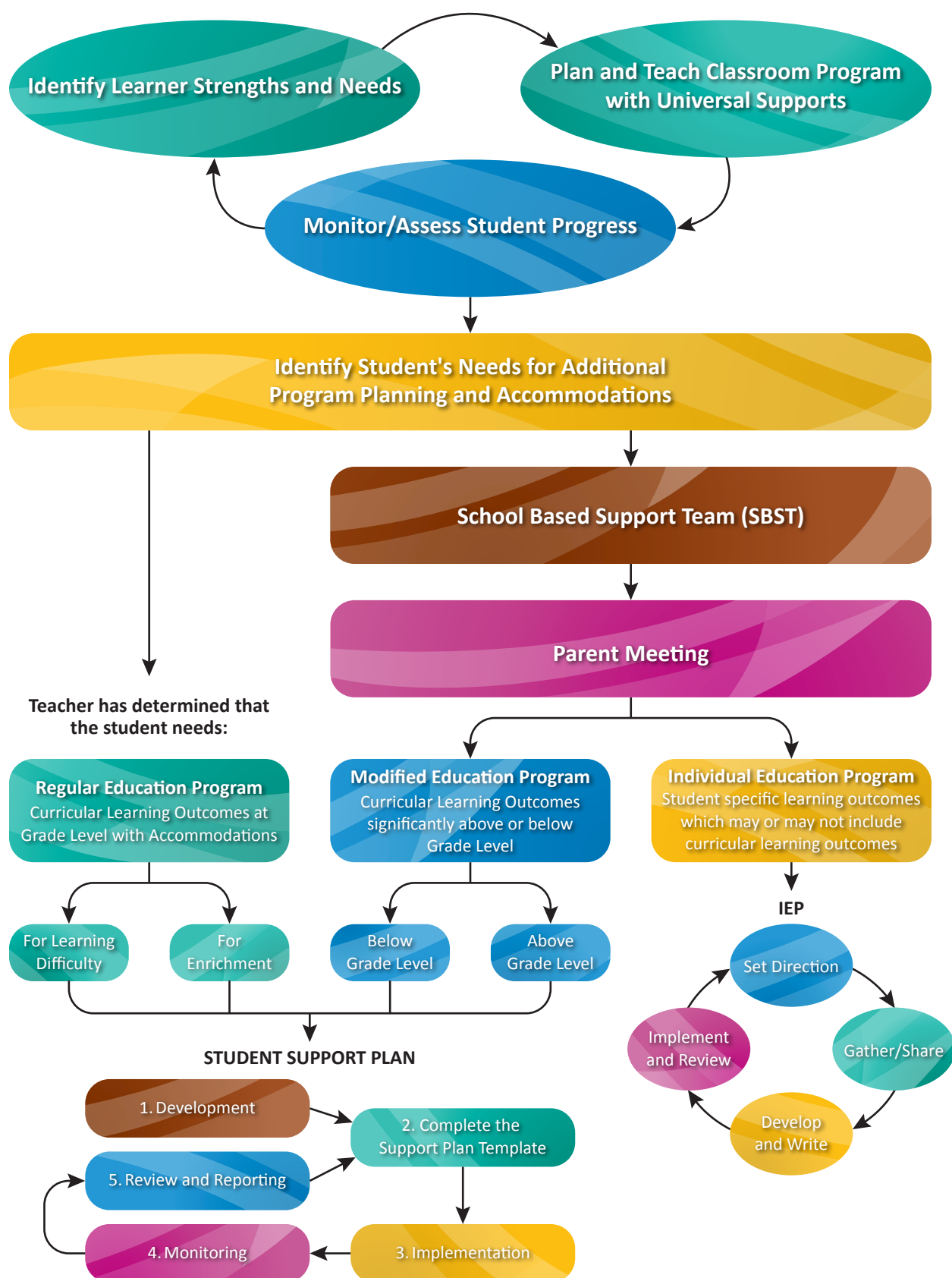
Students within every classroom learn at different rates and in different ways. Use of sound educational practices, including differentiated instructional approaches, provide effective support for most students. However, there should be documentation of additional supports such as adjustments to instructional time, the classroom or testing environment, educational resources or materials, and assignments/assessments when they are required for individual students.

The processes and strategies of differentiated instruction adopted in the classroom may not be sufficient to address the needs and learning goals of every student. Students experiencing learning difficulties and/or those with exceptionalities may require accommodations to the Regular Education Program, a Modified Education Program (Gr. 1-9) or an Individual Education Program. A student for whom the goals and objectives of the grade level curriculum are not sufficiently challenging may require accommodations or extensions to the Regular Education Program or Modified Education Program (Gr. 1-9).

Each year the classroom or course teacher faces the task of choosing the most appropriate program for individual students. It is imperative that the decision to place a student on a program other than a Regular Education Program or Regular Education Program with Accommodations be a decision that is made through a collaborative process with the School Based Support Team (SBST), the parents, the student (where possible), and others who are involved with the student.

The following diagram outlines a program planning process that indicates the teacher's response to learner needs in the classroom and the process followed when specific accommodations or modifications are required to meet a student's strengths and challenges.

EDUCATIONAL PROGRAM PLANNING PROCESS



WHERE ARE STUDENT SUPPORT PLANS AND INDIVIDUAL EDUCATION PLANS KEPT?

The working copy of the Student Support Plan or the Individual Education Plan, as well as historical records, exists on the digital platform of the special education section of the government approved Student Information System.

At the end of each school year or if a student transfers schools mid-year, the most current SSP or IEP must be placed in the Program Support file, as well as the Student Record (cum[sic] file). According to both the *Education Act, Section 29 (2) (a)*, and *Student Record Regulations, R-168-96, Amended R-011-2010, Section 4(1) (n-o)*, a copy of the plan must be kept in the Student Record. The Student Record is, according to the *Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (revised 2005)*, “a record that many educators typically think of as the cumulative record.” (p. 10).

Part 2: Student Support Plans

WHAT ARE STUDENT SUPPORT PLANS AND WHO NEEDS ONE?

A Student Support Plan (SSP) is a short document (usually no longer than 1-2 pages) developed on the government-approved software for Student Support Plans.

The SSP identifies either:

1. Accommodations for difficulty or enrichment strategies required for success in the Regular Education Program for a student whose performance levels are near or at grade level. It is important to remember that students have a range of abilities that all fall within grade level.

OR

2. Targeted curricular outcomes for subjects in which the student is on a Modified Education Program (because the curricular outcomes being worked towards are significantly below or above grade level), as well as accommodations for difficulty or enrichment strategies.

The decision to move to develop a Student Support Plan is made by a teacher after they have been following a continuous process in the classroom involving:

- Assessment of the learner's needs and interests;
- Teaching and intervention in response to these needs using a range of instructional strategies; and
- Monitoring and assessing the student's progress, as well as the student's response to intervention. See Toolbox Forms T6-T-8

It is important to recognize that a student who has been placed on a "response to intervention model" that uses a short-term intervention to address learning concerns should not be placed on an SSP. This should only be done once the short-term interventions have been implemented for a long enough time period to give clear indication as to whether they are addressing the needs of the student. At that time, the changes can be reviewed by the teacher to determine whether placement should occur on an SSP with or without modifications.

A Student Support Plan should be created when a student experiences persistent learning difficulties and requires specific strategies to address those difficulties or when a student needs enrichment. A Student Support Plan documents one of four alternatives. A teacher may make a decision, in discussion with the parents, to place on a child on a Regular Education Program with Accommodations for Learning Difficulty or a Regular Education Program with Accommodations for Enrichment; however, the process to place a student on a Modified Education Program (Gr. 1-9) **MUST be done through the School Based Support Team.**

1. **Regular Education Program with Accommodations for Learning Difficulty (JK-12)**

A student following the Regular Education Program may be close to achieving the learning outcomes of the NWT curricula at grade level but, because of certain needs and challenges, is at risk of not achieving that goal. For such a student, the teacher can put into place individual accommodations to assist the student to achieve the learning outcomes. These accommodations may be necessary for some or all subjects or for general skills (general skills refers to a number of skills, attitudes, and behaviours that relate to the overall learning situation rather than a particular subject area (e.g. motivation, organization, attention)).

2. **Regular Education Program with Accommodations for Enrichment (JK-12)**

A student who exhibits abilities and capabilities beyond those of their age peers in one or more subject areas may achieve the learning outcomes at their grade level with ease. For such a student, the teacher offers more challenge through enrichment strategies. These strategies foster and develop higher order thinking skills, creativity and problem solving, adding breadth and depth to the learning experience at the student's grade level.

3. **Modified Education Program – Student Working Significantly Below Grade Level (Grades 1-9)**

Only students in Grades 1-9 can be placed on a Modified Education Program. Junior Kindergarten and Kindergarten students cannot be placed on a Modified Education Plan because there are not NWT curricular outcomes at a level lower than JK/K. Students in Grades 10-12 are to enroll in courses in the stream that best meets their needs. A student who is attempting to achieve the learning outcomes of the Regular Education Program may be unable to do so even with differentiated instruction or a variety of accommodations. For such a student, the teacher targets the subject areas of most concern and has the student work on learning outcomes at a level below grade placement and closer to their performance level. The student will also likely require accommodations to meet the learning outcomes at the level where they are working.

4. **Modified Education Program – Student Working Significantly Above Grade Level (Grades 1-9)**

A student who demonstrates exceptional abilities in one or more subject areas may achieve the learning outcomes of the Regular Education Program more rapidly than other classmates and be able to handle learning outcomes at a higher grade level. **Before considering subject or grade acceleration, the teacher must offer the student many opportunities for enrichment of the curricular outcomes at grade level as in #2 above.**

A Student Support Plan for any of the above alternatives requires that a one or two page document be generated on the government approved student information system.

It is **not** possible for students in Senior Secondary Level (Grades 10-12) to be on a Modified Education Program. Each course is discrete and a student either meets the learning outcomes of the course or does not. There is no way to work on lower or higher level learning outcomes within a course or receive partial credits. In high school, diverse needs are served in part by the variety of courses offered at each grade level in each subject area. Accommodations may still be required and need to be documented on a Student Support Plan. Any student may be placed on a Student Support Plan regardless of age.

A career and program planning process is very important for students who have had a Modified Education Program (Gr. 1-9) earlier in their schooling. Course selections through high school must be matched to the student's strengths, challenges, and future goals. Students requiring support to meet the learning outcomes of particular courses may have accommodations put in place to assist them. These would be documented on a Student Support Plan for the Regular Education Program with Accommodations for Difficulty.

It is important to note that any accommodations provided to students in Senior Secondary be documented on the government approved student information system. Students cannot be allowed accommodations on the Alberta-based departmental exams unless there is documented historical evidence of those accommodations being in place and being used during the instruction of the course.

Strategies used to accommodate students with exceptionalities, such as hearing loss, poor vision, physical impairment, loss of mobility, reading or writing disorders, need, in most cases, to be in place for all classroom situations and are not subject related. Accommodations such as preferential seating and noise reduction for a student with hearing loss, large print materials and lighting adjustments for a student with poor vision, or a specialized computer, a digital audio player or a scribe for a student with a physical impairment, needs to be described and documented in the Student Support Plan. These accommodations are appropriate for such students only if, with these accommodations, they are able to achieve the learning outcomes of the Regular Education Program or a Modified Education Program (up to and including grade 9). Other students with exceptionalities may require more complex support and the student-specific learning outcomes of an Individual Education Program.

For students, who have subject area teachers (students in middle school and high school typically), the development of a Student Support Plan becomes more complex. The student who requires accommodations in one or more general skill areas, e.g. attention, organization, memory, for instance, would likely require these accommodations in more than one subject area or course. It is therefore suggested that the PST coordinate the collaborative development and implementation of the Student Support Plan(s) for such students. If there are concerns related to program consistency, outcomes and grading between classes, this may require the support of the SBST.

WHAT KINDS OF THINGS ARE DOCUMENTED ON A STUDENT SUPPORT PLAN?

A Student Support Plan documents Focus Areas in which the student is having difficulty or in which enrichment is required as well as specific strategies chosen to address each of those Focus Areas.

Focus Areas for General Skills required in most subject areas, which could include:

- Motivation
- Organization
- Attention
- Memory
- Sensory/Motor
 - ♦ Hearing
 - ♦ Vision
 - ♦ Fine and gross motor

- Assessment
- Routines
- Frustration and anger management
- Social Interactions
- Oral Expression
 - ♦ Limited Language Output
 - ♦ Vocabulary
- Listening

Focus Areas for difficulty in specific subjects and curricula, which could include:

- Oral Expression
 - ♦ Articulation
 - ♦ Fluency
- Reading
- Written Expression
- Math Computation
- Math Word Problems
- Additional Strategies for Senior Secondary grades

Focus Areas for the purpose of enrichment, which could include:

- Curriculum content
- Timing and pace
- Instruction
- Higher-level thinking skills
- Products, assessment and evaluations

Other focus areas, not outlined above, may be added to address other subjects, specific skills or special conditions. Strategies to address these additional Focus Areas would need to be added to the SSP template by the teacher.

The completed Student Support Plan is typically a one-page document when it is documenting a Regular Education Program with accommodations for difficulty or accommodations for enrichment. Those practices in the classroom that are referred to as promising practices should not be documented on a Support Plan. These practices should be used universally in all classrooms to benefit all students.

The Student Support Plan is typically a two-page document when it is documenting a Modified Education Program (Gr. 1-9). On the Modified plan, there is an additional section in which the teacher identifies the curricular learning objectives that are either above or below grade level being worked towards by the student. If the student is following the complete curriculum of a specific grade for their program, then the individual learning objectives do not need to be entered, but rather only the grade level curriculum requires documentation (e.g. Student is working on Grade 4 math curriculum outcomes). If the student is completing only some of the curriculum outcomes, then the outcomes they are working towards need to be listed.

WHY IS DOCUMENTATION NECESSARY?

Given that it is a responsibility of teachers to communicate student progress to parents, the Student Support Plan, which documents Focus Areas, and identifies specific strategies to address those areas – becomes an important communication tool. As well, the Student Support Plan provides continuity and background information on a student's needs in the classroom as they move from grade to grade, between schools, and between teachers.

The Student Support Plan is a living, working document that may change throughout a year and over the years.

THE STUDENT SUPPORT PLAN PROCESS

All schools should have a common process to develop, document, implement, monitor, and review SSPs.

Throughout the SSP process, there should be open, ongoing communication between the parent, student and school, from the suggestion of developing a plan through to the regular review of the student's plan and progress.

Parents and students need to have a clear understanding of:

- The student's performance in the various subject areas in relation to the grade level or course learning outcomes;
- What strategies the teacher proposes to use to help the student improve or extend their learning experiences; and,
- The role of each person in supporting the implementation of the SSP and in its later review.

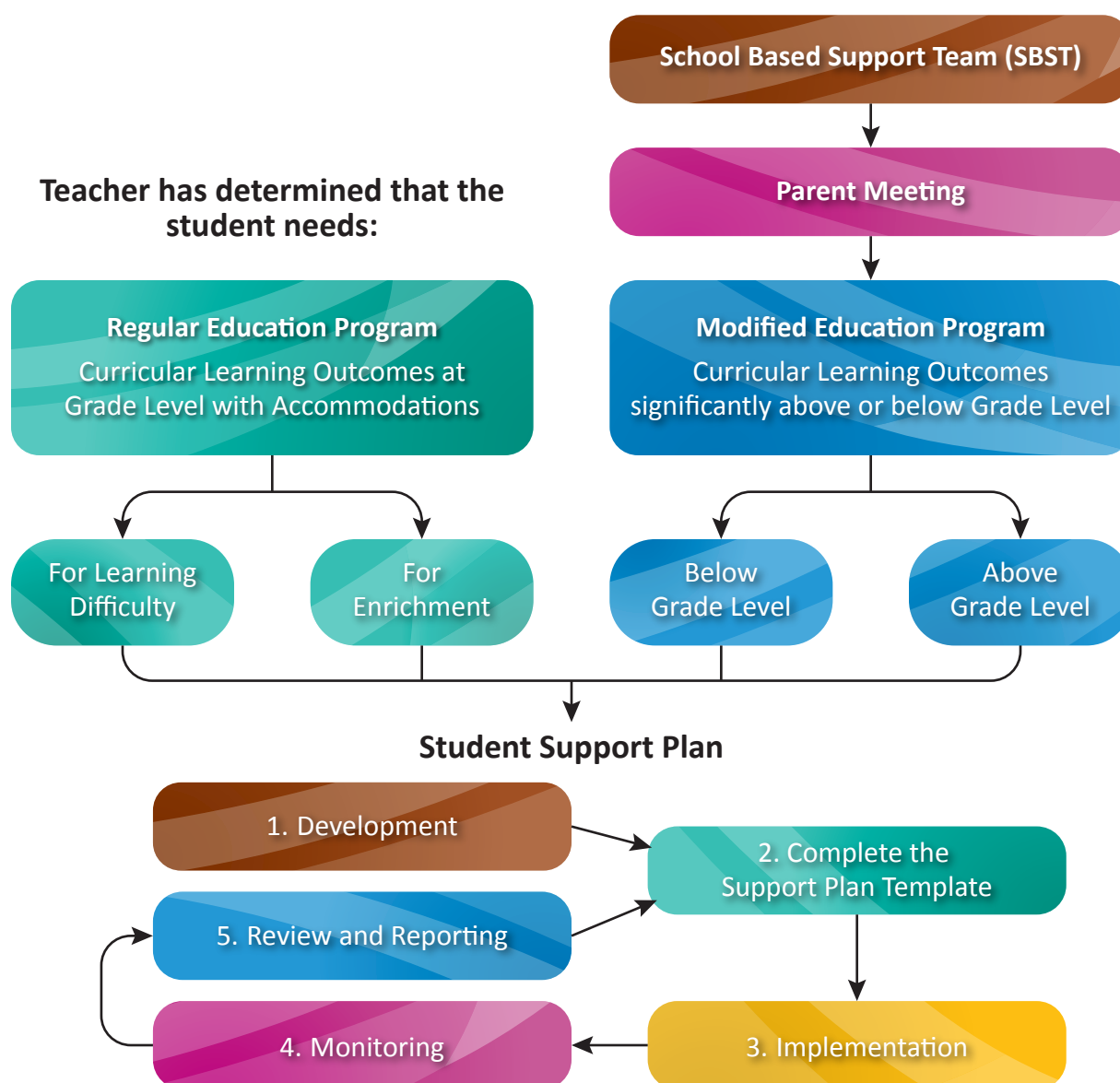
Some parents and students may have difficulty in accepting the fact that a student is functioning below grade level and requires a modified plan. Any communication about the student's achievement, learning needs, and Student Support Plan should be straightforward and honest, but delivered in a sensitive and confidential manner.

Accommodations on a Student Support Plan need to be evaluated. Teachers should not assume that accommodations carry over from year to year. Toolbox Form T4 provides some questions teachers should ask when determining whether accommodations should continue.

As well, it is important to remember that accommodations **should not** lead to inappropriate practices during exams such as:

- Coaching students during exams
- Editing student work
- Allowing a student to answer fewer questions or reduce the number of responses required
- Giving clues to test answers in any way
- Changing the content by paraphrasing or offering additional information.

PARTIAL EDUCATIONAL PROGRAM PLANNING PROCESS



DEVELOPMENT

Knowing the Student

Once it is determined through the planning process that a student requires programming support, the teacher may determine that additional information is needed. The SSP Toolbox contains a questionnaire that can help gather additional information.

Determining Areas Needing Accommodations or Modifications

Refer to the possible Focus Areas listed in the Student Support Plan (see pg. 74).

- Identify all subject areas in which the student is currently not able to achieve the learning outcomes of the Regular Education Program or those subjects requiring enrichment.
 - ♦ Identify subjects of most concern. Ensure there is documentation available to illustrate the basis of the concern, e.g. expected performance benchmarks versus what the student is currently able to do.
 - ♦ Identify what shorter-term interventions have been used to address the concern (see Toolbox forms T-6 to T-8 for academic intervention tracking) – if no interventions have been trialled, what may be done before the program change is put in place should be discussed.
- Identify any general skills for which the student is not meeting age-appropriate expectations, e.g. attention, organization, memory.
 - ♦ Identify the general skills of most concern. Have examples to illustrate the student's challenges and how these are affecting their ability to achieve the learning outcomes of the Regular Education Program.
 - ♦ Prioritize which of the subjects or general skills need to be addressed first in order to bring about a change in the student's performance. These will be the Focus Areas on the Student Support Plan.
 - ♦ Keep the number of Focus Areas and the strategies practical and manageable for both the teacher and the student.
 - ♦ Do not choose strategies because they seem like a "good idea". Only include strategies being used.
 - ♦ Only include strategies that go beyond good teaching or promising practices.

Select Type of Student Support Plan

- Select the type of Student Support Plan to be developed (i.e. Regular Program with Accommodations for Difficulty, Regular Program with Accommodations for Enrichment, or Modified Program – Below Grade Level, or Modified Program – Above Grade Level) based on the concerns identified above.
 - ♦ If having difficulty determining whether it should be a Modified Plan or a Regular Program with Accommodations, ask the following: “Is the student expected to achieve curricular outcomes at the assigned grade level at the end of the year?” If the answer is in the affirmative, then a Regular Program with Accommodations is appropriate.
 - ♦ It is important to recognize that changing, lowering, or reducing learning expectations (modifications) when they are consistently used can increase the gap between the achievement of students who are using them and the grade level expectations.
 - ♦ In most cases students requiring more challenge and a wider variety of enrichment strategies should have a Regular Program with Accommodations for Enrichment before there is any consideration to putting them on a Modified Program which would accelerate them to the next grade.
- Discuss the Student Support Plan type with the student and parent. Document this discussion. If parents are unavailable, all attempts at communication with them need to be documented and kept in the Student Support file.

Choosing the Appropriate Strategies

Decisions related to which Focus Areas (general skill and/or specific subject/curricula areas) should have priority as it is key to the process of making a Student Support Plan for an individual student. Once that is decided, consideration should be given as to which Strategies (accommodations or extensions) should be implemented for each of the chosen Focus Areas. Ideally, both the student and parent are part of a team with the teacher to make these decisions. The Toolbox questionnaire (T2) looking at student strengths and challenges can be useful as a starting point for discussions related to choosing the best strategies to use.

When determining which strategies might be appropriate for a student, it is important that the teacher, student and parent discuss:

- The priority Focus Area(s);
- The student’s abilities and challenges in each selected Focus Area; and,
- A range of possible strategies for each Focus Area:
 - ♦ Selecting only a few strategies to try;
 - ♦ Monitoring and reviewing the student performance when the strategies are in place (see review and reporting); and,
 - ♦ Ensuring that only those strategies that are being used with success are documented in the Student Support Plan.

Start with what the student needs to be able to do and the environment in which they need to be able to do it. Then, consider strategies and/or tools from simple to complex that will allow them to achieve any given task.

