

Administrative Procedure 214 – Inclusive Education

Appendix A - INDIVIDUAL SUPPORT PLANS

Background

Alberta Education Ministerial Order (#015/2004) requires school boards to identify and deliver effective programming for students with special education needs in grades 1–12.

This appendix outlines the requirements in “Individualized Support Plan (ISP)”. An ISP is a concise plan of action designed to address a students’ unique learning needs. It is based on specialist assessments as well as information gathered from the student, parents and planning team.

- An ISP is designed for students who have been assigned a special education code by a qualified professional who has expertise and training in conducting specialized assessments and providing interpretive reports; or a qualified professional has recommended that an ISP be designed to support a student who does not fit the coding criteria provided by Alberta Education, and the student requires extensive planning to ensure success (i.e. low average cognitive, significant regulation concerns, or student is on wait-list for further assessment).
- It is a mandatory requirement for any child/student in need of specialized supports and services to have these services outlined in an Instructional Support Plan (ISP), Education Act, 11(3-4).
- The Special Education Coding Criteria is updated yearly by Alberta Education and outlines criteria within specific categories to assist teachers and administrators in school authorities to identify those ECS children and Grades 1–12 students who require additional support in their educational program.
- An ISP is designed for students whose learning needs goes beyond the planning that occurs within EICS’ Collaborative Response Model.
- Not all students with a special education code require an ISP. Some may benefit from a Regulation Support Plan (see Appendix B) to support positive behaviour or regulation, or a Specialized Treatment Plan to address medical needs (Administrative Procedure 316 - Administration of Medical Treatment to Students).

Definitions

“Adapted programming” means programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

“Modified programming” means programming in which the learning outcomes are significantly different from the provincial curriculum and are specifically selected to meet students’ unique education needs.

“Students with special education needs” means students described in section 11(3) of the Education Act as being in need of special education programming because of their behavioral, communicational, intellectual, learning or physical characteristics or a combination of those characteristics.

Assessment Data is the process of collecting information about students using a number of formal and informal methods across a variety of domains relevant to performance (behavioural, communicational, intellectual, learning or physical characteristics) to develop and implement appropriate programming to support student learning. Specialized assessments are uploaded into PASI. Team members are responsible for ensuring that assessments remain current and referrals are put in place when the current assessment is out of date.

Procedures

Principal’s Role in Instructional Support Planning

1. The principal of the school is responsible for the implementation of educational programs (Ministerial Order #015/204).
2. The principal must ensure that all students identified as requiring special education have an ISP in place by the end of October of each school year, and that the essential information is included within each ISP.
3. ISPs are submitted to the principal in early October for approval, once endorsed by the principal, contributing members endorse the ISP by October 31. ISP review dates and transition plans align with reporting dates for school report cards.
4. The principal of the school ensures that each teacher understands their role in developing and implementing an ISP for identified students in their classroom.
5. The principal assigns a Collaborative Response Coordinator (CRC) or Inclusive Learning Facilitator (ILF) to support and coordinate the ISP process for all identified students.

6. Principals ensure that teachers receive the information they need to work with students with special needs who are assigned to them, and that the school is organized to provide targeted and specialized supports as necessary.
7. Principals establish opportunities and expectations for the positive involvement of parents/guardians in supporting student learning; this includes coordinating communication protocols for sharing the ISP and progress with all stakeholders.

Teacher's Role in Instructional Support Planning

The *Education Act* and *Catholic Teacher Quality Standards* summarizes the responsibilities of teachers within the school system.

1. The teacher is responsible for using appropriate universal and targeted strategies and supports to address students' strengths, learning challenges and areas for growth;
2. The teacher recognizes and responds to specific learning needs of individual or small groups of students and, when needed, collaborates with other specialists to design and provide targeted and specialized supports to enable achievement of the learning outcomes;
3. Teachers are responsible for completing the Instructional Support Plans for identified students including:
 - 3.1. **Program details** - a brief description of the grade and general classroom supports, including options that the student is attending.
 - 3.2. **Strengths and Interests** – may include cognitive processing and communication, previously acquired skills, personal characteristics that support learning as well as non- academic accomplishments.
 - 3.3. **Learning Preferences** - short summary of how the student learns best (i.e., visual learner, auditory learner, kinesthetic, small group, etc.)
 - 3.4. **Areas of Need** - derived from specialized assessment and current level of performance, only priority needs are included in the ISP. This section includes input from the guardians and if possible the student.
 - 3.5. **Current Levels of Performance** - provides a `snapshot` of how a student is performing in the classroom, this information may be included in the **Interim Review** and **Final Review**. These reviews provide a summary of what the student was able to do and next steps in programming.
 - 3.6. **Indicators of Success (also referred to as 'I Can Statements')** - includes a brief description of the learning outcome and what evidence of learning will look like.
 - 3.7. **Strategies** - provides a plan of action involving activities, resources or individuals to support the student in achieving the 'Indicators of Success'.

3.8. **Transition Plans** - includes plans for preparing and supporting the student for new situations and challenges. A description of strategies that were most successful for the student over the past school year and well as recommendations for the following school year is also included in this section.

4. Teachers submit the ISP to the principal in early October for approval, once endorsed by the principal, contributing members endorse the ISP by October 31;
5. ISP review dates and transition plans align with distribution dates for report cards;
6. Where the student's program involves specialized consultation or instruction by someone other than the classroom teacher, collaborative processes are required to make best use of the expertise of the specialists available to assist and to ensure a coordinated approach.
7. In middle and high schools, where several teachers may be involved in the student's program, coordinated planning is especially important.
8. As necessary, other school division personnel or staff from community agencies may be involved in the development and have a role to play in its implementation. Teachers with the support of the school-based learning team are responsible for completing referrals to access these resources.
9. Parents must be given the opportunity to be consulted in the planning process, and receive a copy of the ISP. To the extent possible, the student also participates in the process.
10. The ISP should document instances where services are offered but the parent or the student refuses them.

Collaborative Response Coordinator (CRC)/ Inclusive Learning Facilitator (ILF)

1. The CRC/ ILF is responsible for collaborating with the school learning team (i.e. parents, teachers, administration, and Family Wellness workers) to facilitate development of an ISP.
2. The CRC/ ILF is responsible for ensuring that the most recent copy of the ISP has been uploaded to PASI (uploading copies of the ISP is only necessary when a team is collecting signatures on a paper copy).
3. The CRC/ ILF is responsible for clearing the metadata of the previous school year in the fall.
4. The CRC/ ILF assigns team members and assists the principal in distributing caseload for school teams.

5. The CRC/ ILF coordinates referrals and assessments for all students in the school.

Parent/Guardian

1. The role of a parent is crucial to the success of the development and implementation of an ISP. The Inclusive Education Library supported by Alberta Education provides strategies and tools for enhancing parent involvement during the ISP process.

Reference: *Education Act*, SA 2012, c E-0.3, ss.11, 32, 33, 196, 197, 222
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Ministerial Order 015/2004 – Standards for Special Education