Students may require strategies involving technology. Organize technology needs on a continuum considering:

- Level of technology
- Cost of materials/equipment
- Degree of independence allowed
- Time for the student and staff to learn or be trained to use the technology
- Level of maintenance required for any equipment/tool.

If further information or assistance is required when considering Assistive Technology needs, the SETT Framework or other Assistive Technology Planning Tools are available online.

The simplest strategy and tool that will bring about the desired result is the most likely to succeed. There are many assistive technology tools out there that are simply too complex and cumbersome to be implemented and therefore, after the initial excitement wanes, or the one staff person who knows how to use it, leaves, the tool sits, gathering dust.

Always begin with no-tech or low-tech strategies and then progress to more complex strategies or technology only if the low-tech choice does not adequately reduce the barriers to learning success.

There must be an implementation plan for Student Support Plan strategies involving high-tech Assistive Technology use. It must focus on:

- Training for the student to use the tool effectively
- Training for the staff to understand and support the student's use of the tool
- Development of an effective system for managing and maintaining the equipment the student will be using.
- Ensure the technology meets the learning needs of the student.

COMPLETING THE SUPPORT PLAN

See Section 4 of the handbook for information on how to complete the Student Support Plan. Ensure that only those strategies and supports that go beyond promising practices and that are being used regularly in the classroom are listed on the support plan.

IMPLEMENTATION

Student Support Plans need to be integrated with the classroom daily lesson plans. It is imperative that the teacher only put on the plan supports and accommodations that they are using on a regular basis.

It is suggested that selected strategies be introduced by the teacher one or two at a time so that students can become familiar with them and can assist in evaluating their usefulness.

Parents and families have a support role to play in the implementation of a Student Support Plan. They can reinforce learning, assist with work sent home and give emotional support as the student works toward improving their learning. Some of the supports used in the school may be transferable to home activities.

MONITORING

Monitoring the progress of a student who has a Student Support Plan is essential in order to make sure that the strategies in place are indeed contributing to the student's achievement of grade level learning outcomes in subjects and/or age-appropriate skills.

Assessment data needs to be collected periodically as for any other student, but paying particular attention to:

- Assessing and evaluating in terms of the appropriate curricular learning outcomes, i.e. those of the Regular Education Program or, for a Modified Education Program, those below or above grade placement as specifically described in the Student Support Plan.
- Ensuring that any specified accommodations for “test-taking” are in place when necessary.
- Remember that accommodations **should not** lead to inappropriate practices during exams such as:
 - ♦ Coaching students during exams
 - ♦ Editing student work
 - ♦ Allowing a student to answer fewer questions or reduce the number of responses required
 - ♦ Giving clues to test answers in any way
 - ♦ Changing the content by paraphrasing or offering additional information.

Again, as for any other students, assessment can take many forms, including observations, anecdotal records and samples of student work.

REVIEW AND REPORTING

The Student Support Plan template states that the plan will be reviewed and revised, if necessary, at all school reporting times. This represents a minimum requirement. The plan may be reviewed at any time if the teacher, parent and student agree that adjustments may be necessary. See Toolbox Form T4 – Reviewing Effectiveness of Accommodations or Support Strategies for assistance.

Any review should focus on the following:

- Is the Student Support Plan, in the student's view, meeting their needs?
- How effective are the strategies?
- How much progress has the student made towards achieving specific learning outcomes?
- Do any of the Focus Areas or strategies need to be changed to reflect the student's changing strengths or challenges?

Regular reporting to students and parents is critical for students on Student Support Plans. All parents of students with a Student Support Plan will receive the same form of report card as do parents of other students. Many students with a Student Support Plan may be working on the learning outcomes of the Regular Education Program in some or all areas. The Student Support Plan should be sent home at each reporting period with the report card.

When a Student Support Plan documents a Modified Education Program, either above or below grade level, the student's report card should show the designation (M) to signify which subject areas have been modified. If the report card does not allow this designation, the comment box for the subject must first state the student is working on a Modified Education Program before any other comments are made.

At each reporting period, the MEP should be placed in a sealed envelope, placed in the report card envelope and sent home or given to the parent.

Part 3: Individual Education Programs and Individual Education Plans

WHAT IS AN IEP?

IEP can stand for either an Individual Education Program or an Individual Education Plan. Students in the NWT may be placed in an Individualized Education Program. This program is documented in an Individual Education Plan. For the purpose of this handbook, IEP will **ONLY** be used to refer to the Individual Education Plan.

An IEP is a comprehensive, written education plan with annual student outcomes determined through a collaborative process and driven by the strengths, needs, and interests of the student. It may or may not include outcomes articulated in the NWT curricula.

The annual student outcomes are student-specific and flow from a person-centred plan based on a future vision for an individual student (e.g. MAPS or PATH). The process begins with the School Based Support Team (SBST) working in collaboration with the parent, and will involve the student, parents, principal, teacher(s), program support teacher, education support personnel, and other professionals, who work with the student and know them well, at different points in the process.

Once the SBST makes the collaborative determination with the parents and student that an IEP is necessary, the SBST may either perform the role of the IEP team or create an IEP team to head up the creation of the plan.

The IEP is a written commitment of intent by an educational team. It ensures there is appropriate programming for a student and supports the student who requires an Individual Education Program. It is a **working document** whose goal is to help a student attain the skills and knowledge that are the next logical steps beyond their current level of performance and which are relevant to their long-term life goals and environment.

The IEP template has the following components:

- student identification
- background information on the student including:
 - ♦ areas of strength
 - ♦ challenges
 - ♦ functioning levels
 - ♦ assessment information
 - ♦ relevant medical information
 - ♦ additional information

- long-term life goals (at least 3-5 years, as determined through MAPs, PATH, or a similar process)
- areas of development and target skills
- annual student outcomes (to be achieved within the current school year) – while the form allows up to 15, it is recommended that the annual outcomes range between 3 and 5
- short-term learning objectives for each annual student outcome with
 - ♦ instructional strategies and person responsible
 - ♦ evaluation method and criteria for measuring attainment of or progress towards objectives
 - ♦ record of progress at target dates (reporting periods are commonly used)
- support personnel (and the assistance they provide or will provide as part of the IEP)
- required accommodations (effective ones to be continued and additional ones to be implemented during the current IEP)
- transition plans and supports required for transition (may not always be applicable)
- additional IEP comments (including strategies discontinued, unsuccessful approaches, and strategies outgrown)
- recommendations for the following year (from year-end evaluation)
- implementation agreement and review/evaluation dates
- signatures of parents and IEP team members

Annual student outcomes and short-term learning objectives may be adjusted at any time during the school year but will be reviewed by the IEP team at least three times a year (each reporting period). The student's progress on the IEP should, at minimum, be evaluated at each reporting period.

IEPs are typically drafted at the end of the school year for the following year. The team then reviews and revises the IEP in September and has it signed off. IEPs must be signed by all team members at least once a year. While best practice ensures that additional revised IEPs are sent home throughout the year, it is not necessary to have all team members re-sign. If a parent will not sign an IEP, it cannot be legally implemented.

In summary:

AN IEP IS...	AN IEP IS NOT....
...a summary of the annual student outcomes and objectives for a student's learning during the school year.	...a description of everything that will be taught to one student.
...a written plan to reach and assess progress towards annual student outcomes and short-term learning objectives.	...learning outcomes and objectives for a group of students.
...a document to help teachers monitor and communicate student growth.	...a means to monitor the effectiveness of teachers.
...a plan developed with students and families and implemented and monitored by school staff.	...a daily plan.
...a document to enhance communication among student, parents, and staff.	...a report card.
...a flexible, working document with meaning for all contributors.	...written in stone.
...a plan which may involve social adjustments, adaptive behaviours, and transitions from one environment to another.	...restricted to curricular issues.
...a plan which may involve decision-making related to supports from other professionals or volunteers.	...dependent upon classroom resources alone.

EFFECTIVE IEPS

Effective IEPs share the following characteristics:

- developed collaboratively by a team of individuals, including the student (wherever possible) and the parents/guardians;
- integrated, in conjunction with clinician and consultant reports, into daily instruction;
- clearly articulate annual student outcomes in SMART terms, i.e. Specific, Measurable, Achievable, Relevant, and Timely;
- clearly identify who is responsible for implementing student instruction;
- outline accommodations and supports to be in place to assist with the implementation;
- involve members of the IEP team in assessing/evaluating student progress within their area of expertise; and,
- are living documents which are revised in response to changes in a student's circumstances or abilities.

IEPs, which are only created as a formality and/or where implementation is not attempted, will have little to no impact on a student's daily learning or long-term progress.

ROLES AND RESPONSIBILITIES FOR IEPs

The School Based Support Team is the first group that meets regarding an IEP. The SBST will gather to discuss the student and through following a problem-solving process, make a decision whether a recommendation for placing a student on an IEP should be made. Placing a student on an IEP must be a collaborative decision with the parents, student (where possible), the School Based Support Team, and the professionals who are familiar with the student, rather than a decision by a single teacher. By following a process and involving the School Based Support Team, we can better ensure that all appropriate supports, programming, and interventions have been tried with fidelity, and that necessary assessments and documentation are in place to warrant moving a student on to an IEP.

Once the decision is made that a student will be placed on an IEP, many individuals have roles to play in its development and implementation. The roles and responsibilities of key individuals involved with IEPs are described below. Certain individual roles are prescribed by the Education Act. According to the *Education Act*, there are three essential members of any team formed to develop and implement a student's IEP. These are the parent(s)/guardians, the classroom teacher(s), and the principal. Other individuals are added to the team based on the nature of the student's needs and long-term life goals.

Parents

Parent(s) need to be members of the collaborative IEP team. Their involvement must begin when decisions are made as to the most appropriate program for their child, and continue through developing the IEP and supporting its implementation. When parents are reluctant to come to the school to engage in this process, it may be possible for a teacher or administrator to discuss the process and documentation initially through a home visit. Experience has shown that engaging parents through a person-centred planning process (e.g.: MAPs/PATH) will often help facilitate the engagement process. Over time, the parent may be more willing to enter the school to engage in the IEP process.

According to the *Education Act (1996) (Section 9.2)*, parental involvement means that parents should:

- participate in the decision that the developed IEP is the most appropriate program;
- participate fully as member(s) of the collaborative team;
- communicate the student's development and life to date;
- provide up-to-date medical information;
- provide information on the likes, dislikes, interests, and skills their child demonstrates at home and in the community;
- identify their values and their goals for the child;
- act as advocates for their child's best interests;
- offer opportunities for practice, reinforcement, generalization, and maintenance of the skills in the home;
- offer feedback on effective strategies;
- help to achieve continuity of programming over time; and,
- approve the IEP before it is implemented (*Education Act, 1996, Section 9(3)*).

The *Education Act (1996)* requires that the parent(s) approve the IEP before it is implemented. Parents are integral to the whole IEP process and must be involved early, beginning with the decision that an IEP is the most appropriate program for their child. Parental involvement may need to be supported through a variety of strategies which focus on making the parent feel comfortable in the school. When parents show reluctance to becoming involved, there are a number of things a school can do to encourage participation. These could include exploration of the reasons for the reluctance through home visits. School counsellor or other professional contact may also prove useful. Parents could become more willing to come to the school if it is suggested that they can bring a support person, spokesperson or advocate along with them. If the parents do not choose to be involved in an IEP process after many attempts to engage them, then the school will likely want to develop and implement a Student Support Plan in response to the student's strengths and challenges. This Support Plan must address only curriculum outcomes. Still, it cannot be implemented as a formal IEP without parental approval. To do so would be in contravention of the *Education Act (1996), Section 9(3)*.

Students

The student should be an integral part of the team whenever possible.

The student is at the centre of the IEP process and should always be the focus of all phases. Student involvement in the process will vary depending upon a number of factors such as age, and the ability to understand and communicate. The student should, where possible:

- participate in the decision that an IEP is the most appropriate program;
- participate partially or fully as an IEP team member;
- identify values, preferences, and strengths through self-evaluation;
- help to set long-term life goals and annual student outcomes;
- participate in a discussion of strategies and behaviours that enhance their learning;
- strive with assistance to achieve identified objectives; and,
- self-manage or co-monitor progress toward short-term learning objectives and annual student outcomes.

Principal

The principal is given several responsibilities related to IEPs under the *Education Act (1996), Section 9*. As well, the principal has all of the duties of a teacher regarding IEPs as outlined in the *Education Act (1996), Section 45*.

In order to be accountable for carrying out their responsibilities, principals:

- are part of the decision to develop an IEP for a student;
- participate as a member of the IEP team;
- ensure that IEPs are developed, implemented, and evaluated;
- ensure that parental approval is given, by signature(s), for implementation of an IEP; and,
- assign support personnel, provide appropriate materials and resources, and facilitate in-service training for staff, given the needs of the student.

Classroom Teacher(s)

The classroom teacher(s) retains the primary responsibility for the delivery of the student's education program and supporting the student's learning. The *Education Act (1996)*, Section 45 c-g, outlines responsibilities of the teacher with respect to IEPs. These pertain to the development, implementation, and evaluation of IEPs, when required, for any student under the teacher's care and instruction.

In order to carry out these responsibilities, teachers:

- are an integral part of the decision to develop an IEP;
- participate as a member of the IEP team;
- share background information on the student;
- identify the student's strengths and challenges through observation and assessment;
- assist in setting annual student outcomes and short-term learning objectives;
- plan and carry out appropriate instruction in relation to the IEP annual student outcomes and short-term learning objectives;
- develop strategies for assessing and communicating student progress; and,
- maintain ongoing communication with the student, parents, and other team members.

In addition, a student's teachers from previous years play a role in providing information about a student's strengths and challenges. They are an important source of information in relation to strategies, accommodations, and supports that have worked well in the past.

Program Support Teacher (PST)

Although the principal has primary responsibility for a program, a program support teacher (PST) is often designated to coordinate a student's IEP. For example, the PST often:

- facilitates the process to decide that an IEP is the most appropriate program for a student;
- participates as a member of the School Based Support Team, the IEP team and often takes the coordinator/facilitator role;
- assists with the assessment of a student's strengths and challenges;
- collaborates with the teacher to generate ideas for accommodations, teaching, and assessment strategies;
- models and co-teaches these strategies within the classroom environment
- provides advice about materials and resources;
- provides advocacy for the student and support to the teacher;
- provides support to teachers in the implementation of the IEP; and,
- maintains on-going communication with team members during the development and implementation of the IEP.

- Communicates and collaborates with the RISC for resources, materials, and research-based best practices to support students, parents, and staff.
- Ensure the Student Support file is up to date with all relevant data from both the school and outside agencies.

Regional Inclusive Schooling Coordinator

The role of the regional inclusive schooling coordinator (RISC) will vary with the resources available at the school level. The RISC may support the principal by assuming some of the roles ascribed to a PST for a school that only has a part-time PST. For example, a RISC may:

- support the principal by assuming roles ascribed to the PST
- arrange for assessments
- coordinate outside services and supports

Support Assistant

Support assistants who work with students often have information that is useful when developing a particular student's IEP. A support assistant may:

- participate as a member of the IEP team;
- provide information on previous effective and ineffective strategies;
- always operates under the direction of the teacher(s);
- helps students with learning activities;
- assists with the modification of materials and instructional strategies;
- monitors and records day-to-day progress toward learning objectives; and,
- maintains on-going communication with the teacher(s) and PSTs.

Counselling Staff

A counsellor who works closely with a student will be able to add insights to the development of the student's IEP. A counsellor working with a student may:

- participate as a member of the IEP team;
- assist with the MAPs or PATH process; and,
- act as an advocate for the student.

Other Professionals/Consultants

This may include individuals other than educators who work with the student. It may include: physiotherapists, occupational therapists, speech and language pathologists, psychologists, counsellors, audiologists, and behaviour specialists. Professionals typically:

- participate with the SBST or IEP team, if requested;
- provide information on the student's strengths and challenges;
- provide assessment, as necessary or as requested;
- develop strategies for incorporating necessary therapy into classroom routines;
- provide advice about strategies, accommodations, materials, and resources;
- provide staff training to implement strategies;
- provide technical assistance;
- assist in accessing community resources as required;
- act as resources and supports to the family; and,
- maintain good communication with the IEP team.

Other Teachers/Colleagues

Teachers or other colleagues may assist in both the development and implementation of a student's IEP by:

- providing information to the IEP team on their past experiences with the student;
- lending moral support to the classroom teacher implementing the IEP; and,
- team-teaching.

Fellow Students

Classmates or other students may play a number of possible roles in the development and implementation of an IEP.

- Close friends may participate in the MAPs or PATH process to define the student's long-term life goals.
- Students from the same class or other classes may act as peer tutors.
- Classmates may assist with accommodations such as reading instructions or scribing.

CIRCLES OF SUPPORT



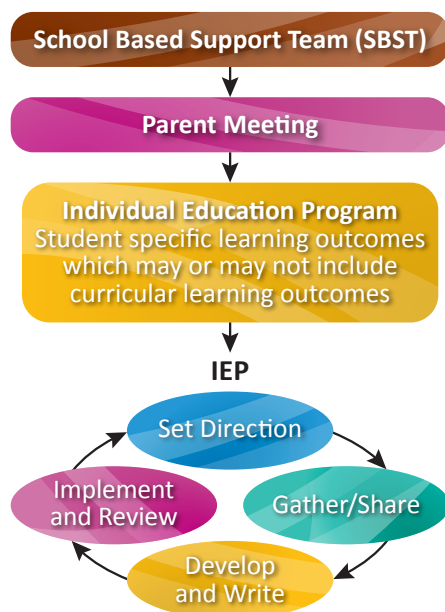
WHO NEEDS AN IEP?

When the processes and strategies of differentiated instruction adopted in the classroom are not sufficient to address the needs or learning goals of some students experiencing learning or behavioural difficulties and/or with complex needs or conditions, then other program alternatives need to be considered.

Some students may be achieving significantly below their assigned grade level. Clearly such students need a carefully planned individualized program, but not necessarily an IEP. The critical filter is: "Are there suitable learning outcomes articulated in the NWT curricula?" If the answer is, "Yes," then it is likely that a modified program rather than an IEP would be appropriate for the student in Grades 1-9 and a regular program with accommodations for difficulty for students in Grades 10-12.

A few students, for whom there are not suitable goals and learner outcomes in the NWT curricula and/or who require extensive supports, will require the development of an Individual Education Plan.

The following graphic, extracted from an earlier graphic that describes the Educational Program Planning Process (p. 70 of this manual), outlines the process for the Individual Education Program.



Identifying a student who may need an IEP begins when someone who works with the student or knows the student, observes needs that are not being met, even after a variety of supports and accommodations have been implemented. Discussion about the appropriateness of developing an IEP may be initiated by students, teachers, parents, PSTs, consultants, principals, or other professionals involved with the student. At this point, the person needs to bring their observations to the School Based Support Team. The SBST will initiate the discussion and process to determine if an IEP is necessary. Staff members gather information and meet to discuss concerns, preferably with student and parental input. The decision to develop an IEP should be a collaborative one.

Some students may require an IEP at school entry. These students may be identified through the preschool screening process, an exchange of information with a health professional, discussions with the preschool program coordinator, and parents. It is essential that School Based Support Team, school staff and parents receive as much relevant background information as possible in order to confirm whether an IEP is necessary and, if so, to proceed with its development.

It is also important to realize that some provinces in Canada have a student plan that is called an IEP, or IPP, that is, in fact, more similar to SSPs in the NWT. Therefore, when a child moves into a school in the NWT from outside the Territory, it is important to review the documentation of their plan to determine if they require an IEP in the NWT.

The final decision to develop and implement an IEP is made when information gathered and discussed by the School Based Support Team, student, parents, and school staff indicates that:

- a range and variety of supports and strategies already in place are insufficient for student progress;
- a student's challenges require learning outcomes that are outside the NWT curricula; and/or,
- supports, accommodations, facilities, resources, and equipment are needed beyond what is required for the student's peers.

CONSIDERATIONS FOR WHO NEEDS AN IEP AT THE SECONDARY LEVEL

In addition, when determining who needs an IEP at the secondary level, the following should be kept in mind:

- An IEP is for an individual student, not for a course or courses. In other words, the student does not have a Math IEP and an English IEP. Each student on an IEP has one Individual Education Program with annual student outcomes and short-term learning objectives which are worked on in several classes/courses. The IEP annual student outcomes are congruent with those identified during a student's career and program plan development.
- An IEP is not a way to "get a student through a course". If the student is able to work on the curricular learning outcomes of a course, then they do not need an IEP, but rather need accommodations (documented in a Student Support Plan) to help achieve those outcomes.
- However, if they require IEP classes, they must be placed on an IEP. Regular courses that the student will access should be indicated on the student information page of the IEP and in an attachment to the IEP.

Both students and parents need to understand the implications of an IEP in senior secondary school. They need to know that credits earned through meeting IEP objectives do not count towards what is required for a student to earn a Graduation Diploma. Instead, the student will receive a school leaving certificate upon finishing high school.

The student and parents must be made aware that the official transcript of a student on an IEP will indicate those courses in which a student was working on annual student learning outcomes from their IEP as opposed to the learning outcomes of a regular course. These courses will have a different course name, e.g. English Grade 10-IEP and the Course Type designation IEP. Post-secondary institutions are unlikely to view these courses as meeting their admission requirements.

THE IEP PROCESS

Once the SBST has determined that the development of an IEP is appropriate, collaborative planning and implementation of a student's IEP is facilitated by the process described below. This description is written for a student who has not previously had an IEP. Four phases are described in sequence but the order may be varied or several phases developed simultaneously. For students who already have an IEP, the IEP team may decide to begin at one of the other phases, depending on what seems reasonable given the situation at the time.

THE IEP PLANNING PROCESS



Setting Direction – Establish the IEP Team

The IEP team is composed of people who have the knowledge and skills to identify the student's challenges and to develop a plan to meet them. An IEP is more likely to be implemented successfully if all individuals to be involved in the IEP implementation are members of the IEP team.

Questions to ask when deciding the composition of an IEP team include:

- Who knows the student?
- Who can provide insights into what is really important for this student?
- Who has the expertise that might help develop and implement a successful IEP?

Establishing an IEP team based on the answers to the above questions is more likely to result in the best team for a given student than a process where people are assigned to an IEP team because it is in their job description.

Setting Direction – Outline responsibilities

All IEP team members need to have a clear understanding of their responsibilities on the team. (See page 86).

While the IEP team will function in a variety of ways, one person is designated as having primary responsibility for coordinating the IEP process. To ensure smooth meetings, members will need to know how often they will meet, what the process for decision making will be, and what steps are to be taken.

The person who takes primary responsibility is usually a PST. If there is no PST in the school, the principal is identified as the primary contact. The primary person is responsible for:

- distributing a written and timed agenda prior to meetings (for both the development process and the review process);
- facilitating group decision making;
- maintaining contact with parents and external agencies;
- coordinating IEP development and monitoring long term progress;
- documenting and distributing revisions; and,
- record-keeping.

Setting Direction – Use a person-centered planning process (e.g. MAPS/PATH)

Although an IEP is written for a school year, the long-term (usually 3-5 years) life goals for a student are critical in helping establish relevant annual student outcomes and short-term learning objectives. The life goals help frame where the student will be in a few years. The time frame may differ depending upon the age of the child. For example, it may be appropriate to look three years ahead for a five to six year old, but eight to ten years into the future for a sixteen year old.

Processes such as MAPs and PATH involve the student and parents as well as others who are important in the student's support network. Such a process can be used effectively to identify long-term life goals for the student, as well as critical elements in the plan or path for reaching those goals.

Long-term life goals should answer the question, "Overall, where are we heading with this student?"

Setting Direction – Clarify purpose of IEP

IEP team members need to understand and agree on the purpose of the IEP, its focus, and its scope. The team should develop a common understanding of the areas of high priority for the student, which in turn defines the IEP. Several specific areas of development might be targeted in the IEP, such as academic, communication, personal management, social competence, leisure/recreation, career and work exploration, task performance, and work habits.

The more complex a student's needs, the more areas of development may require attention. At the same time it is impossible to do everything at once. Priorities must be established for each school year, keeping in mind the life goals.

The annual student outcomes in an IEP have to remain manageable and be agreed upon by all.

GATHERING AND SHARING INFORMATION AND ESTABLISHING PRIORITIES

The Gathering and Sharing Information, and Establishing Priorities phase of the IEP process focuses on consolidating information about the student by reviewing student records and current work, consulting with those who know the student best, observing the student, and perhaps, by conducting assessments. A summary of the student's background and current functioning is shared with the IEP team, and priorities are established.

Gathering and Sharing Information and Establishing Priorities – Review student records and current work

In order to gain a comprehensive picture of the student's functioning in school, the IEP team will want to gather information on:

- self-concept
- likes and dislikes
- interests
- calming and regulating activities
- communication skills
- problem-solving skills
- social skills
- academic achievement
- attendance
- school behaviour
- mobility; and,
- medical conditions.

Some tools to assist in gathering information are found in the Toolbox; however, there are a wide variety of tools available on-line.

It is just as important to identify what **has not worked** as it is to identify what has worked when planning an IEP.

Student records reviewed by the team should include:

- the student record (commonly referred to as the cum[sic] File);
- the program support record (typically kept by the PST);
- reports from consultants and outside agencies;
- recent and relevant medical and medication information;
- report cards; and,
- previous IEPs (the IEP itself and recommendations from reviews/evaluations).

Current work reviewed should include:

- student portfolios;
- work samples from journals, notebooks, video or audio recordings;
- most recent individual or classroom assessments/evaluations or other performance measures; and,
- observation notes.

In reviewing the student's work and history, the emphasis should be on establishing a picture of the student's strengths and challenges.

Gathering and Sharing Information and Establishing Priorities – Consult student, parents, and previous teachers

As students mature, there are increased possibilities for their involvement in the IEP process. They may communicate their likes, dislikes, interests, information on learning and strategies they use. They may also participate in self-evaluation and creating inventories.

Parents provide a unique perspective on their child's development and learning. It is important to recognize that parents have insights in regards to their child because they see them in many different environments and contexts.

Previous teachers and support assistants can provide information on both effective and ineffective strategies. Any other professionals working with the student can share their perceptions and knowledge of the student. They can also share knowledge of any condition that has been identified/diagnosed.

This process must keep discussions focused on the identification of keys to the student's success rather than on a list of problems/deficits.

Gathering and Sharing Information and Establishing Priorities – Observe student and conduct further assessment as necessary

Observations by staff provide important information on the student's attitude and approach to learning, and how they function and self-regulate in a variety of situations including:

- managing daily routines and responding to specific activities and transitions;
- approaching new tasks and persisting with tasks;
- interacting with other students and adults;
- responding to various cues and instructional strategies; and,
- performing alone or in groups settings.

Staff can also provide information about how the learning environment can impact on the student's learning. For example, they might know the effect that conditions such as lighting, sound, arrangement of classroom, time of day and extra assistance provided can have on a student's learning or behaviour.

After studying the information from these observations together with other assessment data, the team may decide that further assessment is necessary to assist them in understanding the difficulties the student is experiencing and/or ways the difficulties can be addressed.

Further assessments may be conducted by the classroom teacher, the PST, an educational consultant, a psychologist, or any other professional. Assessments may include additional observations and work samples, diagnostic tests, teacher-created tests, developmental assessments, vocational skills assessments, adaptive living skills, or additional consultations with the student, parents, school staff, and other professionals.

When individual assessment using a particular test is proposed, the following questions should guide the decision on its use:

- Is this test necessary?
- What new information will be gained that the team does not already have?
- Will this test identify the student's strengths in a particular area?
- Will this test provide valuable information unavailable from other sources?

When norm-referenced tests are being considered, the following questions should also be asked:

- How is the student represented in the population on which the test is normed?
- How will the test results be interpreted in light of the norming of the test?
- Is the context of the content items relevant to the student's life experience? How biased is the test?
- Does the student have the language proficiency required to understand the directions?

Information gathered should be triangulated; test results should be viewed as only one part of a mosaic depicting the student. All information from assessments must be presented to the IEP team in a form that is readily understood by all members, particularly the student and parents.

Assessment results should be reported with a focus on the implications for educational programming.

Gathering and Sharing Information and Establishing Priorities – Share, summarize and record information and revisit long-term goals

All information gathered in the above process is shared with the IEP team. It is examined and consolidated to identify patterns of strengths, interests, and challenges of the student, in a broad range of development and/or subject areas. It should then be summarized in a recorded format corresponding to the categories of background information required on the IEP. This can be entered directly onto the IEP form in the student system.

Gathering and Sharing Information and Establishing Priorities – Establish IEP team consensus re: priorities for the current IEP

Before continuing to the next stage of development of the IEP, there must be consensus found among the team members on the priorities for the IEP. The IEP is not a description of everything that will be taught to the student. Many needs/challenges will likely have been identified when the team gathered and shared information. The IEP will be a summary of the highest priorities for the student's learning during the school year. While choosing priorities, the IEP team should keep the following in mind:

- the student's values and desired outcomes
- the parent's values and desired outcomes for the student
- the urgency of the need or challenge
- contribution to overall achievement
- importance in social development
- usefulness in other environments
- age appropriateness
- instructional time
- available resources

DEVELOPING AND WRITING THE IEP

The Developing and Writing the IEP phase of the process focuses on preparing the written IEP. Background information and long-term goals are recorded. The team establishes and records appropriate annual student outcomes and short-term learning objectives, and identifies supports and accommodations for the student. Transition plans are added if required. All information is recorded in the approved government template and all team members sign the IEP.

Developing and Writing the IEP – Identify areas of development, target skills, and current level of performance for each target skill

Depending on the priorities identified by the IEP Team, various areas of development and target skills will be addressed within the IEP. Possible areas of development are: academic, communication, personal management, social competence, leisure/recreation/wellness, career and work exploration, task performance/work habits.

For each of the selected development areas, the team determines which particular skill or skills will be targeted. These target skills become the indicators that will be observed and used in measuring student progress. Target skills are the skills previously identified as priority needs/challenges for the student (e.g. reading instructions, working independently, participating in class discussions, using PECS to communicate).

In order to develop specific annual student outcomes for each target skill, it is very important to know how the student is performing the skill at the present time. Such a description is known as the **current level of performance (CLP)**. The description of the CLP should be as specific as possible, using objective, descriptive language, and avoiding evaluative or judgemental “fuzzy” language such as “poor”, “lazy”, or “inappropriate”. The CLP should be written in a sentence or two but provide enough detail that the reader can visualize the student’s performance or attempted performance of the skill with a focus on verbs that describe what the child is doing. An example is provided below.

Area of Development:	Task Performance/Work Habits
Target Skill:	Transitions
Current Level of Performance:	When told to stop or change activities, Marty typically responds with yelling, crying, hitting the adult who is directing him, and throwing objects.

The CLP is also essential for:

- ensuring materials, instructional strategies, and assessments are appropriately adapted;
- assessing student progress (the CLP forms the baseline).

Developing and Writing the IEP – Develop a SMART annual student outcome for each target skill

Annual student outcomes are written for each area of development and target skill identified above. Given that the CLP is the starting point for the year, the annual student outcomes are concise descriptions of what the student’s performance will realistically look like by the end of the school year.

Annual student outcome considerations for secondary students

Annual student outcomes for secondary students should be tied closely to both the student’s long-term life goals and their career and program plan.

Many students on an IEP will be working on annual student outcomes which are completely different from any learning outcomes in approved Senior Secondary courses. There will be some students, however, who will be able to achieve the outcomes of some regular NWT courses, along with others that are unique to them and articulated in their IEP. When choosing such courses, the focus should always be on how the courses are congruent with priorities identified for the student.

Annual outcomes outside of those in the NWT curricula/courses will need to be achieved in the context of classes/courses offered to other students. The IEP team needs to write the annual student outcomes keeping in mind how they may be achieved in inclusive classroom settings. For many students on IEPs at the secondary level, some outcomes will have considerable emphasis on acquiring and improving the skills required for independent living after secondary school.

Annual student outcomes should:

- be important to the student (and consistent with priorities identified by the IEP team);
- be relevant to the student's actual challenges;
- be derived from the student's current level of performance;
- take into consideration the student's past achievement and rate of progress;
- challenge the student but be achievable;
- focus on what the student will learn, rather than on what the teachers will teach;
- identify what the student will do, rather than what they will stop doing; and,
- be realistic with respect to instructional time and resources.

The scope and degree of specificity of an annual student outcome is determined by the needs of the student. An outcome that is appropriate for one student may be too broad or too narrow for another.

The following template is suggested as a guide:

[Student] will [action] [what/how] [by what criteria] [where] [by what date]

Effective annual student outcomes are referred to as SMART goals. SMART is an acronym that stands for the following criteria:

- **Specific** written in clear, unambiguous language
- **Measurable** allow student achievement to be described, assessed, and evaluated
- **Achievable** realistic for the student
- **Relevant** meaningful for the student
- **Time-related** can be accomplished within a specific time period, typically one school year

Returning to the earlier example, the area of development, target skill, current level of performance, and annual student outcome now form a “coherent package”:

Area of Development:	Task Performance/Work Habits
Target Skill:	Transitions
Current Level of Performance:	When told to stop or change activities, Marty typically responds with yelling, crying, hitting the adult who is directing him, and throwing objects.
	By June, when provided with a 3-minute warning using a visual schedule, Marty will follow the direction to change activities in the classroom setting at least 8 out of 10 times on at least 4 out of 5 consecutive days.

A student may also be able to attain learning outcomes from approved NWT curricula. Any curricular learning outcomes on which the student is working should be identified on an attachment appended to the IEP. They do not require the development of annual student outcomes or short-term learning objectives.

Developing and Writing the IEP – Identify short-term learning objectives for each annual student outcome

The annual student outcomes are written to be achievable within one school year. To foster student achievement during the school year, each annual student outcome is broken down into smaller, more manageable steps called short-term learning objectives. The achievement of these objectives over the year should culminate in the achievement of the annual student outcome from which they were derived. These objectives represent a scaffolding of the overall goal.

Short-term learning objectives describe observable and measurable behaviours or learning. The IEP template has space for four (4) learning objectives for each annual student outcome. In writing these short-term learning objectives, the IEP team will:

- identify the essential components or tasks involved in achieving the annual student outcome; and,
- organize components or tasks into sequence where appropriate, and write them using the SMART criteria:
 - ♦ determine the date when achievement is expected;
 - ♦ determine the instructional strategies and/or materials to be used to assist the student in attaining the objective;
 - ♦ name the person(s) responsible for implementing the instruction/action;
 - ♦ describe how the student will demonstrate that the objective has been achieved; and,
 - ♦ specify the conditions under which the student will perform the task (e.g. with or without assistance) and criteria (e.g. accuracy, duration, rate) for attainment.

Short term learning objectives should be attainable within a reasonable period of time, typically no longer than a reporting period. These objectives must be reviewed and revised when necessary.

The quality of the short-term learning objectives can be reviewed using the following questions:

- Is the short-term learning objective attainable in a reasonable length of time?
- Is the short-term learning objective measurable?
- Does the short-term learning objective include conditions for the learning, assessment criteria, and completion date?
- Taken together, do the short-term learning objectives represent the essential components of the annual student outcome to which they lead?

If the student is not attaining an objective, it is advisable to review and change the objective, possibly by scaffolding it into more discrete chunks, rather than extending the time.

The following visual summarizes how many of the terms used on the preceding pages fit in the IEP, and what some of the pages of the IEP will look like when printed.

3a. Area of Development	Target Skill
IEP team agrees on which areas of development are priorities for this IEP	More specific than area of development, target skills provide the real focus of the IEP. Again, the IEP team has to agree.
3b. Current Level of Performance	
Written in a sentence or two, a description of the student's current level of performance (CLP) on the target skill, with enough detail that the reader can visualize the student's performance or attempted performance of the skill. As specific as possible CLP's use objective, descriptive language and avoid evaluative, "fuzzy" language such as "poor", "lazy" or "inappropriate". The current level of performance is the starting point for the IEP.	
3c. SMART Annual Student Outcome	
<p>If the current level of performance is the starting point, the annual student outcome is a concise description of what the student's performance will realistically look like by the end of the year. Annual student outcomes are written SMART terms:</p> <ul style="list-style-type: none"> • Specific: written in clear, unambiguous language • Measurable: allow student achievement to be described, assessed, and evaluated • Achievable: realistic for the student • Relevant: meaningful for the student • Time-related: can be accomplished within a specific time period, typically one school year 	
3d. Short-term Learning Objectives	3e. Instructional Strategies and Responsibility
1. Each annual student outcome is broken down into smaller, more manageable steps called short-term learning objectives. There is room for four of them.	See page 105.
2. Short-term learning objectives are written according to SMART criteria.	
3. Each short-term learning objective should typically be achieved within 6 to 8 weeks.	
4. Taken together, the short-term learning objectives represent the essential components of the annual student outcome to which they lead.	
3f. Evaluation Method	3g. Student Progress
See page 107.	See page 109.

Developing and Writing the IEP – Complete the IEP template

See Section 4 of this handbook on how to use the GNWT approved template for writing IEPs.

Developing and Writing the IEP – Review and approve the IEP

Once the IEP template has been completed, the IEP team meets to review the document. Members of the team need to agree that the document produced accurately reflects the information shared, priorities decided, and decisions made by the team. Parents may appreciate being provided with the questions on form P1 (IEP) Questions for Parents to Ask During IEP Development.

Signing the IEP indicates that team members approve and support the plan. The critical signatures on an IEP form are:

- student (if applicable);
- parent(s)/Guardian(s);
- principal;
- teacher(s);
- program support teacher; and,
- any other professional involved regularly on the IEP team.

All signatures should be dated.

Section 9 (3) of the *Education Act (1996)* requires the principal to “obtain the approval of a parent before an IEP is implemented or altered.”

The dated parent’s signature on this page prior to implementation of the IEP will constitute proof that this requirement has been met. Parent’s signatures are also required at IEP review times if any changes are made to the student’s annual learning outcomes.

All individuals who sign the IEP should be given a copy of it. At the end of each school year, the most current IEP must be placed in the Program Support file, as well as the Student Record (cum file). According to both the *Education Act, Section 29 (2) (a)*, and *Student Record Regulations, R-168-96, Amended R-011-2010, Section 4(1) (n-o)*, a copy of the plan must be kept in the Student Record. The Student Record is, according to the *Departmental Directive on the Management of Information in the Student Record and Other Records Pertaining to Students (revised 2005)*, “a record that many educators typically think of as the cumulative record.” (p. 10). Historical IEPs are kept in the Student Support File. Only the current IEP should be kept in the Student Record (Cum File).

Senior Secondary Students

For senior secondary IEPs there is an additional statement indicating that all parties signing the IEP understand the implications of course credits earned for meeting IEP objectives and the issuing of a school leaving certificate rather than a graduation diploma. See the attached screenshot.

7b. Signature of Team Members

For senior secondary students and their parents:

I understand that credits will be earned for meeting the objectives of this IEP. These credits will be recorded on the student transcript as course type "I" (meaning Individual Education Plan); and will count towards a Certificate of Program Completion awarded by the school, rather than a Secondary School Diploma issued by the Minister of Education.

A secondary student who has actively participated in the development of their IEP may be granted the credit that is given for career and program plan development.

In addition to parental permission, student permission for implementation may be given by a student who has reached the age of majority (19) in the NWT. If parents have not been assigned guardianship of a child who has reached the age of majority (19) in the NWT, the student **MUST** sign the IEP.

IMPLEMENTING AND REVIEWING THE IEP

The Implementing and Reviewing the IEP phase of the process focuses on how to ensure successful implementation of the IEP. Keys to this are integration of the IEP with classroom planning and clarification of the individual roles in translating the IEP into practice. Processes must also be put in place for review, revisions, reporting on progress and evaluation.

Implementing and Reviewing the IEP – Integrate the IEP with classroom and daily planning

Elementary Classrooms

The IEP is linked to ongoing daily instruction through discussion among all staff members responsible for its implementation. The PST (or the person designated as coordinator of the IEP process) plays a facilitative role in assisting staff in deciding how programming plans for the student will be addressed daily and how those responsible for each strategy and support will put these into action in the student's current learning environments. As with planning for other students, the teacher needs to be mindful of the strengths and challenges.

The classroom teacher(s) is key to this stage as they retain primary responsibility for implementing the IEP to support the student's learning.

The overall shape of the program in the classroom should be the same for all students. If the class is going to gym, then that is the time to meet the physical needs of the student on the IEP. If the student requires specific communication training, this should take place within Language Arts class.

By implementing IEPs in a way congruent with the classroom program, students feel more a part of the class and are not following a program that is isolating them from their peers.

Working within the existing classroom timetable and an individualized schedule, a list is made of the events and activities that provide opportunities for the student to work toward and demonstrate attainment of objectives. The most appropriate learning environments for teaching specific objectives are determined. In addition to the learning environment in the school, some of the short-term learning objectives may be worked on in the home or in other community environments. Toolbox T5 is an organizational matrix that may be used to assist with the integration of IEP target skills, annual student outcomes, and short-term objectives into school, home, and community activities.

Some students on an IEP will also be able to work on learning objectives within the NWT curricula. They will do this as part of regular courses selected as most appropriate for them.

When teachers are integrating the IEP with their daily classroom planning, it is important to note the supports identified in the IEP to assist the student to meet each objective.

In addition, the evaluation methods and criteria noted in the IEP need to be integrated with the evaluation strategies used with other students in the class/course, whenever possible.

Senior Secondary Classrooms

Integrating the IEP with classroom planning is a complex task when a number of teachers are involved with the student. The IEP is linked to ongoing daily instruction through discussion among all of the teachers involved with the student's IEP. The group needs to use a planning tool such as Toolbox T5 to determine which annual student outcomes and short-term learning objectives can be met in which subject area. The teachers need to document how they will provide learning opportunities, within their subject areas, which will help the student to achieve their IEP goals.

In addition to the learning environment in the school, some of the short-term learning objectives may be worked on in the home or community environments. Toolbox T5 is an organizational matrix that may be used to assist with the integration of IEP target skills, annual student outcomes, and short-term objectives into school, home, and community activities. Secondary students may be working on several annual student outcomes in settings other than the classroom.

In addition, senior secondary teachers, under the leadership of the principal and/or PST, are required to identify objectives which will contribute to receive credits to be earned and to identify to which courses these credits will be granted (e.g. 2 credits in Mathematics – Grade 10 IEP).

By implementing IEPs in a way congruent with the classroom program, students feel more a part of the class and are not following a program that is isolating them from their peers.

The PST (or the person designated as coordinator of the IEP process) plays a facilitative role in assisting staff to decide how programming plans for the student will be addressed daily and how those responsible for each strategy and support will put these into action in the student's current learning environments. As with planning for other students, the teacher needs to be mindful of the student's strengths and challenges.

Some students on an IEP will also be able to work on learning objectives within the NWT curricula. They will do this as part of regular courses selected as most appropriate for them.

When teachers are integrating the IEP with their daily classroom planning, it is important to note the supports identified in the IEP to assist the student to meet each objective.

In addition, the evaluation methods and criteria noted in the IEP need to be integrated with the evaluation strategies used with other students in the class/course, whenever possible.

Implementing and Reviewing the IEP – Put the IEP into practice

As the daily plans for instruction related to the short-term learning objectives of the IEP are implemented, teachers and support assistants need to develop a tracking system. Weekly tracking forms with the IEP outcomes and objectives itemized and spaces data and observations may assist in the ongoing evaluation of progress.

Monitoring the progress of a student on an IEP is essential in order to provide an effective program. As with other students, techniques such as observation, samples of work, participation, demonstrations, and other techniques help to measure whether the program is being implemented and whether the student is progressing. Team members involved directly with the implementation need to communicate frequently. The PST often plays a coordination role in the monitoring process through regular consultation with the student, parents, teacher, and other staff.

Assessment data is collected periodically as the IEP is put into practice. Data should inform the IEP team about the student's progress and can also indicate the effectiveness of the teaching and learning strategies and resources used as part of daily instruction. Parents and families have a critical role to play in putting the IEP into practice by supporting their child's learning. They can reinforce the learning of skills outlined in the short-term learning objectives, assist with any work sent home, and give emotional support as the student strives to meet objectives.

Senior Secondary

Team members involved with implementation need to communicate frequently. Individual teachers will have a good idea of the student's progress in their particular class. The PST plays an essential coordination role in monitoring overall progress through regular consultation with the student, parents, teachers, and other staff. It is suggested that the PST adopt or develop tools or a process by which to keep track of the big picture of how a student on an IEP is progressing. The PST could have students on IEPs check in with them daily or weekly, or periodically book short meetings with all of the student's teachers.

Implementing and Reviewing the IEP – Review, revise, and report regularly

As a consequence of the monitoring process, IEP team members may need to meet to discuss the changing needs, challenges, and student progress. The number of times this is necessary will vary from student to student, as will the degree of student involvement in decisions. All such meetings should be documented with notes. If the student is progressing slowly or not making progress, team members may decide to revise short-term objectives, strategies and/or resources rather than continue with ineffective action until the next IEP review. Any revision must be consistent with the annual student outcomes set out in the IEP and be well documented.

The IEP Team will meet formally to review the IEP at least twice a year. These reviews may coincide with reporting periods. One of these reviews may be evaluative (See Evaluate the IEP at Year End section). At these times, the educators on the team share information on the strategies they have employed and any assessment results with the student, parents, and other team members. The student and parent offer their assessment of how the program is promoting the student's development and learning.

Discussion during the review should focus on the following questions:

- Is the IEP, in the student's/parent's/teacher's view, meeting the student's needs?
- Does the IEP still accurately reflect the student's educational challenges?
- How effective are the strategies and resources in supporting student learning?
- How much progress has the student made towards achieving the annual student outcomes/short-term learning objectives?
- Is there new information that suggests changes be made in the student's programming?
- Are new annual student outcomes/short-term learning objectives needed to reflect the student's changing strengths, challenges, and interests more accurately?

If the student is attaining short-term learning objectives satisfactorily, the plan as written will be continued. If the student is learning at a faster rate than anticipated, new or additional annual student outcomes/short-term learning objectives will be developed.

If the student is making unsatisfactory progress, the review process may take the team back to any of the steps in the IEP development.

More information may need to be gathered. Annual student outcomes/short-term learning objectives may need to be revised. New instructional or assessment strategies or help from other professionals may be needed. The student may be able to provide valuable insight into what needs to be changed.

All changes are recorded in the IEP. Changes should be done as a revision to the original IEP on the electronic system. If the formal reviews or any other meeting of the IEP team result in changes to the student's annual student outcomes, parents' signatures are required. For changes to short-term learning objectives, no signature is required.

Informal meetings may result in changes to strategies, resources, or supports, but not to annual student outcomes/short-term learning objectives. An IEP team member is expected to communicate these changes to parents but they are not required to sign every time this type of change is made.

Senior Secondary

For senior secondary students, the IEP team will have the additional task, when reviewing the student's progress, of determining the credits to be granted for the achievement of IEP short-term learning objectives and recording these credits. Credits may be accumulated as short-term learning objectives are met up to the maximum credits allowed for a particular course designation e.g. English – Grade 10 IEP.

The school administration will submit the credit(s) earned, upon completion of short-term learning objectives, one or more credit at a time or credits completed at the end of each semester to Student Records, Department of ECE, for inclusion in the student's transcript.

A more detailed description of the recording of credits for students on IEPs is available in Section 3 of the NWT School Handbook (revised June 2013).

Implementing and Reviewing the IEP – Evaluate student progress in relation to annual student outcomes

Student progress is evaluated throughout the year and at year-end for students on IEPs in a similar manner as for other students. The annual student outcomes are reviewed along with any learning outcomes for work on NWT curricula.

Evaluation must be completed in relation to achievement of the annual learning outcomes, and reported as to what progress has been made on those outcomes. As with the progress for other students, assessment may be based on samples of student work, demonstrations, assessments with accommodations in place, etc. Methods for evaluation progress will have been determined by the IEP Team and outlined on the IEP in Section 3F.

As the student's current level of performance (CLP) is key to both measuring progress and to establishing the following year's IEP priorities, it is important to record the student's year end CLP for each annual student outcome in direct measurable and observable detail. Discussions of these levels will determine whether the target skill needs further work in the following year or whether other target skills should become priorities.

Implementing and Reviewing the IEP – Evaluate the IEP at year end

At the end of the school year, or if the student transfers to another school, the IEP team conducts a review of the IEP, documents student progress and writes recommendations for the coming year or new school. When writing the recommendations, consideration should be given to the answers to the following questions regarding the IEP development and the IEP implementation.

- Was the student involved to the greatest extent possible?
- Were parents involved in developing and/or revising annual student outcomes and short-term learning objectives?
- Was all pertinent background information included in the IEP?
- Was the number of annual student outcomes prescribed manageable?
- Were the criteria for achieving each short-term learning objective realistic and appropriate?
- Was the assignment of responsibilities for implementation clear?
- Was the student, whenever possible, encouraged to take responsibility for their own growth and progress?
- Was there sufficient communication among team members over the school year?
- Were daily plans consistently followed? If not, what problems prevented their implementation?
- Were the objectives addressed logically and sequentially?
- Were materials appropriate and available?
- Has the level of performance changed since the beginning of the school year?
- Did the student make gains in areas that were not part of the annual student outcomes and short-term learning objectives of the IEP?

The year-end evaluation helps to ensure continuity of the student's learning by forming the foundation on which the following year's IEP is developed. In addition to evaluating the success of the IEP in promoting student learning, the success of the IEP process itself should also be evaluated. The team members should review their own roles and responsibilities and be accountable for their performance with respect to their contribution to the development and implementation of the IEP being evaluated. Suggestions for ways to improve the process should be noted.

IN CONCLUSION

Developing Individual Education Programs is neither quick nor easy. While all students require clearly articulated learning outcomes, by definition, students who require individual education programs have learning outcomes which are, more often than not, unique to them. In turn then, the program and supports required to meet those unique outcomes is also highly individualized.

The preceding pages have outlined the process for identifying long-term life goals and annual student outcomes, and developing an IEP to move forward toward those goals. Thoughtfully developed and well implemented, such IEPs will increase the probability that students' lives will improve as a result – improved outcomes for students is a goal of individual education programs.

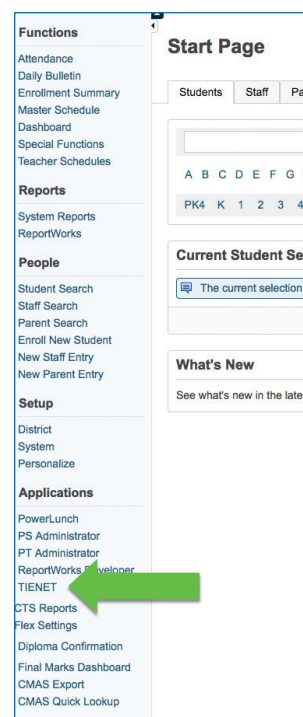
SECTION 4:

Accessing and Using Tienet for SSPS and IEPS

Part 1: Using TIENET

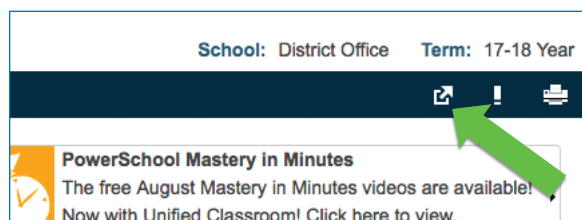
ACCESSING TIENET THROUGH POWERSCHOOL/POWERTEACHER

1. Log into PowerSchool or PowerTeacher.
2. In PowerSchool:
 - a. On the left side menu, scroll down to TIENET and click.



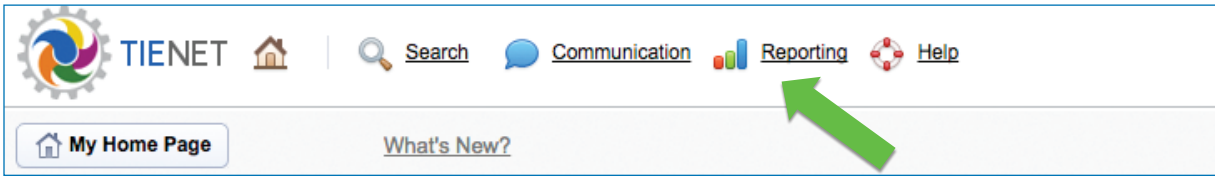
In PowerTeacher or PowerSchool:

- b. On the right side of the top menu, click the icon.



You will then connect to the TIENET homepage.

TIENET HOMEPAGE

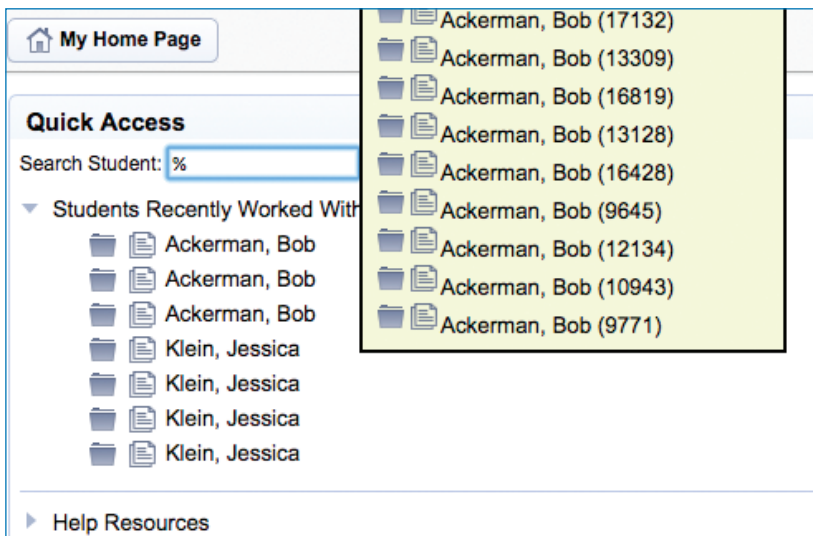


You may click the underlined words or the icons on the Navigation Bar to move to the following sections.

	House: returns you to your Home Page from anywhere in the system.
	Search: Provides you with access to a quick search form that allows you to search for students or staff in the system. The % symbol acts as the wildcard search.
	Communication: Note that most districts are not using the Communication tool inside of Tienet. If your district is using it, they will provide training.
	Reporting: Provides you with access to the list of available reports.
	Help: Provides you with access to reference materials and troubleshooting tools.
	Logout: enables you to logout of the system.

The toolbar is below the navigation bar and it changes depending upon where you are in the system.

- Your homepage can be rearranged by selecting the boxes and dragging them to where you want them located. The boxes on your Homepage allow for quick access to recently accessed student profiles, reports you have generated, or your caseload (once created).



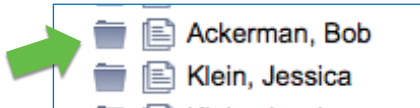
- When searching for a student, either through Quick Access, or through Search, you can use the % sign as a wildcard. Thus, searching for K% will give you all students whose last name starts with 'K'. Searching for %K will give you all the students whose last name ends with 'K'.

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

- If you click on the Folder icon by a student's name, it will take you to the Student Profile.



- The Student Profile has a number of pages including:

My Home Page **Bob Ackerman (13309)**

Profile Documents Events

General Demographics Edit Print

Student Demographics

Student ID 13309

- ◆ General Demographics
- ◆ Program Information
- ◆ Events
- ◆ SSP Accomms (under development)
- ◆ Assessment History (under development)
- Once you have chosen the folder, you may move the cursor to the arrow included within the General Demographics box to open the pulldown. Your choices are then General Demographics, Program Information, Events, etc.

Part 2: TIENET

GENERAL DEMOGRAPHICS

My Home Page Bob Ackerman (13309)

Profile Documents Events

General Demographics Edit Print

General Demographics

Student Demographics

Student ID

Student's Name

General Demographics

Program Information

SSPAccomms

Assessment History

NOTE:

General Demographics is populated from PowerSchool/PowerTeacher. Therefore, any changes to demographic information must be made through PowerSchool/PowerTeacher.

PROGRAM INFORMATION

The type of program is automatically generated based on whether an SSP or IEP is created for a student.

Assessment/Support Services is information that can be entered by the school. It is important to consider the following:

- All categories up to Specialized Assessment should only reflect services and/or assessments that are relevant for the current year.

Tienet Search Communication Reporting Help

My Home Page Bob Ackerman (13309)

Profile Documents Events

Program Information Edit Print

Program Information

Program Type

☐ Regular Program

☐ Regular Program with Accommodations / Adaptations for Learning Difficulty

☐ Regular Program with Accommodations / Extensions for Enrichment

☒ Individual Education Program

☐ Modified Education Program Above Grade Level

☐ Modified Education Program Below Grade Level

Assessment/Support Services

☐ Audiology

☒ Medical

☐ Occupational Therapy

☒ Speech Services

☐ Vision Services

☐ Behaviour Plan

☐ Mental Health Services

☐ Physiotherapy

☐ Specialized Assessment

☐ Other:

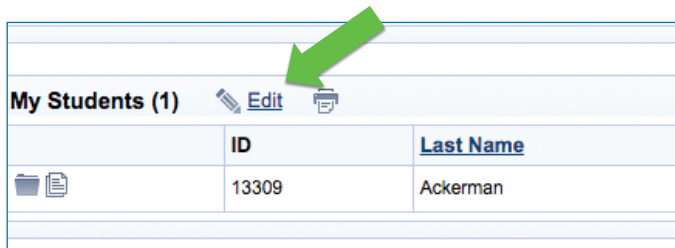
CASE LOADS





TIENET allows a PST, RISC or teacher to set up a Case Load. The Case Load provides the user with a list of current students with whom they are working. However, it should be noted that once a Case Load is created, **it does not automatically add students who have SSPs, MEPs, or IEPs that were created later, nor are students who are new to the district automatically added.** Thus, depending upon the Case Load to be an accurate representation of the students with whom the staff person is working is not sound practice. Whoever has created the Case Load is responsible for keeping it up-to-date afterwards.

The Reporting category must be used to obtain accurate numbers of individuals with SSPs, MEPs, and IEPs. It must also be used to generate an accurate list of those individuals. This would also be a good way of determining whether all a user's students are included within their Case Load.


To add a student to a Case Load, complete the following steps:

1. On the Home Page, go to the "My Students" box and click Edit.





My Students (1)  Edit 		
	ID	Last Name
 	13309	Ackerman


2. On the My Student Caseload page, you will see the Add Students to Standard Caseload tab. Click on this option.

 My Home Page

My Student Caseload



 Add Students to Standard Caseload

 Remove Students from Standard Caseload

 New Caseload Group

My Student Caseload

(1 students)



ID	Last Name	First Name	Birth Date	Grade	Sex	School	City
13309	Ackerman	Bob	07/08/2003	08	Male	Scheduling Feeder School	

NOTE: Your homepage may appear differently than illustrated.

- You will be asked to Search for a student. A list of students can be generated by using the wildcard search, (%). Check the box for any (or all students) whom you wish to add to your case file, and then click the Add Students Marked Below to Standard Caseload tab.

Add Students Marked Below to Standard Caseload

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Page size: 15

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<input type="checkbox"/>	930	Cluff	Kelsee	09/21/2000
<input type="checkbox"/>	1945	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	8639	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	4851	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	10241	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	580	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	5772	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	6065	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	5217	Cluff	Kendra	09/21/2000
<input type="checkbox"/>	12720	Cluff	Kendra	09/21/2000
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Page size: 15

Add Students Marked Above to Standard Caseload

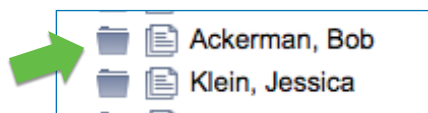
SSP ACCOMMS (UNDER DEVELOPMENT)

ASSESSMENT HISTORY (UNDER DEVELOPMENT)

FOLDER ICON – DOCUMENTS FILE TAB OR PAGE ICON

A list of all documents related to an individual student can be accessed through the Documents File Tab located to the right of the Profile Tab within the Student Folder. This can also be accessed directly through using a student search.

Documents can be opened by clicking on the underlined link.



PDF documents relevant to the student file can be attached to the Support Plan. Documents that may be attached include SLP and OT reports, recommendations from Educational Psychology reports, etc.

Student Support Plan (Revision: SSP 2016-2017) Attachment: Reiterative IEP process.png	Draft	07/04/2017 Tue, 09:15 PM	07/31/2017 Mon, 01:53 PM	---	Revision Of: Student Support Plan (SSP 2016-2017)
Student Support Plan (SSP 2016-2017)	Final	07/04/2017 Tue, 09:05 PM	07/04/2017 Tue, 09:11 PM	07/04/2017 Tue, 09:11 PM	
▼ Documents for 2015/16					

If a document is opened and the following message appears at the top of the page, please ensure that you choose update. The message in red indicates that there have been changes made to the student's file in Powerschool that need to be moved to TIENET. Updates do not show for 24 hours.

[My Home Page](#) [Bob Ackerman \(17132\) > Documents](#) [Draft: Student Support Plan \(Revision, 2016-17\)](#)

[Edit This Section](#) [Set Document...](#) [Print...](#) [Navigate To...](#) [More...](#)

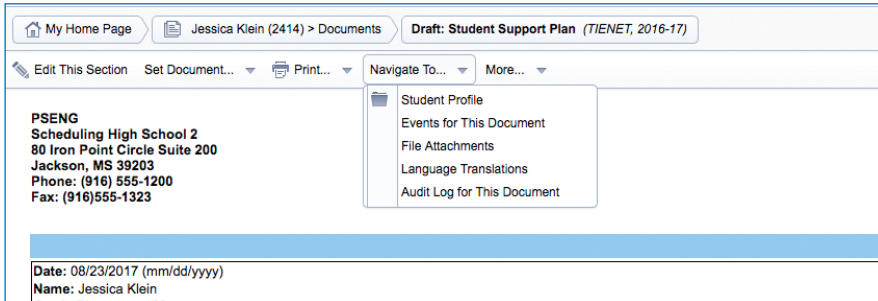
Information in the student profile has changed. Update the following document field(s)? School
[Update Document Now](#), [Ignore changes](#)

Date: 07/17/2017 (mm/dd/yyyy)
Name: Bob Ackerman
Grade Placement: 08

ATTACHING DOCUMENTS

To attach documents to an SSP, MEP, or IEP, follow these steps:

1. Open the SSP, MEP, or IEP. Go to the Navigate To... pulldown on the Toolbar and click File Attachments.



My Home Page | Jessica Klein (2414) > Documents | Draft: Student Support Plan (TIENET, 2016-17)

Edit This Section | Set Document... | Print... | Navigate To... | More...

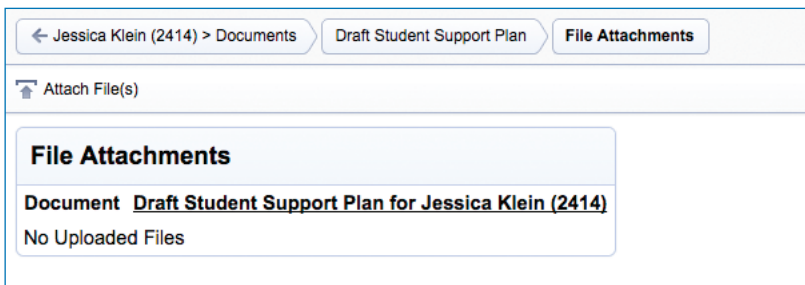
PSENG
Scheduling High School 2
80 Iron Point Circle Suite 200
Jackson, MS 39203
Phone: (916) 555-1200
Fax: (916) 555-1323

Date: 08/23/2017 (mm/dd/yyyy)
Name: Jessica Klein

Student Profile
Events for This Document
File Attachments
Language Translations
Audit Log for This Document

NOTE: At time of writing, some regions do not allow attachments. Check with your region.

2. Choose Attach Files on the Toolbar.



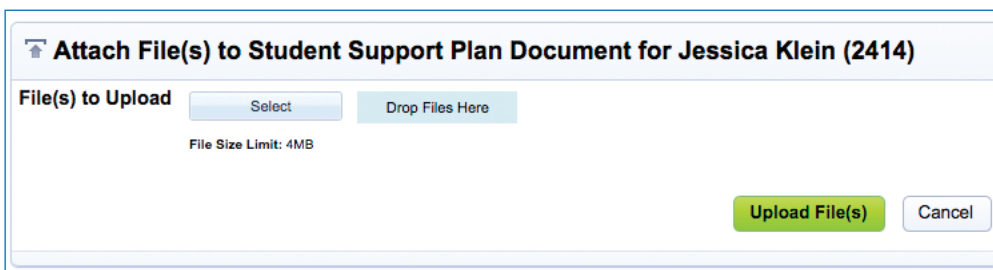
← Jessica Klein (2414) > Documents | Draft Student Support Plan | **File Attachments**

Attach File(s)

File Attachments

Document **Draft Student Support Plan for Jessica Klein (2414)**

No Uploaded Files



Attach File(s) to Student Support Plan Document for Jessica Klein (2414)

File(s) to Upload | Select | Drop Files Here

File Size Limit: 4MB

Upload File(s) | Cancel

3. Choose the file on the computer you wish to upload.

The attachment, once uploaded, will show on the document list.

[← Jessica Klein \(2414\) > Documents](#) [Draft Student Support Plan](#) [File Attachments](#)

📎 Attach File(s)

File Attachments

Document [Draft Student Support Plan for Jessica Klein \(2414\)](#)

	File Name	File Size	Uploaded By
🔍	CELA.docx	75k	MERRIL_DEAN (Merril Dean)

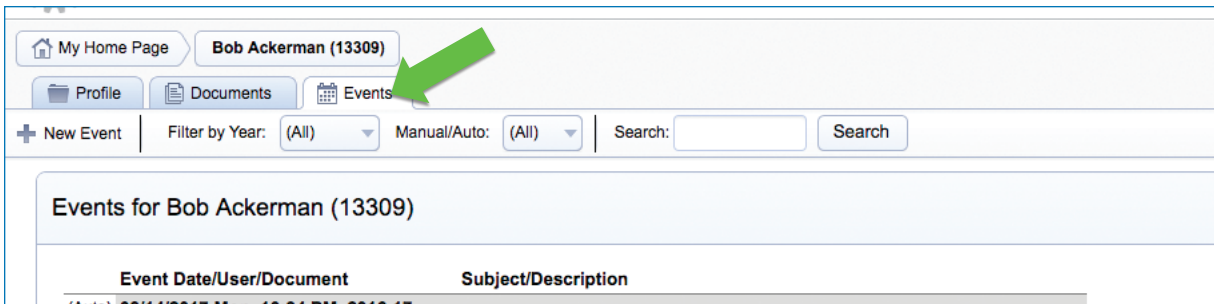
Create New Document: [Go](#)

▼ Documents for 2016/17	Status	Creation Date ▼	Modification Date	Finalization Date
<div><div>📎</div>Student Support Plan (TIENET) Attachment: CELA.docx</div>	Draft	08/14/2017 Mon, 09:44 PM	08/14/2017 Mon, 09:49 PM	---

FOLDER ICON – EVENTS

Any work done on a student's TIENET file can be tracked through Events. As well, manual notes can be added to Events to document items related to a student file, or specific SSP/IEP through adding a manual event. For example, adding a manual event to the file to document contact made with parents regarding implementation of an SSP, arrangement of meetings, conversations etc. can all be manually documented in Events. It is important to recognize that all documentation put into the Events file, like any information on a student file, is subject to subpoena and access through ATIPP.

The Events tab is found on the Student Page. It is generally the third folder tab across the top.

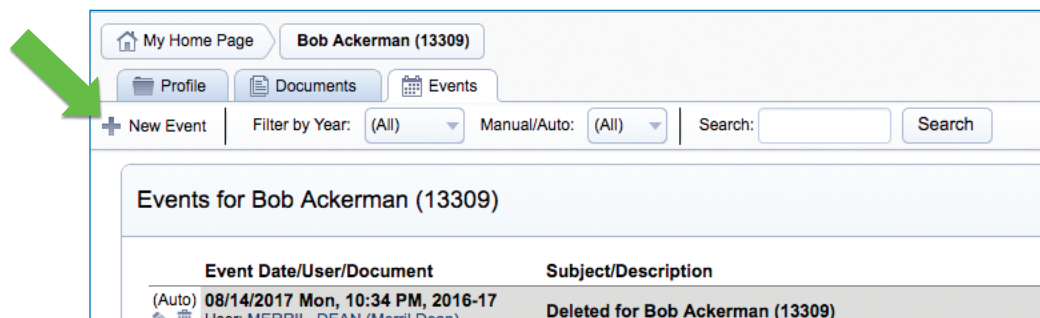


As can be seen in the following screenshot – all actions on the student's file is documented within the Events Log.

Events for Bob Ackerman (13309)	
Event Date/User/Document	Subject/Description
(Auto) 08/14/2017 Mon, 10:34 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Individual Education Plan	Deleted for Bob Ackerman (13309) Deleted Draft for Bob Ackerman (13309)
(Auto) 07/31/2017 Mon, 01:49 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Deleted for Bob Ackerman (13309) Deleted Draft for Bob Ackerman (13309)
(Auto) 07/31/2017 Mon, 01:49 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Deleted for Bob Ackerman (13309) Deleted Draft for Bob Ackerman (13309)
(Auto) 07/31/2017 Mon, 01:48 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Deleted for Bob Ackerman (13309) Deleted Draft for Bob Ackerman (13309)
(Auto) 07/31/2017 Mon, 01:48 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Deleted for Bob Ackerman (13309) Deleted Draft for Bob Ackerman (13309)
(Auto) 07/31/2017 Mon, 01:47 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Student Support Plan for Bob Ackerman (13309) Set to Final Status Status of Student Support Plan for Bob Ackerman (13309) changed from review to final.
(Auto) 07/31/2017 Mon, 01:46 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Student Support Plan for Bob Ackerman (13309) Set to Review Status Status of Student Support Plan for Bob Ackerman (13309) changed from final to review.
(Auto) 07/31/2017 Mon, 01:35 PM, 2016-17 User: MERRIL DEAN (Merril Dean) Document: Student Support Plan	Bob Ackerman (13309) Parents did not attend meeting on July 31 to sign SSP

To add a manual Event to the log, follow these instructions.

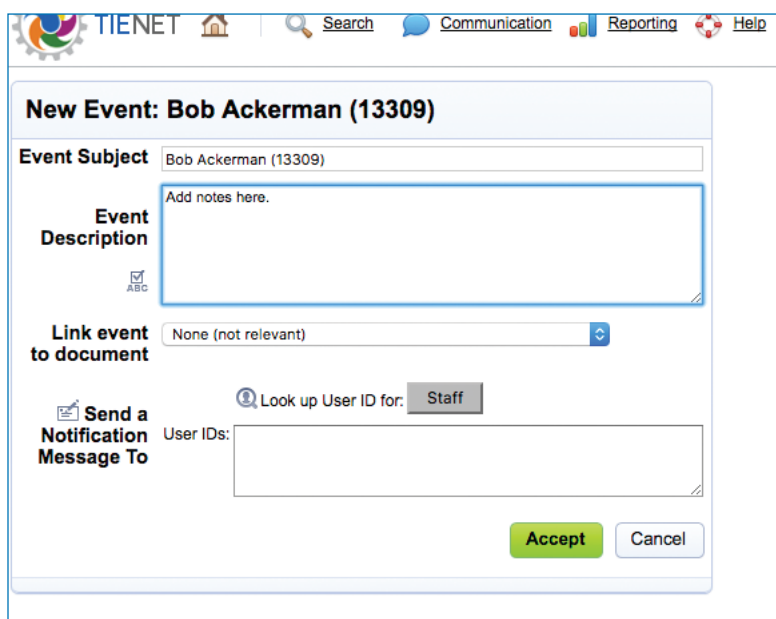
1. Open the student log by choosing the folder tab “Events”.
2. Choose the + New Event on the left side of the screen.



The screenshot shows the Tienet interface for a user named Bob Ackerman (13309). The top navigation bar includes 'My Home Page', 'Profile', 'Documents', and 'Events'. Below the navigation bar, there is a '+ New Event' button, a 'Filter by Year: (All)' dropdown, a 'Manual/Auto: (All)' dropdown, and a search bar. The main content area displays 'Events for Bob Ackerman (13309)' with a table showing event details. A green arrow points to the '+ New Event' button.

Event Date/User/Document	Subject/Description
(Auto) 08/14/2017 Mon, 10:34 PM, 2016-17 User: MERRIL DEAN (Merril Dean)	Deleted for Bob Ackerman (13309)

3. Enter your notes/comments in the box Event Description.



The screenshot shows the 'New Event: Bob Ackerman (13309)' form. The form includes fields for 'Event Subject' (Bob Ackerman (13309)), 'Event Description' (Add notes here.), 'Link event to document' (None (not relevant)), and 'Send a Notification Message To' (User IDs:). There are also buttons for 'Accept' and 'Cancel'.

New Event: Bob Ackerman (13309)

Event Subject Bob Ackerman (13309)

Event Description Add notes here.

Link event to document None (not relevant)

Send a Notification Message To User IDs:

Look up User ID for: Staff

Accept **Cancel**

4. Choose whether to link the Event Description to a specific document in the student file.

The screenshot shows a web form titled "New Event: Bob Ackerman (13309)". It has three main sections: "Event Subject" with a text field containing "Bob Ackerman (13309)", "Event Description" with a large text area containing "Add notes here.", and "Link event to document" with a dropdown menu. The dropdown menu is open, showing a list of options: "None (not relevant)", "Student Support Plan (2016-17)", "Student Support Plan (2016-17)", "Individual Education Plan (2016-17)", "Student Support Plan (2016-17) (Revision: SSP 2016-2017)", "Student Support Plan (2016-17) (SSP 2016-2017)", and "Student Support Plan (2015-16)". There is also a "Send a Notification Message To" section with a text field.

5. Choose Accept to save the Manual Event.

The screenshot shows the same web form as before, but now the "Link event to document" dropdown menu is closed and set to "None (not relevant)". A green arrow points to the "Accept" button at the bottom right of the form. The "Send a Notification Message To" section now includes a "Look up User ID for:" button set to "Staff" and a "User IDs:" text field.

Note: Manual events can be edited and deleted by the creator. Automatic Events can only be edited or deleted by the Security Administrator.

Part 3: Writing and Managing Student Support Plans

TIENET will only provide accurate data if correct processes are used for beginning, copying, or revising SSPs. Using incorrect processes may cause documents to be stored or counted in data in the incorrect year, or double-counted.

Ideally, at the beginning of the year, or when it is determined a student will be placed on a SSP with accommodations or an MEP, a new document should be started. If it is decided that the previous year's document will be used as the starting point, a new SSP must still be created and the previous document copied into it following the instructions in **Using a Previous Year's Information on an SSP**.

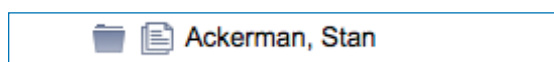
Once the SSP is written, reviewed by the PST and/or principal, and **approved** by the parent, the document is to be "Finalized". The term, Finalized, simply means that the document is a working document in use.

SSPs are living documents and subject to revision throughout the year as a student's required supports change or evolve. When it is necessary to change the SSP, the finalized document should be opened and a revised document created following the instructions in **Revising or Changing the SSP within the Year**. Creating a revised document following this process will ensure that a history of growth and changes in the SSP are documented in the historical documents for the year, and a history of successful and unsuccessful accommodations can be intuited from the changes. Again, as soon as the revised SSP is reviewed and approved by the PST/principal and parents, it needs to be finalized. A student may have 3-4 finalized SSP's over the course of a year. At a minimum, SSPs should be reviewed at reporting times.

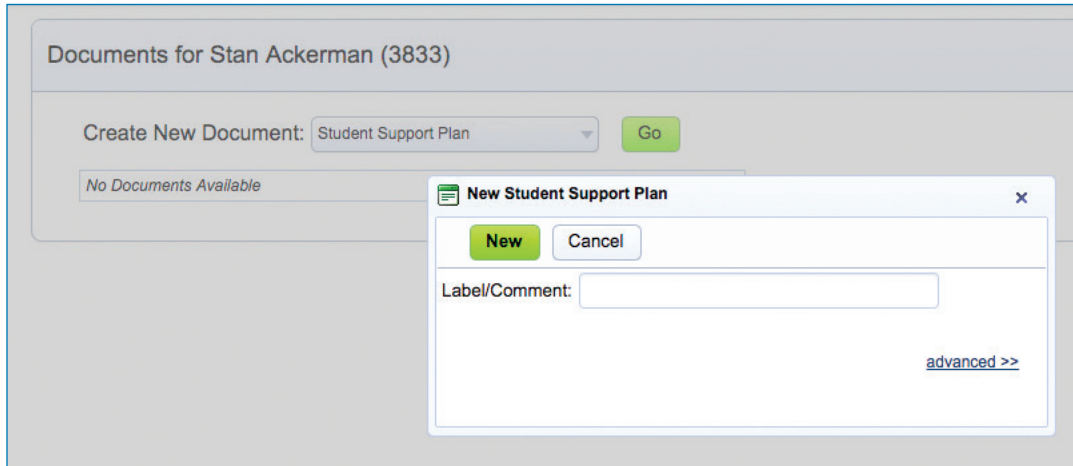
******A common error occurs when teachers copy a previous SSP within the year instead of doing a revision. If this happens, the revision history for the student is no longer accessible. A document should never be copied within the same year.

STARTING A NEW SSP WITH ACCOMMODATIONS OR MEP

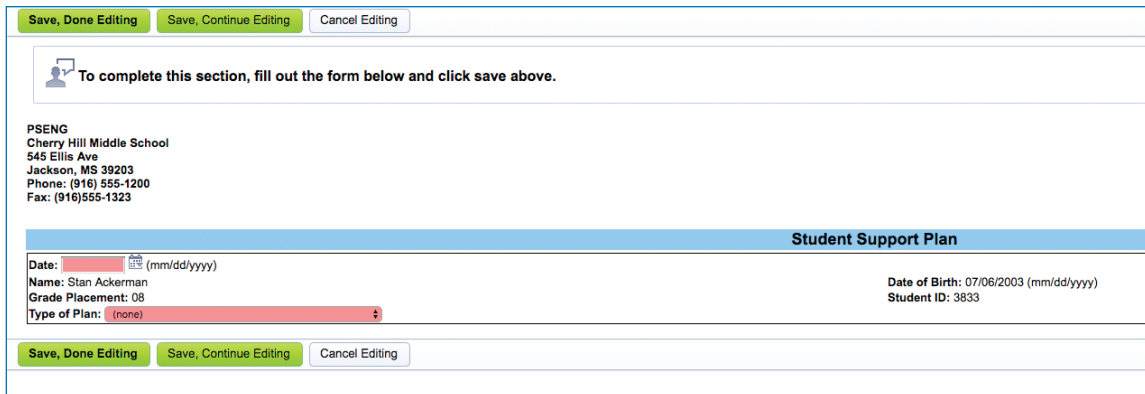
1. Navigate to a student document library by clicking on the *page* icon beside the student's name under "My Students" on your home page. Alternatively, if the student is included under Quick Access as a recently worked with student, the *page* icon next to the student's name on that list can also be used. Once the new page is opened, click on the drop-down menu next to *Create New Document* and select the document type, "Student Support Plan".



2. Click on the green Go button. The SSP will be automatically named. There is no reason to put anything under “*Comment*” unless there is specific information that the user wishes to include.



3. Click on the word *New* and the New SSP will open.



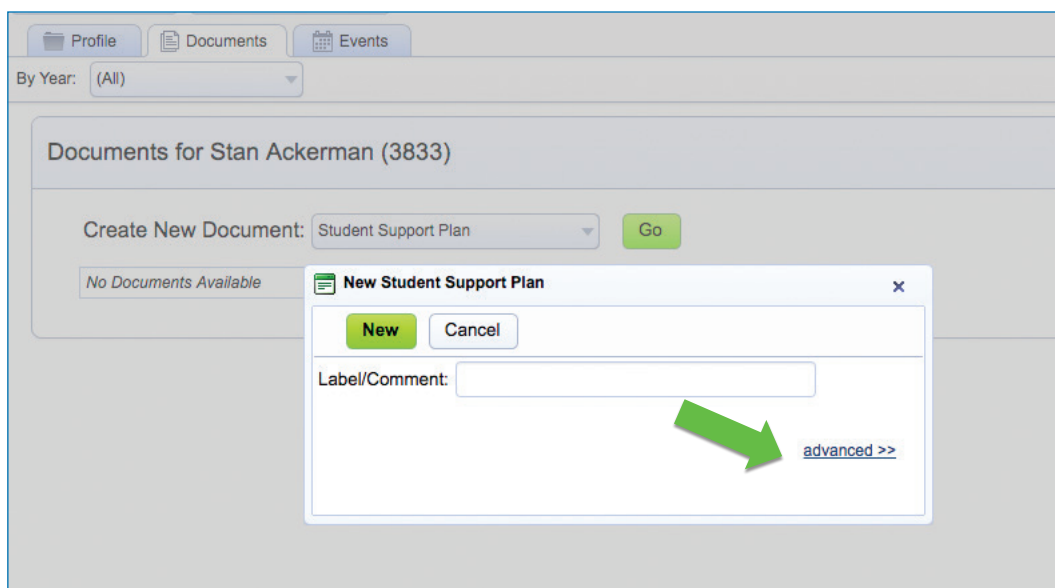
Under “Type of Plan”, there will be a choice for all plan types allowed in the NWT.

USING A PREVIOUS YEAR'S INFORMATION ON AN SSP

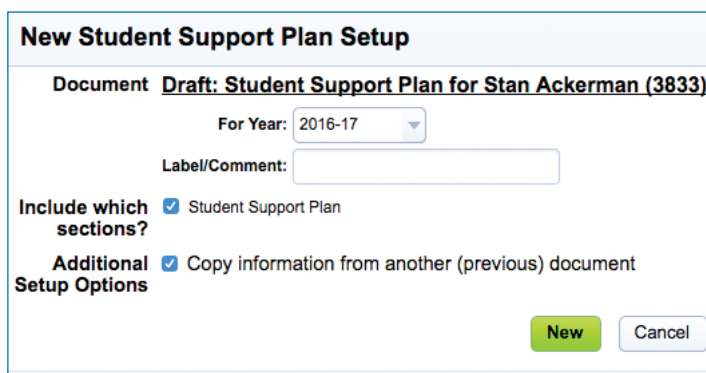
At the beginning of a school year, it may be determined that many of the supports, accommodations or modifications on the previous year's SSP should be used again in the current year. If this is the decision, it may be easier to copy the previous year's SSP and edit it than to begin a new SSP without doing so.

It is very important that the teacher carefully consider what previous strategies and supports will be continued. It is important, when using this process to generate a new SSP, that all supports and accommodations are carefully reviewed, and where possible, discussed with the student and parents as to their efficacy and/or usefulness.

1. Navigate to a student document library by clicking on the *page* icon. Click on the drop-down menu next to *Create New Document* and select the document type "Student Support Plan". Then, press "Go". (see instructions in **Starting a New SSP with Accommodations or MEP**)
2. Choose Advanced on the box that pops up.



3. On the Advanced page, make certain that "Student Support Plan" has a check mark in the small box left of it. If it does not, then click in the box and a check mark should appear. Then, click in the box to the left of the instruction, "Copy information from another (previous) document". Then click on New.



- Choose which previous document to be copied by clicking in the box. Choose Accept.

Copy Information From Other Document

Document to copy to Student Support Plan (Draft) for Bob Ackerman (17132)

Document to copy from

2016 / 17

Other

	Document Type	Status	Creation Date	Modification Date
<input type="checkbox"/>	Student Support Plan (Revision)	Draft	07/17/2017 Mon, 11:32 AM	07/17/2017 Mon, 11:32 AM
<input type="checkbox"/>	Student Support Plan	Final	07/17/2017 Mon, 10:46 AM	07/17/2017 Mon, 11:31 AM

Accept

Cancel

- Again, select the check box beside “Student Support Plan” and ensure that the correct source document has been chosen.

Copy Information From Other Document

Document to copy to Student Support Plan (Draft) for Bob Ackerman (17132)

Source document to copy from Student Support Plan (Final)
 Created:07/17/2017 Mon, 10:46 AM Modified:07/17/2017 Mon, 11:31 AM

Copy information from which source document sections?
☒ Student Support Plan

Accept

Cancel

- Edit the newly created document. Note that the introduction to the document indicates that information has been copied from a previous document.

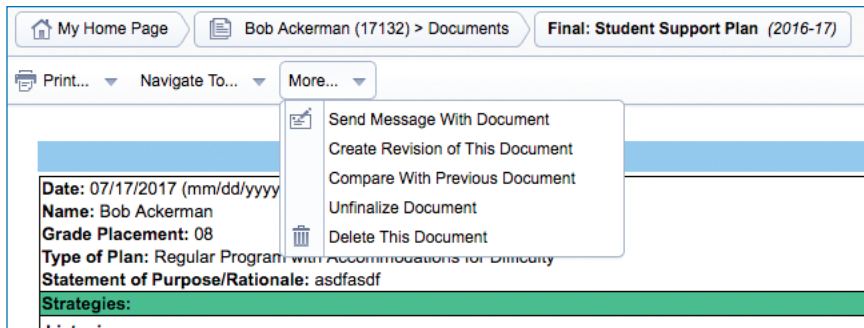
PSENG
Scheduling Feeder School
545 Ellis Ave
Jackson, MS 39203
Phone:
Fax: (916)555-1323

Student Support Plan

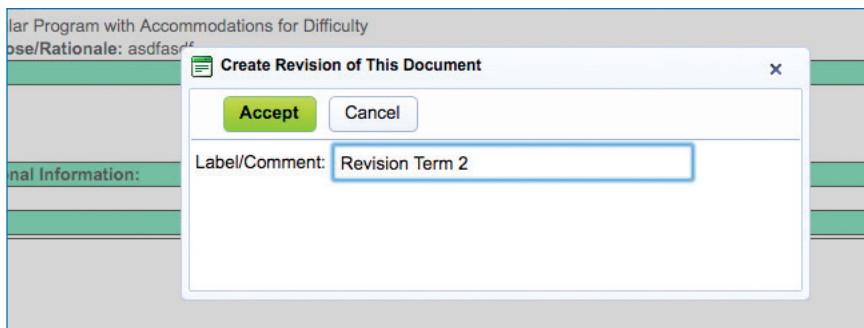
Date: 07/17/2017 (mm/dd/yyyy)
Name: Bob Ackerman
Grade Placement: 08
Type of Plan: Regular Program with Accommodations for Difficulty
Regular Plan For Accommodations of Difficulty:
This means that the student is expected to meet NWT curricular outcomes at grade level, but that certain accommodations are needed in order to help the student succeed.
A Student Support Plan is being developed to articulate the necessary accommodations. Is this the program type you wish to choose? Yes No
Statement of Purpose/Rationale:
Bob has been diagnosed with a Specific Learning Disorder in Reading - word reading and reading fluency. He requires accommodations in all subjects with a reading component, in order to be successful.
Strategies:
Add Row Reading
Bob should be accessing electronic copies of textbooks and using a pdf reader.
Bob will use BOOKSHARE AND CELA to download books for English as well as for pleasure reading.

REVISING OR CHANGING THE SSP WITHIN THE YEAR

1. Open the SSP that is to be revised. Choose the “More” pulldown menu and select “Create Revision of this Document”.



2. A new window will open asking if you wish to create a new revision. Note that the Comment Box indicates it is a revision. Choose Accept.



3. A newly labelled Revised Document will be opened. **Note: Only a finalized document can be revised and there can only be one Revised Document opened at a time. The Revised Document must be finalized before another revision can be created.**

CONTENT OF AN SSP WITH ACCOMMODATIONS

Note: All boxes that are red in TIENET **must** be filled in.

1. Demographic Information

All demographic information (Student name, DOB, ID, grade, parent names, teacher names etc.) are generated from PowerSchool. If the information on the SSP is incorrect, it means the information on PowerSchool needs to be corrected.

2. Date on the Plan should be today's date. If copied, ensure you update the date.

3. Type of Plan – choose the correct plan. An explanation of the type of plan chosen will come up. You must indicate if the correct type of plan was chosen.

Save, Done Editing Save, Continue Editing Cancel Editing

PSENG
Scheduling High School 2
80 Iron Point Circle Suite 200
Jackson, MS 39203
Phone: (916) 555-1200
Fax: (916)555-1323

Student Support Plan

Date: 08/23/2017 (mm/dd/yyyy)
Name: Jessica Klein
Grade Placement: 09
Type of Plan: Regular Program with Accommodations for Difficulty
Date of Birth: 10/04/1995
Student ID: 2414

Regular Plan For Accommodations of Difficulty:
This means that the student is expected to meet NWT curricular outcomes at grade level, but that certain accommodations are needed in order to help the student succeed.
A Student Support Plan is being developed to articulate the necessary accommodations. Is this the program type you wish to choose? Yes No

Save, Done Editing Save, Continue Editing Cancel Editing

4. Statement of Purpose/Rationale

This statement should be short and concise. It should provide an answer to the following question:

- Why does the teacher(s) believe the student requires accommodations to succeed in the Regular Program? If there is a diagnosis that impacts on the student's learning, it should be named in this statement.


5. Focus Areas identified on the plan are chosen from the Drop-down pick list on TIENET. The listed areas represent both subjects and general skills. If necessary, additional focus areas can be added under the Focus Area labelled "Other". This option should be used sparingly, if at all.

It is important that a new Focus Area be added for each subject or general skill. **DO NOT list all accommodations under different subjects or general areas under one focus area. This would prevent TIENET from tracking the types of accommodations being used.**

Strategies:

Strategy	Action
Reading	+
Motivation	+

Pre-teach vocabulary and key concepts

6. Strategies under the Focus Area can be entered a number of different ways. By pressing the microphone (if available), the strategies can be dictated verbally to the plan. Alternatively, you may add accommodations by typing them directly in the box. If the icon of the rows of lines is chosen, , then a pick list of possible strategies is provided. It is recommended, if using the pick list, to choose strategies carefully, and to choose only those strategies that are being used regularly.

Check the appropriateness of the chosen strategies by answering the following questions:

- Is this strategy simply good teaching strategy or part of universal design for learning?
- Can the student meet expected learning outcomes, at a passing level, without this strategy?
- Does the strategy use the student's strengths as well as respond to their challenges?
- Is consistent implementation of this strategy realistic for the teacher?
- Can this strategy be implemented without isolating the student or drawing unnecessary attention to them?

The number of strategies chosen under the Focus Area should be kept to a low number to ensure realistic implementation for both the student and the teacher. Strategies may be discontinued, substituted, or added when the Student Support Plan is reviewed.

7. Comments/Additional Information

Any additional information about the student that is pertinent to the implementation of the Student Support Plan may be added here. Factors that may be affecting the student's performance such as attendance, second-language learning, or health conditions are a few examples. Comments might also include suggestions for help at home.

8. Signatures

While Parental Signatures are not required to implement a Student Support Plan with Accommodations for Difficulty or Enrichment, best practices would suggest that such signatures should be obtained. At the very least, communication with the parents regarding the SSP should be documented in the Events section of TIENET. The SSP must be signed by the teacher, principal and PST.

CONTENT OF A SSP WITH MODIFICATIONS/MODIFIED EDUCATION PLAN

Note: All boxes that are red in TIENET **must** be filled in.

A MEP cannot be begun for a student until the SBST has approved the placement of the student on an MEP.

1. Demographic Information

All demographic information (Student name, DOB, ID, grade, parent names, teacher names etc.) are generated from PowerSchool. If the information on the SSP is incorrect, it means the information on PowerSchool needs to be corrected.

2. Date on the Plan should be today's date.

3. Type of Plan – choose the correct plan. An explanation of the type of plan chosen will come up. You must indicate if the correct type of plan was chosen.

PSENG
Cherry Hill Middle School
545 Ellis Ave
Jackson, MS 39203
Phone: (916) 555-1200
Fax: (916) 555-1323

Student Support Plan

Date: 08/15/2017 (mm/dd/yyyy)
Name: Stan Ackerman
Grade Placement: 08
Date of Birth: 07/06/2003 (mm/dd/yyyy)
Student ID: 3833
Type of Plan: Modified Program - Working Below Grade Level
Modified Program - Working Below Grade Level:
This means that the student (grade 1 to 9) is working on NWT curricular outcomes at some grade level below the assigned grade level in one or more curricular areas.
A Student Support Plan is being developed to target the specific curricular area(s), and possibly also general skills such as organization, memory etc.
(Note: Senior Secondary courses cannot be modified - by definition the curricular outcomes are at one grade level only.) Is this the program type you wish to choose? ☒ Yes ☐ No

4. Statement of Purpose/Rationale

This statement should be short and concise. It should provide an answer to the following question:

- Why does the teacher(s) believe the student requires modifications to succeed? If there is a diagnosis that impacts on the student's learning, it should be named in this statement.

5. Targeted Curriculum Outcomes

Once the subject (curricular) areas have been determined for a Modified Education Program, the teacher should collect all observational, informal and formal assessment data available for that student in those subjects and get a picture of what the student knows and can do. If various benchmarks exist in the subject area for different grade levels, then the student's achievement should be compared to these. If not, it should be compared to the expected learning outcomes of the grade levels below or above their grade placement. The curricular learning outcomes to be worked on should allow initial student success and then move to presenting more challenge.

It is quite possible that a student could be on a Modified Education Program in one or more subjects – e.g. two years below grade level in Math – but be on a Regular Education Program with Accommodations – i.e. achieving curricular outcomes at grade level (with listed accommodations) – in other subjects. **These can both be documented on one Student Support Plan.** The Type of Student Support Plan should be entered as a Modified Education Plan, the Curriculum Outcomes box should be filled out for the Modified Program and a note should be made in the Curriculum Outcomes box of which subject areas are under the regular program with accommodations for difficulty.


Note that the TIENET document states the following: “Referring to the curricular areas identified in the Statement of Purpose/Rationale, identify the curricular level/outcomes on which the student is working, as well as resources and persons responsible. It is not necessary to rewrite large sections of curricular documents - curricular name, and SLOs can simply be referenced.”

Student Support Plan	
Date: 08/15/2017 (mm/dd/yyyy)	Date of Birth: 07/06/2003 (mm/dd/yyyy)
Name: Stan Ackerman	Student ID: 3833
Grade Placement: 08	
Type of Plan: Modified Program - Working Below Grade Level	
Statement of Purpose/Rationale: Stan is working 3 years below grade level in math as assessed both formally through the FAM and confirmed by classroom pre-assessment of learning outcomes in math.	
Targeted Curricular Outcomes:	
Stan is working on the grade 5 math curriculum. He will follow the outcomes for each of the grade 5 curriculum under the strands being covered in class.	
Strategies:	

- Focus Areas identified on the plan are chosen from the drop-down pick list on TIENET. The listed areas represent both subjects and general skills. If necessary additional focus areas can be added under the Focus Area labelled “Other”. This option should be used sparingly, if at all.

It is important that a new Focus Area be added for each subject or general skill. **DO NOT list all accommodations under different subjects or general areas under one focus area. This would prevent TIENET from tracking the types of accommodations being used.**

Strategies:	
<div> Add Row <div> <div></div> <div></div> <div></div> </div> </div> <div> <div></div> <div></div> <div></div> </div> <div> Motivation </div>	<div> <div></div> <div></div> <div></div> </div> <div> Provide Stan choice in determining in what order he will complete tasks in class. </div>
<div> Add Row <div> <div></div> <div></div> <div></div> </div> </div> <div> <div></div> <div></div> <div></div> </div> <div> Math Computation </div>	<div> <div></div> <div></div> <div></div> </div> <div> Provide practice for math facts daily for short periods in order for the facts to become automatic </div>

- Strategies under the Focus Area can be entered a number of different ways. By pressing the microphone (if available), the strategies can be dictated verbally to the plan. Alternatively, you may add accommodations by typing them directly in the box. If the icon of the rows of lines is chosen, , then a pick list of possible strategies is provided. It is recommended, if using the pick list, to choose strategies carefully, and to choose only those strategies that are being used regularly.

Check the appropriateness of the chosen strategies by answering the following questions:

- Is this strategy simply good teaching strategy or part of universal design for learning?
- Can the student meet expected learning outcomes, at a passing level, without this strategy?
- Does the strategy use the student’s strengths as well as respond to their challenges?
- Is consistent implementation of this strategy realistic for the teacher?
- Can this strategy be implemented without isolating the student or drawing unnecessary attention to them?

The number of strategies chosen under the Focus Area should be kept to a low number to ensure realistic implementation for both the student and the teacher. Strategies may be discontinued, substituted, or added when the Student Support Plan is reviewed.

8. Comments/Additional Information

Any additional information about the student that is pertinent to the implementation of the Student Support Plan may be added here. Factors that may be affecting the student's performance such as attendance, second-language learning, or health conditions are a few examples. Comments might also include suggestions for help at home.

9. Signatures

While not required by the Education Act, (1996), parental signatures should be sought on the MEP. At a minimum, documentation of parent contact, meetings, and verbal permission should be attached to the MEP.

ENDING A SSP WITH ACCOMMODATIONS OR A MEP

SSP with Accommodations

It is important to recognize that accommodations on a SSP should represent more than a requirement that the student be exposed to good teaching practices. If a student has learned to use strategies independently, then a SSP may no longer be required. Parental contact should occur before terminating an SSP with Accommodations, and the reason for the termination should be noted in the Events Section of TIENET.

MEP

Removing a student from a modified program must be a collaborative decision with the School-based Support Team, rather than a decision made by a single teacher. By following a process and involving the School-based Support Team, we can better ensure that all appropriate supports, programming, and interventions have been successful and warrant moving a student back to a regular education plan with or without accommodations (REP).

At the meeting, the SBST will consider documentation and evidence of student progress (similar to the documentation needed for placement on a MEP):

- Classroom observations (PST/Teacher notes)
- Student portfolio or collection of work samples
- Interview information (parent/teacher/student)
- Review of existing documents (report cards, CUM[sic] file, past assessments)
- Assessment materials (teacher created, benchmark)
- Informal checklists (strengths and needs)

After review, the team will decide to:

- Continue with the MEP for the time being (new goals) or,
- Discontinue the MEP and transition to a REP.

If there is a decision made to remove the MEP/transition to a REP, the parent will be contacted for a meeting.

Parent Meeting

After the SBST meeting, the teacher and PST will meet with the parents about transitioning the student onto a REP and what that might look like in practice.

The principal and parents/guardians give approval for the student's "change of program". Only then is the student no longer on a MEP.

Documentation of the meeting is placed in the Student Support file

- The meeting minutes should be signed by the parent/guardian and a copy given to them to take with them.
- Copy of "Change of Program" form is placed in the Student Support file (signed by parents, teacher(s), PST, principal) and attached as a document to the most current MEP on TIENET.

Student will be closely monitored to ensure that the REP is allowing for student success.

Part 4: Writing and Managing Individual Education Plans

TIENET will only provide accurate data if correct processes are used for beginning, copying, or revising IEPs. Using incorrect processes may cause documents to be stored or counted in data in the incorrect year, or double-counted.

Ideally, at the beginning of the year, or when it is determined a student will be placed on an IEP, a new document should be started. If it is decided that the previous year's document will be used as the starting point, a new IEP must still be created and the previous document copied into it following the instructions in **Using a Previous Year's Information on an IEP**.

Once the IEP is written, reviewed by the PST and/or principal, and approved and signed by the parent, the document is to be "Finalized". The term, Finalized, simply means that the document is a working document in use.

IEPs are living documents and subject to revision throughout the year as a student's required supports change or evolve. When it is necessary to change the IEP, the finalized document should be opened and a revised document created following the instructions in **Revising or Changing the IEP within the Year**. Creating a revised document following this process will ensure that a history of growth and changes in the IEP are documented in the historical documents for the year. Again, as soon as the revised IEP is reviewed and approved by the PST/principal and parents, it needs to be finalized. A student may have 3-4 finalized SSP's over the course of a year. The IEP only needs to be signed once a year by parents IF THE LONG TERM ANNUAL STUDENT OUTCOMES REMAIN THE SAME FOR THE YEAR. If the Long Term Annual Student Outcomes are changed, the IEP must be resigned. Changes made to short-term learning objectives do not need to be signed off by the parent(s), but this information should be shared.

******A common error occurs when teachers copy a previous IEP within the year instead of doing a revision. If this happens, the revision history for the student is no longer accessible. A document should never be copied within the same year.

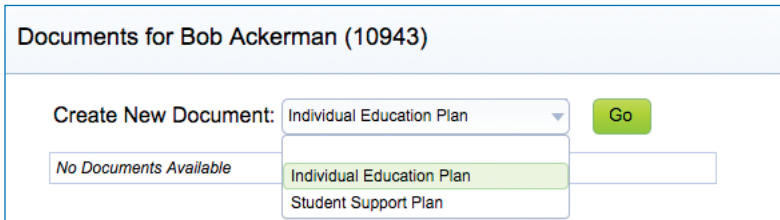
******* Another common error on IEP development is that when an IEP is being drafted for the following school year, it is mistakenly made in the current year. At this point, even IF next year's dates are put on it, it will remain in the current year's database.

STARTING A NEW IEP

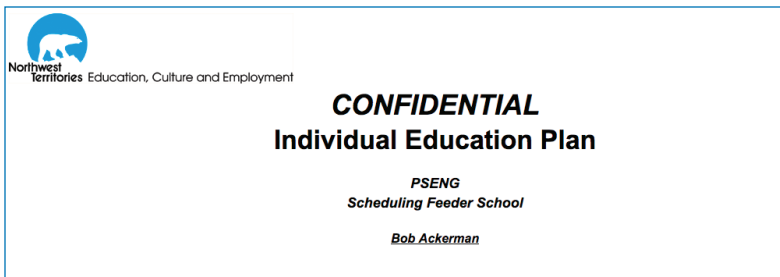
1. Navigate to a student document library by clicking on the *page* icon beside the student's name under "My Students" on your home page. Alternatively, if the student is included under Quick Access as a recently worked with student, the *page* icon next to the student's name on that list can also be used. Once the new page is opened, click on the drop-down menu next to *Create New Document* and select the document type, "Student Support Plan".



2. Click on the green *Go* button. The IEP will be automatically named. There is no reason to put anything under "Comment" unless there is specific information that the user wishes to include.



3. Click on the word *Go*, then *New* and the New IEP will open.

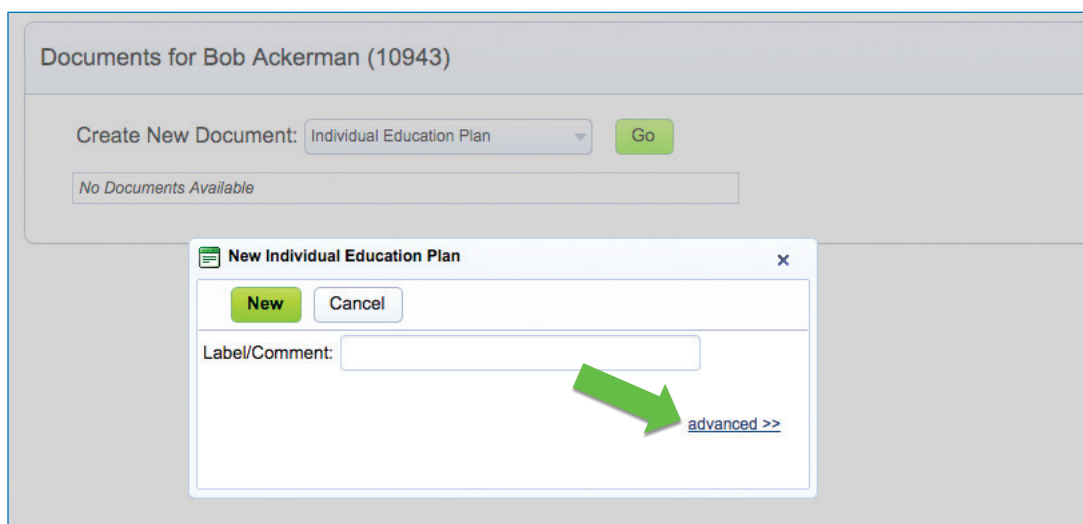


USING A PREVIOUS YEAR'S INFORMATION ON AN IEP

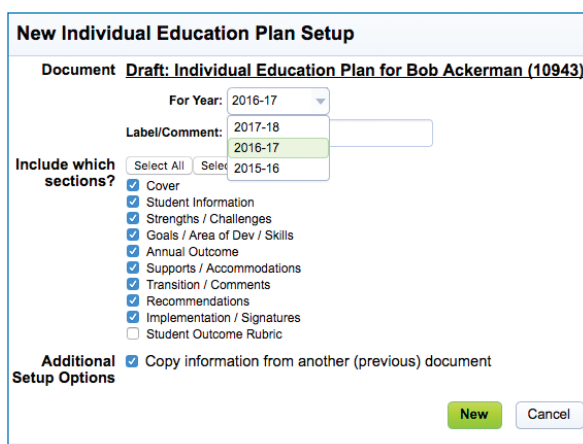
At the beginning of a school year, it may be determined that much of the background information etc. on the IEP of the previous year is still valid. If so, specific pages of the IEP can be copied forward into the new IEP.

It is very important that the teacher carefully consider what previous information will be carried forward.

1. Navigate to a student document library by clicking on the *page* icon. Click on the drop-down menu next to *Create New Document* and select the document type, "Individual Education Plan". Then, press "Go". (see instructions in **Starting a New SSP with Accommodations or MEP**)
2. Choose Advanced on the box that pops up.



3. On the Advanced page, make certain that all sections that you want in the IEP have a check mark in the small box left of it. If it does not, then click in the box and a check mark should appear. Then, click in the box that reads "Additional Setup Options – copy information from another (previous) document".



4. Choose which previous document to be copied by clicking in the box. Choose Accept.

Copy Information From Other Document

Document to copy to Individual Education Plan (Draft) for Bob Ackerman (13309)

Document to copy from 2016 / 17
Other

	Document Type	Status	Creation Date	Modification Date
<input checked="" type="checkbox"/>	Individual Education Plan	Draft	07/31/2017 Mon, 01:54 PM	08/14/2017 Mon, 03:09 PM

Accept **Cancel**

5. Select the check boxes beside the sections you wish to copy. DO NOT copy the Student Information or Implementation/Signatures page because, if you do, previous data will be copied into the IEP and it is difficult to change.

Copy Information From Other Document

Document to copy to Individual Education Plan (Draft) for Bob Ackerman (13309)

Source document to copy from Individual Education Plan (Draft)
Created:07/31/2017 Mon, 01:54 PM Modified:08/14/2017 Mon, 03:09 PM


Copy information from which source document sections? **Select All** **Select None**

☐ Cover ☒ Supports / Accommodations
☐ Student Information ☒ Transition / Comments
☒ Strengths / Challenges ☒ Recommendations
☒ Goals / Area of Dev / Skills ☐ Implementation / Signatures
☒ Annual Outcome

Accept **Cancel**

6. Choose accept and edit the newly created document. Note that the introduction to the document indicates that information has been copied from a previous document.

Information was copied into this document.


Northwest Territories Education, Culture and Employment

CONFIDENTIAL
Individual Education Plan

PSENG
Scheduling Feeder School

Bob Ackerman

REVISING OR CHANGING THE IEP WITHIN THE YEAR

1. Open a new IEP. Label it in the naming box as a revision of the current year's IEP.

New Individual Education Plan

New Cancel

Label/Comment: Revision of 07/13/2017 done 09/20/2017

[advanced >>](#)

2. Choose the “More” pulldown menu and select “Copy Information from Other Document”.

Print... Navigate To... More...

- Spell Check Entire Document
- Send Message With Document
- Copy Information from Other Document
- Compare With Previous Document
- Refresh This Section
- Update Document from Student Profile
- Modify Document Year
- Delete This Document

3. Choose the most current IEP document from which to copy information.

Copy Information From Other Document

Document to copy to: Individual Education Plan (Draft) for Bob Ackerman (17132)

Document to copy from:

Document Type	Status	Creation Date	Modification Date
Individual Education Plan	Final	07/13/2017 Thu, 11:25 AM	07/13/2017 Thu, 11:38 AM
Individual Education Plan	Draft	07/13/2017 Thu, 10:51 AM	07/13/2017 Thu, 10:53 AM

Accept Cancel

4. Choose the appropriate sections to copy to the new document.

Copy Information From Other Document

Document to copy to Individual Education Plan (Draft) for Bob Ackerman (17132)

Source document to copy from Individual Education Plan (Final)
Created:07/13/2017 Thu, 11:25 AM Modified:07/13/2017 Thu, 11:38 AM

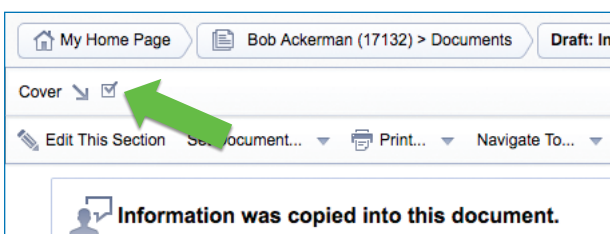
Copy information from which source document sections? Select All Select None

☐ Cover ☒ Supports / Accommodations
☐ Student Information ☒ Transition / Comments
☒ Strengths / Challenges ☐ Recommendations
☒ Goals / Area of Dev / Skills ☐ Implementation / Signatures
☒ Annual Outcome

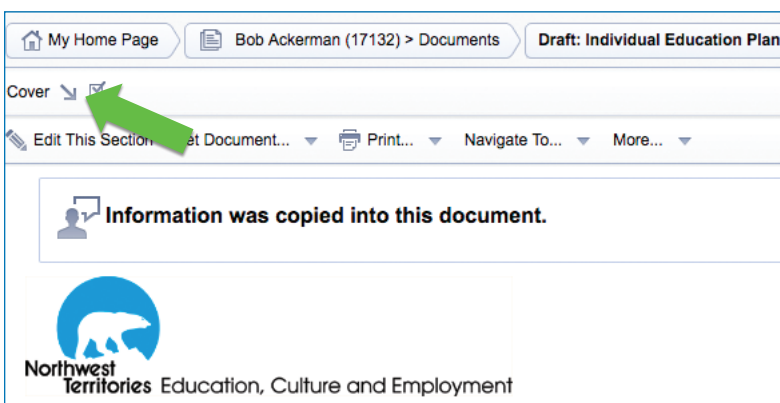
Accept Cancel

MOVING THROUGHOUT THE IEP DOCUMENT IN TIENET

Unlike the SSP document in TIENET, which shows on a single page on the computer, the IEP document has multiple pages. In order to move between the pages, you must navigate by choosing the page you want from the pulldown menu on the front page of the document.

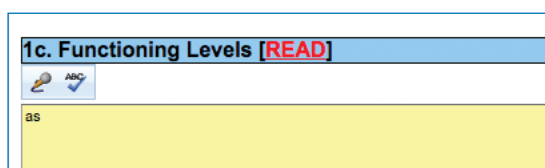


Choosing the down arrow by “Cover” will reveal the following navigation screen.



CONTENT OF AN IEP

1. Cover Page – cannot be edited. All information is filled in through PowerSchool.
2. Student Information Page
 - The only information that must be edited on this page indicates whether a Career and Program Plan exists for the student and whether there are any attachments indicating targeted Learning Outcomes from the NWT curricula.
3. Strengths/Challenges Page
 - Student's strengths were identified in the Gathering and Sharing Information phase when the IEP team gathered and synthesized data from a number of sources. Information to be included in this section is determined by considering the long-term goals for the student and the focus of the IEP for the current year. It may relate to academic skills, life-skills, physical skills, or behavior or a combination of these. In addition, information on the student's learning preferences should be noted here.
 - Student challenges will have been prioritized as part of the Gathering and Sharing Information and Establishing Priorities phase. Record the priority challenges in this section.
 - Functioning Levels will be expressed differently depending on the type of skill involved (e.g. an academic skill might have a grade level, a physical skill, a developmental level). Current levels of functioning are available from the comprehensive information on student functioning in the Gathering and Sharing Information Phase. These performance or functioning levels are essential to selecting appropriate annual student outcomes and determining ways to adapt materials, instructional strategies and assessments. They also provide a starting point or baseline when assessing student progress towards IEP outcomes and objectives. **NOTE: some sections of the IEP have an annotation in red that says "READ". Clicking this link will take you to a help sheet that guides you to additional tools to assist you in completing this section.**



The screenshot shows a web-based form for an IEP. The top section is titled "1c. Functioning Levels [READ]" in a blue header bar. Below the header, there is a small icon of a person with a checkmark and the text "ABC". The main content area has a yellow background and contains the text "AS".

- Assessment Information recorded here should be summarized results of the most current assessments conducted with the students by educators or other professionals. "Current" in terms of formal assessments usually refers to a maximum of two to three years. Assessment information included here will generally be more diagnostic than evaluative in nature. The results of routine school assessments of progress contribute more to the establishment of the functioning levels recorded in the previous section.
- Relevant Medical Information may be gathered from the parents, from medical records with the parent's permission, or directly from medical professionals assessing or working with the student. Medical information required in the IEP is that which describes:
 - ♦ the student's current medical status;
 - ♦ conditions or illnesses which may impact on the student's learning and/or behaviour; and,
 - ♦ conditions which necessitate supports in the learning situation.

- Additional Information that is recorded include any other factors in the student's physical, social, or academic background which the IEP team decides have implications for either the achievement of annual student outcomes and short-term learning objectives or for successful implementation of the IEP. For example, poor attendance or habitual lateness may have implications for short term learning objectives. Information on such issues should be entered here.

4. Goals/Area of Dev/Skills Page

- Long-Term Life Goals

This section should have 3-4 long-term (3-5 years) life goals identified for the student during the Setting Direction phase. The goals are those established through a collaborative person-centered planning process such as MAPs or PATH.

- Priorities for Annual Student Outcomes

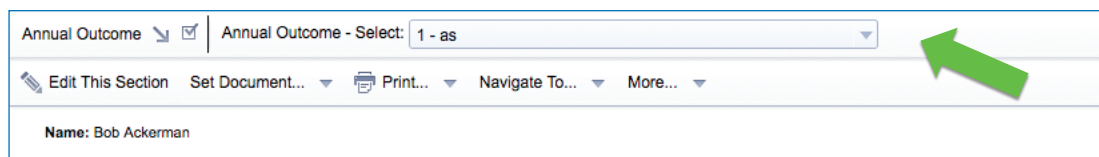
Record here the areas of development and the target skills within each area of development that were identified as IEP priorities through the process of achieving consensus on goals during the Gathering Information and Setting Priorities stage. Each target skill within an area of development will have an annual student outcome developed for it. These will be identified on the following pages of the IEP.

5. Annual Student Outcome and Short-term Learning Objectives

Details about each annual student outcome and its short-term learning objectives are recorded on this page. One such page is completed for each annual student outcome developed for the IEP.

The Area of Development and Target Skill for each Annual Outcome are copied from the Goals/Area of Dev/Skills Page.

To move between the Annual Outcome pages, choose the appropriate Outcome in the pulldown.



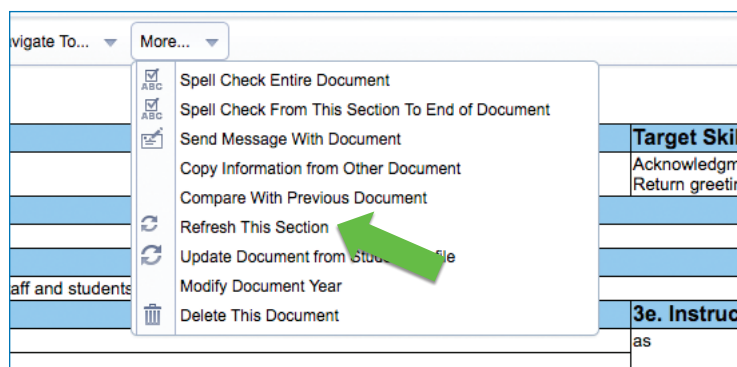
Annual Outcome ☒ Annual Outcome - Select: 1 - as

Edit This Section Set Document... Print... Navigate To... More...

Name: Bob Ackerman

- Area of Development and Target Skill

This information for each annual student outcome is filled in automatically based on the information entered on the Goals/Area of Dev/Skills page.



Navigate To... More...

- Spell Check Entire Document
- Spell Check From This Section To End of Document
- Send Message With Document
- Copy Information from Other Document
- Compare With Previous Document
- Refresh This Section
- Update Document from Student File
- Modify Document Year
- Delete This Document

Target Skill

Acknowledgme

Return greeting

3e. Instruct

as

NOTE: If the IEP does not appear to be making changes to an existing field that has been copied from a previous page, go to More... and choose "Refresh This Section"

- Current Level of Performance

Record the current level of performance (CLP) for the target skills using the process described in the section, Developing and Writing the IEP.

- Annual Student Outcome

Record the SMART annual student outcome developed for the target skill listed for the Annual Student Outcome, using the process explained in the section, Developing and Writing the IEP.

- Short-term Learning Objectives

Record the short-term learning objectives (up to 4) developed for each of the annual student outcomes. Ensure that, for each short-term learning objective, the information is filled out in Instructional Strategies (Section 3e); Evaluation Method (Section 3f); and, Student Progress (Section 3g). Note that information in Student Progress should be entered each term.

- Instructional Strategies and Responsibilities

The information in this section will, in most cases, pertain to all of the short-term learning objectives. If there is information specific to one objective, it should be identified as such, and lined up opposite the objective to which it pertains.

Instructional strategies are often evident from the SMART annual student outcomes, and they should take into account information about previously successful strategies discussed in the Gathering and Sharing Information phase of the IEP process.

Resource materials necessary for the achievement of the objective may also be noted. Suggestions and recommendations from assessments and consultant reports may be incorporated to identify the strategies most likely to lead to the attainment of each short-term learning objective.

Individuals are identified to be responsible for the implementation of the strategies noted. These individuals may include the classroom/subject area teacher(s), support assistants, volunteers, peers, another teacher, counsellor, or other professional. (support assistants, volunteers, and peers must always work with the student while under the direction and support of a qualified teacher).

- Evaluation Method

In this section, record how the student will demonstrate achievement of the short-term learning objectives and the annual student outcomes. Because the short-term learning objectives and the annual student outcomes are written according to SMART, the criteria for attainment and the conditions under which the student will demonstrate attainment are usually part of the goal. For example, the following annual student outcome clearly articulates how the student is going to be evaluated (by whether or not he makes a transition), under what conditions (3 minute warning using picture schedule), and what constitutes attainment (8 out of 10 times, 4 out of 5 consecutive days).

By June, when provided with a 3-minute warning using a picture schedule, Marty will follow the direction to change activities in the classroom at least 8 out of 10 times on at least 4 out of 5 consecutive days.

- Student Progress

This section will be completed for the short-term learning objective(s) being worked on at each reporting period or IEP review date.

- Following the Student Progress section, the IEP template asks the following question. “Do you want to develop an evaluation rubric for this annual student outcome? Yes or no.” Choose “No” unless you plan to develop a rubric.

6. Supports/Accommodations

At various stages in the IEP process, the team will have discussed:

- support personnel and the assistance they deliver;
- various accommodations in place or required by the student; and,
- the importance of transitions and transition plans.

The following sections outline how decisions about these aspects of the student’s IEP are to be made and recorded on the IEP template.

Students for whom an IEP is developed may already have various personnel delivering supports to them and already have accommodations in the classroom. The SBST or the IEP team will have determined which of these have been most successful and should be continued. There will also have been recommendations to explore other supports, personnel to deliver them and other accommodations.

The selection of other accommodations to be tried is of prime importance.

• Support Personnel in Place

Support personnel may include other students, volunteers, support assistants, counsellors or other professionals working in the school. The support assistance they deliver may include:

- ♦ Assistance with class work or homework (individual or small group);
- ♦ Counselling and behavioural intervention; and,
- ♦ Personal assistance and assistance with special equipment or technology.

The support personnel recorded here are those who will deliver continuing support/assistance.

• Support Personnel to be Put in Place

The team may have identified additional support personnel who need to be involved to assist the student to achieve the annual student outcomes of the IEP. Record these here as well as beginning dates and the assistance they will provide.

• Classroom Accommodations in Place

Describe accommodations that are in place and are to be continued. For example, the student may require special reminders or cues, an individual work station, special seating, or a daily communication book between home and school. The accommodations recorded here are those which have proved effective and need to be continued during the term of the IEP.

• Classroom Accommodations to be Tried

The team may have identified additional accommodations to be tried. Record these in this section.

7. Transition Plans and Additional IEP Comments

- Transition Plans

For some students, this box will remain blank (e.g. an elementary student who has the same teacher two years in a row). For others, who are facing a transition such as a mid-year teacher change, or who are transitioning to a new school or class in a subsequent year, or who are in the midst of a transition, it is crucial that the transition be planned for and supported. This section will be completed only if there are implications for transition related to a specific year's IEP.

The term transition is used to refer to many types of change. Many changes occur daily for students such as the transition from one activity to another or one location to another. These changes, although taken in stride by most students, can be very challenging for some students on IEPs. Strategies to deal effectively with these transitions should be noted under accommodations or additional information.

Transition is also used to describe major changes in the life of a student. Transitions from home to school or from one level of schooling to another can be particularly difficult for students who require an individual education program. Plans for this type of transition should also be described here.

A coordinated plan, implemented well before the move, will ensure that the student has supports in place and this should lessen apprehension about the transition. The plan should include:

- meetings between current teachers and support staff and their counterparts for the following years
- arrangements for the student and family to visit the next class/school/ location/ facility; and,
- recommendations on effective strategies and supports needed in the next class or school/location/facility.

One of the most critical transitions for elementary students on IEPs is the move from elementary to secondary school.

A transition plan at entry to secondary school needs to involve the student, parents, principals, sending teachers and PST and the receiving teachers and PST.

Students and parents need to be informed about:

- course options, course requirements, the credit system and career and program plan process;
- new and different routines;
- whether or not it is likely the student will be working towards learning outcomes of courses and receiving course credits, or working on their own personal outcomes (in course/class setting) and not receiving course credits;
- the number of different classrooms and teachers;
- student use of lockers, lunch time, student clubs, noon and after school activities; and,
- opportunities to visit the new school.

Sending and receiving teachers and PSTs need to have a mechanism for information exchange and discussion of:

- ♦ an up-to-date student record from the sending school;
- ♦ information regarding resources used;
- ♦ strategies for teaching and/or behaviour management; and,
- ♦ the number and kinds of supports needed for student success.

Students need scheduled visits to the new school with introductions to school staff and an opportunity to spend some time in a classroom. Students may wish to take pictures of the new school and teachers as a way of learning names and becoming familiar with the setting.

- Additional Comments

The IEP team may have additional comments to add which they feel are relevant to the successful implementation of the IEP and the student's progress. Any such comments which do not fit in any of the previous sections may be recorded here.

8. Recommendations

These recommendations are crucial to the continuity of the IEP for the student. They assist the team in the following year with identifying priorities for areas of development and target skills and in turn meaningful annual student outcomes, short-term learning objectives, instructional strategies, accommodations and other supports.

9. Signature Page

- Implementation

Information on the implementation date and the IEP review meetings dates will be entered here following the review of the IEP by the team before signing it.

- Signatures of Team Members

Signatures MUST be obtained in the allotted spaces once the team has reviewed and approved the written IEP as required.

Ensure that the TIENET version of the IEP indicates whether the signed IEP is attached as a document to the TIENET copy or stored in the Student Support File.

REMEMBER: As soon as the IEP is approved and signed by the parents, it is to be 'finalized'.

There is a check box at the bottom of the IEP on TIENET that must be selected, indicating if the signatures are attached electronically or only stored in the student support file.

Part 5: Reports

It is important to recognize that individualized reports do not necessarily report what the title of the report is. As well, some reports gather data from a historical time, while others gather only current year data, or allow the user to choose the year the report is for (e.g. 2015/16 or 16/17).

If the user notes inconsistencies in the reports, it is important to first check the report parameters to identify which data is being pulled for the report.

Typically, the most useful reports are the following:

4.5.1.2 Unfinalized Documents with and without data

4.5.2 Advanced Reports that you can drill down

Note: Any report field that has a number in it, is a “drill down” field. This means that one can double click the number and see individualized data that makes up that number. For example, if you click on the total number of SSP’s, it will give you the name of all students who have SSP’s and you can go to their individual pages from that place.

STANDARD REPORTS

Bulk Print

Bulk Print reports allow all SSPs/IEPs etc. in the school to be printed for filing. When printing SSPs/IEPs, be aware you are printing confidential documents and therefore, should remain at the printer until it is complete.

Unfinalized Documents

Provides lists of different Unfinalized Documents

- Note if an IEP is finalized and a new one created for the following year incorrectly, the IEP will show as unfinalized.
- Unfinalized IEPs with blank data and Unfinalized SSPs with blank data provide a list of SSPs/IEP files that need to be deleted (created incorrectly).

School Plus

SSP Plan Type and Accommodations NWT

- Provides historical/current overview – counts the latest report for every single student in TIENET, whether they are still registered or not.
- Provides student name, age, grade and type of plan.

Public Student Reports

SSP Report

- Provides student names and type of SSP each student has.

SSP/IEP Report

- Provides numbers of students in each grade on IEP and SSP and allows to drill down to get the names.

Remaining reports pull information from Student Profile and as such are not useful unless the school/district has been maintaining the profiles.

Students With More than One SSP

- Counts students who have more than 1 SSP in a year, whether or not they are finalized. Might be a more valuable report if it counted students with more than 1 SSP that were not finalized.

Public Document Reports

IEP Report by School Year

- Provides a list of students with IEPs – includes only the most recent IEP and indicates if it is final or a draft.

IEP Review Dates

- Provides a list of students with IEPs, status of the most recent IEP, and when it began and was last reviewed.
- NOTE this report contains historical data as well.

Number of Students with SSP

- Lists students with SSP and indicates what focus areas the SSP has.
- Uses only finalized documents and is also historical.

Profile/SSP Document Mismatch

- Report identifies conflicts between student numbers and names – may include misinformation on PowerSchool etc. These essentially are “data issues” that need to be corrected.

SSP Report By School Year

- Choose year and get a list of SSPs by student name. Includes only Final Documents despite stating the Document Status, Modification Date and Type of Plan.

Students with Blank SSPs this Year

- Another way of finding a list of students who have SSPs with no information included in it. Typically, these were incorrectly created SSPs and should be deleted by the PST.

Students with IEP by Grade and School

- Provides a report of students on IEPs in each grade, whether IEP is finalized or draft. Document status is a number which indicates Draft (1) or Final (3).
- Can drill down on the number to see the student names.

Students with SSP by School and Grade

- Provides a report of students on SSPs in each grade, whether SSP is finalized or draft. Document status is a number which indicates Draft (1) or Final (3).
- Drill down also provides information on Type of Plan

Unsigned IEP Reports

- Pulls information from all years (using most recent report); so, for example, a student with a draft IEP for the next school year will show as having an unsigned report.

ADVANCED REPORTS

Number of SSP by Category

- Does not matter if draft or final form for chosen year
- Aboriginal – Counts number of Aboriginal Students
- Behaviour Plan – Counts number on a Behaviour Plan (from Profile Information)
- BehSSP – Counts number of Students with SSP with Behaviour Focus
- LA SSP – Counts number of students with SSP with Language Arts Focus
- Math SSP – Counts Number of students with SSP with Math Focus
- OthSSP – Counts Number of students with SSP with Other Focus

Program Count (ECE) Current Year

- Only counts documents that have been FINALIZED

Program Report (Board Wide)/Program Report Territorial Wide

- Provides a report on the profile of the district
- Number of IEP Students is # with finalized IEPs
- Can drill down into any of the report categories to get students who fall into that group
- Number of SSP Students = Number of students with REP with accommodations for enrichment + REP with Accommodations for Learning Difficulty + Number of Students MEP Below Grade Level for Difficulty

Student Support Plans Board Wide/School Wide

- Provides SSP with accommodations, MEPs and IEP numbers by grade level. Note that # of students with SSP with Accommodations includes Accommodations for Difficulty and Enrichment (only finalized).

Part 6: Pitfalls and Procedures for SSPs and IEPs

REMEMBER IN TIENET the term “Finalized” simply means approved for use. No plan is ever final as they represent living documents that change as our students change.

PITFALLS

PSTs

- Check your reports to ensure that students who have transferred into the district have had their TIENET file and demographics updated.
- If using a Caseload List, regularly check that your caseload file is up-to-date by checking your names against the reports.
- Check that all SSPs are finalized on a regular basis.
- Check to ensure wrongly created blank SSPs are deleted at each term.
- If a student’s SSP shows them at a different school or with incorrect demographic information, there are two possible causes: 1) the information in PowerSchool is incorrect; 2) the student’s TIENET file was not updated when it was opened in PowerSchool. Open the file, update it and wait 24 hours to ensure the update is registered.

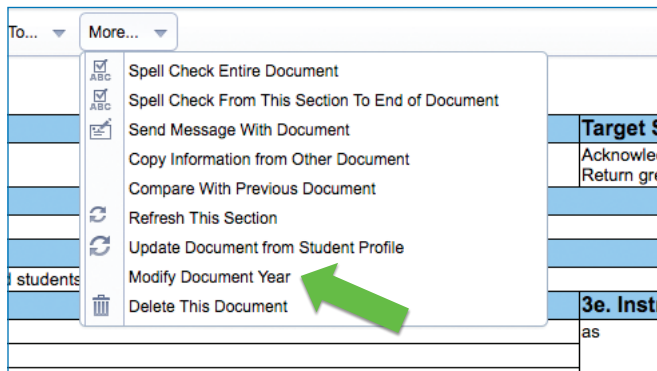
My Home Page | Bob Ackerman (17132) > Documents | Draft: Student Support Plan (Revision, 2016-17)

Edit This Section | Set Document... | Print... | Navigate To... | More...

Information in the student profile has changed. Update the following document field(s)? School
[Update Document Now](#), [Ignore changes](#)

Date: 07/17/2017 (mm/dd/yyyy)
Name: Bob Ackerman
Grade Placement: 08

- Ensure that when drafting “next year’s IEP” in June that it is drafted in correct year (following year, not the current year). Drafting it in the current year will not allow the IEP to count on next year’s data and will show in current year’s report as an un-finalized IEP. **If you make this error, you can change the year of the IEP by going to More... and choosing Modify Document Year.**



- If a section of a student’s IEP is missing from the document it is because the box was not checked under INCLUDE ALL SECTIONS when the IEP was set up. To rectify this, you must go to the Advanced Screen when creating an IEP and ensure the appropriate boxes are checked. (This screen will default to all future created IEPs so ensure that you return it to the standard form that you use.

New Individual Education Plan Setup

Document **Draft: Individual Education Plan for Bob Ackerman (17132)**

For Year: 2016-17

Label/Comment:

Include which sections?

- ☒ Cover
- ☒ Student Information
- ☒ Strengths / Challenges
- ☒ Goals / Area of Dev / Skills
- ☒ Annual Outcome
- ☒ Supports / Accommodations
- ☒ Transition / Comments
- ☒ Recommendations
- ☒ Implementation / Signatures
- ☐ Student Outcome Rubric

Additional Setup Options ☐ Copy information from another (previous) document

- All boxes in the SSP and IEP that are red in colour must have text in them in order to Finalize the document.

Teachers

- Ensure that SSP accommodations only include those which are currently being used in the classroom.
- Ask yourself, does this student need accommodations in excess of good classroom practice.
- Do not write a SSP for short-term interventions.
- The SSP/MEP at the beginning of the year **MUST** be started as a “New” SSP – NOT copied from the previous year. (See **Starting a New SSP with Accommodations or MEP & Using a Previous Year’s Information on an SSP**)
- Revise SSPs/MEPs within the school year, **do not** ‘unfinalize’ change and ‘re-finalize’.
- As soon as the parent agrees with the SSP and it is being used in the classroom, the SSP should be finalized.
- All changes to an SSP following it being finalized are to be done through revisions. (See **Revising or Changing the SSP within the Year**)
- Updates to the SSP/MEP during the year should be done through “Revisions” – once the changes are in use, the SSP should be finalized again. Therefore, a student may have 3-4 finalized SSPs throughout the year representing a historical view of the changes in their plan.

PROCEDURES AND BUSINESS RULES FOR TIENET

Remember “Finalize” means approved. When SSPs and IEPs are finalized it only means that they are in use. They may be revised throughout the year as growth and change in the student requires changes in the SSP.

Teacher Processes

Draft/Review/Finalize

- While you are working on the SSP it should be in draft form.
- When the plan is ready to have the PST/principal read it, change the status to “Review”. (Go to Set Document pulldown and choose Status from Draft to Review).
- The principal is responsible for changing the SSP to Final.

Writing SSPs/IEPs

- At beginning of the year **ALWAYS** Create a New SSP or IEP.
- You may if you wish, copy information from a previous SSP or IEP by choosing Advance and Copying or by creating the document and then going to MORE and choosing “Copy information from Other Document.”
- **DO NOT REVISE from a previous document at the beginning of the year.**

Changes to an SSP/IEP during the same Year

- During the year plans should be revised.
- Go to the last Finalized plan, open it.
- Go to More and choose “Create Revision of this Document”
- A new document that is labeled “revision” is created.

Drafting/Writing Next Year Plans

- When drafting a plan for a teacher for the following year ENSURE that the plan is created in the following year file.
- To do this choose “Advanced” on the following screen after choosing CREATE NEW DOCUMENT and then on the new screen choose the correct year.
- DO NOT CREATE DRAFT PLANS IN THE INCORRECT YEAR.

PST Processes

Finalizing

- Plans are in draft as teachers are working on them.
- Teachers should change them to Review when ready to be read by the PST and principal
- Changed to FINAL by the principal (or designate) once the plan is approved.

** NOTE: Teachers should not have the “power” in TIENET to finalize, and if for some reason they do, they should not be finalizing their plans.

** NOTE: Plans should never be “Unfinalized” unless there is a typographical or informational correction to be made.

Drafting/Writing Next Year Plans

- When drafting a plan for the following year ENSURE that the plan is created in the following year file.
- To do this choose “Advanced” on the following screen after choosing CREATE NEW DOCUMENT and then on the new screen choose the correct year.
- DO NOT CREATE DRAFT PLANS IN THE INCORRECT YEAR.

Routine Processes

At Reporting Periods

- Run a report to see what SSPs and IEPs are “Unfinalized”. (See reports under Standard Reports – Unfinalized Documents). Work with teachers to ensure that all can be finalized and implemented. (Ensure parent signatures on IEPs, parent acknowledgement of SSPs).
- Run the Unfinalized SSPs with blank data report/Unfinalized IEPs with blank data report and delete any blank SSPs/IEPs from the database.

Writing SSPs/IEPs

- At beginning of the year **ALWAYS** Create a New SSP or IEP.
- You may if you wish, copy information from a previous SSP or IEP by choosing Advance and Copying or by creating the document and then going to MORE and choosing “Copy information from Other Document.”
- **DO NOT REVISE from a previous document at the beginning of the year.**

Changes to an SSP/IEP during the same Year

- During the year plans should be revised.
- Go to the last Finalized plan, open it.
- Go to More and choose “Create Revision of this Document”
- A new document that is labeled “revision” is created.

RISC Processes

Ensure that there are no draft SSPs/IEPs

Check reports to make sure they are accurate.

SECTION 5: SA Handbook

SECTION 6: The Toolbox

The following forms are available for teachers and PSTs to use and share with parents to assist in programming for students in the NWT. Many excellent forms are available on-line as well.

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(T1) Sources of Information

re: Student's Strengths and Challenges

Effective classroom assessment can provide important information for developing, implementing, monitoring and evaluating an SSP and IEP.

It can:

- confirm the student's learning strengths and challenges
- provide functioning levels for language arts, math and other subject areas
- provide information about general learning skill areas such as attention, organizational skills, memory
- help the team of teacher, parent and student identify appropriate modifications and/or accommodations
- monitor student progress
- provide information for planning transitions

To be most effective, conclusions about an individual student should be based on multiple types of assessments taken in various situations or learning environments.

Use the checklist below to verify the types of assessment already completed

TYPE OF ASSESSMENT	Completed	Needed
Observations of Student in the Classroom		
Anecdotal Records		
Event recording		
Duration recording		
Checklists		
Rating Scales		
Review of Student Samples		
Work samples		
Error analysis		
Activity samples		
Teacher's Assessments		
Paper-and-pencil tests		
Verbal quizzes		
Questionnaires/surveys		
Cumulative reviews based on texts or instruction units		
Reading Inventory		
Math Inventory		
Student Self-Assessment		
Checklists		
Surveys		
Self-monitoring tools		
Other Assessments		
SLP reports		
OT Reports		
Psycho-educational Assessment		

(T2) Teacher Checklist – Student’s Strengths and Challenges

Student Name:	Grade:
Teacher Name:	Date:

	Strength	Challenge
Attends school regularly		
Motivated to learn		
Focuses attention		
Follows verbal instructions		
Follows conversation		
Stays on topic during discussion		
Stay on task for assigned activities		
Responds appropriately to stimulation of classroom		
Keeps track of materials		
Understands and follows routines		
Understands written instructions		
Gets started on assigned work		
Shows neatness in desk and work		
Works alone well		
Works in group well		
Knows how and when to ask for help		
Completes tasks in allotted time		
Hands in assignments		
Manages time		
Demonstrates good memory		
Can recall memory in the short term		
Can recall memory on long term		
Makes effective use of lists and reminders		
Can repeat explanations, instructions etc. in own words		
Can remember sequence of events in story		
Can remembers steps in a procedure		

	Strength	Challenge
Interacts appropriately with peers in class		
Interacts appropriately with peers out of class		
Interacts appropriately with adults		
Demonstrates leadership		
Understands and follows school & classroom rules/routines		
Waits turn to speak or do something		
Can generalize appropriate actions or behaviour		
Age-appropriate ability to see another's point of view		
Demonstrates age-appropriate self-control		
Reacts appropriately to praise, recognition and criticism		
Is adaptable to changes in tasks, environment and routines		
Transitions in an age appropriate manner		
Has a good sense of humour		
Controls frustration and anger		
Responds well to praise		
Participates in class – contributes to discussion		
Computer/technology skills		
Reading – decoding		
Reading – comprehension		
Written expression		
Writing/Printing is legible		
Interested in listening to stories, audio stories, songs etc.		
Oral vocabulary		
Spelling		
Mathematics – basic facts		
Mathematics – concepts		
Mathematics – word problems		
Other subject area (specify):		
Athletics		
Art – drawing		
Art – other specify		

(T3) Questions to Consider in Selecting Strategies

Once Focus Areas have been selected and prioritized, the following questions should assist in the selection of strategies for each focus area.

Focus Area: _____

- What does the student need to do that they are unable to do now?
- What is the student currently able to do in this area?
- Where does the student need to be able to perform this skill (classroom, playground, hall etc.)?
- What materials and equipment are necessary?
- What materials and equipment are available?
- How can the student be helped to do what they need to do while participating in the normal classroom learning activities?
- Does a particular strategy require others to assist the student? Are other helpers available?

(T4) Reviewing Effectiveness of Accommodations or Support Strategies

Student Name:	Date:
Teacher Name:	
Strategy/Focus Area:	

1. Does the student want to use the strategy?
2. Is the strategy in place whenever needed?
3. Is the strategy used by the student regularly?
4. Is the strategy workable in a number of environments?
5. Is the strategy improving the student's learning (not their grade, their learning)? What evidence is there of the improvement?
6. Are there any barriers to consistent use of this strategy?
7. Was the student and parents involved in monitoring and reviewing use of the strategy? What were their comments?
8. Can this strategy be turned into a self-directed strategy so that the accommodations can be removed? What is the plan to do so?

Recommendations:

- ☐ Retain the strategy
- ☐ Substitute another strategy
- ☐ Discontinue the strategy due to improvement

(T5) IEP Inclusion Planning Matrix

Student Name:	Date:
---------------	-------

	Target Skills		
	Personal	Social	Learning
Content classroom Course:			
Content classroom Course:			
Elective classroom places			
Other in school places			
Outside the school places			

Modified from Shelley Moore, 2015. Inclusion Competency Planning Matrix

(T5-B) IEP Inclusion Planning Matrix

Illustrated Example

Student Name:		Date:	
	Target Skills		
	Personal	Social	Learning
Content classroom Course: English	Identify books for pleasure	Participate in discussion	Reading comprehension
Content classroom Course: Math	Work independently	Ask for assistance from classmates	Counting of money
Elective classroom places: Drama	Follow directions	Work as a team	transitions
Other in school places <ul style="list-style-type: none">school canteen	Develop organization skills Work independently	Ask questions/respond to requests	Counting money and change
Outside the school places <ul style="list-style-type: none">store			Counting money and change Estimating costs

Modified from Shelley Moore, 2015. Inclusion Competency Planning Matrix

(T6) Intervention Support Tracking – Form 1

Student Name:	Grade:
Subject:	Date:

Type of Intervention: (e.g. phonics instruction, precision reading, explicit comprehension instruction, Discover Reading, math computation, etc.):

[illegible]

(T7) Intervention Support Tracking – Form 2

Student Name:	Grade:	Date:
Staff Member responsible for Intervention:		
Classroom Teacher:		

Identified Concern(s) to be Addressed through Intervention:

- ☐ Reading
- ☐ Math
- ☐ Behaviour

Type of Intervention (Choose all that apply to this intervention plan)

- ☐ 1. Reading: phonemic awareness
- ☐ 2. Reading: phonics
- ☐ 3. Reading: word-level
- ☐ 4. Reading: fluency
- ☐ 5. Reading: comprehension
- ☐ 6. Math: computation
- ☐ 7. Math: number sense
- ☐ 8. Math reasoning/problem solving
- ☐ 9. Behaviour: _____
- ☐ 10. Other: _____

Dates/Time of Intervention:

Intervention Type: use # from list above	Date/ duration	Date/ duration	Date/ duration	Date/ duration	Date/ duration	Date/ duration	Date/ duration
<i>e.g. 8</i>	<i>10/13 - 30m</i>						

Date Intervention Ended and Reason Why: _____

(T8) Documentation of Intervention

Instruction Decision Summary

Student Name:	Date:
---------------	-------

Check all items that apply to the student:

- ☐ Student has participated in an evidence based reading intervention program.
- ☐ Student has participated in an evidence based math intervention program.
- ☐ Student has received instruction from a qualified teacher.
- ☐ Student attendance has been adequate to support ensure appropriate exposure to and use of the intervention.
- ☐ Instruction was provided in a small group.
- ☐ Instruction was provided one-to-one.
- ☐ Additional opportunities were provided for practice and review.
- ☐ Additional opportunities for correction and feedback.
- ☐ Additional opportunities for repetition and practice and review.
- ☐ Reinforcement for target behaviours (e.g. verbal/visual cues, praise, proximity).
- ☐ Small group behavioural sessions with counsellor or other qualified personnel.
- ☐ Intervention was provided for the following intensity _____ (minutes) per _____ (day, 2X weekly etc.)
- ☐ Intervention was provided for the following duration: _____ (number of weeks)
- ☐ Intervention was provided with fidelity to the learning outcomes.

The following results occurred.

- ☐ Successful progress, learning gap closed and student no longer requires support at this time.
- ☐ Student is making slow progress – the intervention supports will continue as progress is being made.
- ☐ Student is not making progress. This intervention has ended and the student will be referred to the SBST.

(T9) Problem Solving Team Meeting

Background Information

Facilitator:

Referring Teacher:

Student Name:

Date of Meeting:

Time:

Team Members

Email

Issue(s) to be Addressed

--

Particular Objective(s)

What does the referring teacher want the student to do that the student is not doing now?

--

Student Profile	
Student Strengths	Student Stretches

Strategies Tried to Date	
What strategies has the referring teacher tried?	Length of time?

New Strategies Selected			
High Priority Strategies	Who?	Action?	When?
1.			
2.			
3.			
4.			
5.			

Follow-up Schedule		
Continuation of Planning Session		
Where?	Who?	When?
Follow-up Meeting with Referring Teacher and Problem Solving Team		
Where?	Who?	When?
What other action?		
Where?	Who?	When?

Summary Comments

(T10) Parent Meeting Sample Agenda

1. Thank the parent for coming.
2. Introductions – brief introductions of everyone in the room
3. State the Purpose of Meeting – to discuss your child’s education program
4. Information exchange:
 - a. Strengths - What does the student do well?
 - i. List and describe for parents.
 - ii. Invite parents to share regarding strengths/ interests at home.
 - b. Challenges/stretchies
 - i. Describe the student’s challenges – e.g. learning, behavior.
 - ii. What does this look like?
 - iii. Invite parents to share regarding challenges/needs at home
 - c. Discuss the need for a MEP or IEP
 - i. Purpose of a MEP/IEP
 - ii. Evidence to support the need for this
 - iii. What will the program look like? What will change for the student?
 - iv. Explain the pros and cons of a MEP/IEP
5. Invite input from the parents about the MEP/IEP – questions, concerns.
6. Reach a decision about the student’s education program as a group.
7. Decide on next steps –
 - a. Development of the MEP or IEP – who, what, when, where
 - b. Set a time and date for the next meeting.
8. File the minutes of parent meeting in student support folder.

(T11) Parent Meeting Minutes

Facilitator:	
Referring Teacher:	
Student Name:	
Date of Meeting:	Time:

In Attendance

Purpose of the Meeting

Student Profile

Student Strengths	Student Challenges/Needs at School
At School	At School
At Home/Community	At Home/Community

Discuss the Need for a MEP or LEP**Evidence to Support/Interventions Tried to Date****Decision Reached by Group**

	No Action at This Time
	Continue With Current Education Program
	Place on a Modified Education Program (Above or Below Grade Level)
	Place on an Individual Education Program
	Other:

Follow-up Schedule**Follow-up Meeting**

Where?	Who?	When?

Summary Comments

Parent(s)

Date

Referring Teacher

Date

Program Support Teacher

Date

Principal

Date

(T12) Pre-Assessment Conditions for Consideration for Psychological Educational Assessment

Before a student will be considered for a psychological educational assessment, or other specialized assessment, the following conditions should be considered:

1. What is the presenting issue?
 - a. Academic
 - b. Behavioural
2. What do you expect the psychological educational assessment will provide that you currently do not know?
3. All attempts at the classroom and PST/school based support team (SBST) levels to develop an effective education program and required supports have been exhausted. The teacher and PST will articulate the strengths and challenges identified, through:
 - a. Reviewing existing information.
 - b. Teacher assessments.
 - c. PST assessments.
4. The student has appropriate programming in file:
 - a. A Student Support Plan, **or**
 - b. An Individual Education Plan, signed/approved by the parent, **or**
 - c. A Behavior Support Plan, **or**
 - d. Documentation of previous/current concerns that support referral.
5. There are documented:
 - a. Processes (e.g. to SBST, talking to parent) leading to a SSP and/or Behavior Support Plan (implemented and reviewed)
 - b. Possible Functional Behavioural Assessment with appropriate interventions or data collected on the frequency, duration, and intensity of behaviours with documentation of attempted interventions and fidelity
 - c. IEP team meetings with the parents to develop, review, adjust the IEP.
 - d. Relevant achievement testing.

6. Previous assessments and/or interventions have been completed, if recommended, through:
 - e. An audiologist and/or
 - f. A Speech Language Pathologist, and/or
 - g. An Occupational Therapist, and/or
 - h. A pediatrician.
7. If possible, hearing and vision have been checked within the past year.
8. No similar assessment has been conducted in the past 3 years.
9. Information from similar assessments in file is outdated (older than 3 years).
10. There is parental support.
11. The child is 7 years of age or older.
12. The child has good attendance.

(T13) Process for Referral for Psychological Educational Assessment

1. A concern is brought forward by an individual (parent, teacher, administrator, health professional, etc.) involved with the child to the program support teacher (PST) or classroom teacher that a specialized assessment is required.
2. The PST reviews the student's files.
3. The school based support team (SBST) meets to review information, previous interventions and supports to date. Information may come from a wide variety of sources (for example: work samples, informal inventories, cumulative file, support file, consultations with other teachers or individuals who work with the child, health professions etc.) See chart **Sources of Information: Student Strengths and Weaknesses**.
4. The SBST reviews and determines if:
 - a. pre-assessment conditions (T12) have met for a psycho-educational assessment,
or
 - b. intervention recommendations need to be trialed. The SBST determines the priority rating of students for the assessment,
and/or
 - c. selects informal assessment techniques to determine what cognitive skills can be observed in everyday activities, especially play and in the classroom.
5. The PST must contact parents to ensure they are willing to proceed with a Psychological Educational assessment, reminding parents that the process can be lengthy.

Sources of Information – Student Strengths and Challenges

		Examples	
Teacher	Work with student in classroom	<ul style="list-style-type: none"> • Observations • Anecdotal notes • Work samples 	<ul style="list-style-type: none"> • Reading inventories • Math inventories
	Review existing information from school sources	<ul style="list-style-type: none"> • Learner Profile • Cumulative File review, e.g. <ul style="list-style-type: none"> • Attendance • Report cards • Program type • Student Support Plan or IEP • Behavior Support Plan • Previous schools • Group/Prov. Tests 	<ul style="list-style-type: none"> • Class Review • Program Support File review, e.g. <ul style="list-style-type: none"> • Previous assessments • Interventions • Retention • OT, Speech, Audiology, Vision/Hearing • Medical concerns
	Meet with others who know the student well/ have worked with the student in the past	<ul style="list-style-type: none"> • Previous teacher(s) • Parent/Guardian • Elders • Program Support Staff 	<ul style="list-style-type: none"> • Counselor • Mentor • Community Support Worker
SST/School Team	Review information, meet with others and conduct assessments	<ul style="list-style-type: none"> • Review information from teacher, as above • Observation in classroom • Referral to TEAM • Referral to counseling 	<ul style="list-style-type: none"> • Assessments with standardized tools, e.g. miscue analysis, diagnostic • Functional Behavior Assessment • Case conferences
	Refer for assessment by others	<ul style="list-style-type: none"> • OT, Speech, Audiology • Mental Health • Psychologist 	<ul style="list-style-type: none"> • Family doctor, pediatrician, psychiatrist, other • Specialized assessment

Documentation of the following:

- ☐ Classroom-based assessment and intervention by the classroom teacher and learning specialists (e.g. literacy support, interventions, etc.)
- ☐ Early school entry assessments such as Brigance results, TOPA 2, Bracken Receptive, etc.
- ☐ Level B assessment by PST or RISC (KTEA-3; WJ IV-Achievement; WIAT-III; Keymath-3 Cdn.; SMALSI; Feifer Assessment of Math, Feifer Assessment of Reading, etc.) and evidence of intervention response to those recommendations
- ☐ Speech Language Assessment (if relevant)
- ☐ Occupational Therapy Assessment (if relevant)
- ☐ Pediatrician referral (if relevant)
- ☐ Attendance (while learning concerns may be at the basis of poor attendance for some children, excess absenteeism impacts the ability of a psychologist to draw conclusions regarding academic progress and achievement. A child should be in regular attendance at school – children who are absent for extended periods of time, regardless of reason, **may not be** a high priority to test because absenteeism for any reason affects learning. It is recommended that the SBST review attendance history to analyze changes, if any, and ensure that programming for the student has been appropriate and make those changes first to see if attendance improves).
- ☐ Previous diagnosis and purpose for current testing (i.e. to support post-secondary aspirations). A student with a diagnosis should be tested again during their high school years to provide documentation for post-secondary supports.

(T14) PST Responsibilities in the Psychological Education Assessment Process

Pre-assessment

1. Work with teacher(s) to collect the necessary data and complete the review of the files as necessary.
2. Coordinate the school based support team (SBST) meeting for referral process.
3. Coordinate meetings with the teacher and/or parent(s) to ensure consent is confirmed and that both the parent and child are willing to go through the process. Explain the assessment process (ex: pre-assessment interviews, the assessment itself, debrief meeting) to the parent and briefly go over the forms they will need to complete.
4. Work with the parent(s) to complete the relevant forms, ensuring the consent form is signed.
5. If possible, refer the child to the relevant health authority for vision and hearing screening. If results indicate a concern with hearing and/or vision, request the parents make follow up appointments. These concerns should be addressed before a psycho-educational assessment is completed.
6. Complete the referral package, gathering the necessary information from the cumulative and student support files. (Districts may have their own package or the psychologist may supply a referral package – NOTE: if the District uses their own package it is likely the psychologist will have additional forms etc. to be filled out).
7. For outside psychologists, arrange for and coordinate the booking of the pre-assessment interview as requested by the psychologist. Gather back questionnaires and forward to the psychologist.
8. Forward referral package to the regional inclusive schooling coordinator, if required.

During the Assessment

1. Liaise with the psychologist to ensure times; information and process are going smoothly.
2. Arrange for parent meetings with the psychologist if part of the process.
3. Arrange for a quiet space within the school for the assessment(s) to occur.
4. Gather further information if so requested.
5. Ensure snacks are available for the duration of the assessment (parent or school provided)

After the Assessment

1. Check with the psychologist to determine if there needs to be a private parent meeting previous to the school/parent debriefing meeting.
2. Arrange the debriefing meeting(s) as required.
3. Follow up with the teacher regarding implementation of recommendations within 3 months of the report.

(T15) Considerations for Prioritizing Students for a Psychological Educational Assessment

1. It is recommended that children who are not at least 8 years of age in the current school year (age appropriate grade 3), be considered for Psychological Educational assessments, except in exceptional circumstances.

For example, children who have experienced brain trauma in their early life, or have a medical condition that affects cognition, or other neuro-cognitive concerns (e.g.: Traumatic Brain Injury, Fetal Alcohol Syndrome Disorder, Autism Spectrum Disorder) may be possible candidates for a Psychological Educational assessment before grade 3.

Alternatives to a full Psychological Educational assessment should be considered for a child who is under the age of 8. This may include Level B testing, social/emotional assessment by a qualified individual, and/or recommendations for specific interventions that may address the observed concerns.

2. Students who have not had instruction in English Language Arts (or have only had 1 year of English instruction), or students who are ESL learners in their first few years of English, are poor candidates for full Psychological Educational Assessments as an appropriate analysis of their English Language skills in reading and writing cannot be completed. However, there may be information available to provide direction for the provision of appropriate supports and interventions for children who are struggling with their learning. This information may come from classroom observations, language assessments, phonemic and phonetic language screens, or other Level B and/or social emotional assessments, or cognitive assessments, or through the completion of the MOSIAC Assessment.
3. Referrals from a pediatrician, psychologist, mental health practitioner or other health professional should be given full consideration.
4. Student responsiveness to previous interventions and supports:
 - what interventions have been tried with the student?
 - have they been consistently applied?
5. Relative complexity of learning concerns.

6. Documentation of the following:

- ☐ classroom-based assessment and intervention by the classroom teacher and learning specialists (e.g. literacy support, interventions, etc.)
- ☐ Level B assessment by SST or Student Services Coordinator (KTEA-3; WJIV-Achievement; WIAT-III; Keymath-3 Cdn.; SMALSI; Feifer Assessment of Math, Feifer Assessment of Reading, etc.) and evidence of intervention response to those recommendations
- ☐ Speech Language Assessment (if relevant)
- ☐ Occupational Therapy Assessment (if relevant)
- ☐ Pediatrician referral (if relevant)
- ☐ Attendance (while learning concerns may be at the basis of poor attendance for some children, excess absenteeism impacts the ability of a psychologist to draw conclusions regarding academic progress and achievement. A child should be in regular attendance at school – children who are absent for extended periods of time, regardless of reason, may not be a high priority to test because absenteeism for any reason affects learning. Review attendance history to analyze changes, if any; ensure that programming for the student has been appropriate and make those changes first to see if attendance improves).
- ☐ Previous diagnosis and purpose for current testing (i.e. to support post-secondary aspirations). A student with a diagnosis should be tested again during their high school years to provide documentation for post-secondary supports.

7. Referral Question(s)

- What does the school want/need to know – can the question(s) be answered by other assessments? See the Matrix.

8. Parental Commitment to Process

- If the referral question is about services beyond the scope of the school day and parents are reluctant to engage in the process, consider if the referral at this point is wise. Ask, are parents ready or at least willing to hear the message that may come from the Psychological Educational assessment. This does not mean they may not have a journey – but they need to be willing to take the first step.

(P1) Suggestions for Parents Participating in the Student Support Plan Process

When planning a program for students, teachers like to work with parents and students as a team. As a parent you are an important member of that team and your contribution to help develop and monitor the SSP for your child is important.

You can take part in the process in a number of ways, including:

- keeping in touch with your child's teacher
- sharing information about your child's past experiences, interests, successes, difficulties
- encouraging your child to be part of the discussion about their program
- taking part in discussions and helping make decisions about programming for your child, and any accommodations or modifications or strategies suggested
- discussing the program plan with your child
- observing and reporting to the teacher any changes in your child's attitudes and behaviour related to the school experience
- asking questions about your child's program and progress
- sharing with the teacher anything going on at home that may bring about a change in your child's school work or behaviour
- being part of the teams that reviews your child's Support Plan
- ensuring your child attends school regularly
- working with your child at home to reinforce the learning they are experiencing at school
- asking the teacher for work you can do at home to help your child reinforce their school learning
- ask for clarification of new terms and references

(P2) Sample Questions for Parents to Ask During the SSP Process

When planning a program for students, teachers like to work with parents and students as a team. As a parent you are an important member of that team and your contribution to help develop and monitor the SSP for your child is important.

- How are my child's strengths used to develop the SSP?
- Does the SSP focus on my child's difficulties?
- What is meant by an accommodation?
- What are the benefits of using these with my child?
- Can I and my child be involved in the selection and evaluation of the strategies used?
- Do all of the teachers responsible for my child's education have a copy of the SSP so they can plan their teaching and monitor my child's progress?
- How will you measure my child's progress on the SSP?
- How will the strategies used with my child be explained to other children in the class?
- If there is progress, will the strategies be changed, or the SSP be dropped?
- If there is no progress, will other strategies be selected and tried?
- How can I support the SSP at home?

(P3) Suggestions for Parents Participating in the IEP Process

When planning a program for students, teachers like to work with parents and students as a team. As a parent you are an important member of that team and your contribution to help develop and monitor the IEP for your child is important.

- You are the expert about your child, share your perspective on their personality, interests, struggles, and success
- If you think you will need support at the meeting, invite someone to join you
- If you have a lot on your mind about the meeting, draft a simple list of point you want to make or information you want to obtain at the IEP meeting and make sure your list is covered before you leave the meeting
- Share how your child behaves in many different environments: doing homework, helping with chores, playing with friends, being on teams, doing other activities
- Ask questions and request answers – education is filled with ‘jargon’ and special words – if you do not know what an acronym or term means, please ask
- Be aware of the goals you have for your child and make sure the team understands your expectations

