Saskatchewan Ministry of Education
2017

Inclusion and Intervention Plan
Guidelines

Saskatchewan

Contents

Appendices

Introduction

This document provides guidelines for collaborative team members who are developing an Inclusion and Intervention Plan (IIP) for a student. The Ministry of Education has developed an IIP template which is available as an electronic Inclusion and Intervention Plan (eIIP) in the Student Data System, and these guidelines follow the sections of the data entrance screen of the eIIP.

The IIP is intended to be a flexible planning tool. School divisions can use it in its entirety or use sections as they see fit. For instance school teams, consisting of parents/guardians, teachers, administrators, supporting professionals, educational assistants, human services agencies and community organizations, may decide to use sections of the template to document medical plans or to plan for students who require short term supports. Only eIIPs meeting the "Green Flag" logic for complete IIPs will appear in the eIIP summary reports. An explanation of "Green Flag" logic is found in Appendix A.

The Ministry of Education embraces a Student First approach to education that puts the focus on what matters most—the student. The guidelines incorporate a Student First approach within the contextual framework of a needs-based model of service delivery. Using Student First thinking, we ask ourselves *"What difference does this make for the student?" "What outcome would benefit the student?"* and *"How can we work together to achieve this?"* The needs-based model is a Student First strengths-based approach in which responsive instruction, interventions and supports are identified, planned and provided to meet student needs.

The philosophy and principles of a needs-based model of service delivery inform and guide the way all students are supported in Saskatchewan schools. A needs-based approach is flexible and responsive. This approach recognizes that students have different strengths and needs that change over time. A needs-based approach to planning incorporates individualized and responsive supports that are adjusted as a student's strengths, interests, learning styles and needs develop and change.

The IIP guidelines are based on the belief that all team members contribute to the development of a student's IIP. Reflection Questions and Considerations as well as Engaging Parents/ Guardians and Students sections are included as templates to help guide conversations that include all team members.

Needs-based planning reflects the three key principles of a needs-based model[1]

Inclusionary philosophies and beliefs:

- celebrate that all students belong to and are valued members of a diverse society;
- understand that students benefit best by functioning effectively within their home, school, community and in the wider society;
- focus on student strengths, abilities and needs;
- emphasize supports and the elimination of barriers; and,
- nurture student independence/interdependence by providing opportunities that promote the development of skills, personal empowerment and self-determination.

Planning for instruction, interventions and supports:

- emphasizes access to the regular curriculum and adapts instruction using evidence-informed practices;
- incorporates authentic assessment approaches to identify needs and guide instructional practices, intervention and programming;
- utilizes an outcomes-based approach to planning;
- develops instruction, assessments, interventions, supports and services that are responsive and differentiated to meet the student's unique needs, and are provided only as long as they are needed; and,
- emphasizes natural supports and adaptations to the environment in inclusive classroom settings.

Interprofessional collaboration:

- nurtures a collaborative culture of shared responsibility;
- supports an interdisciplinary team approach that incorporates the authentic involvement of individuals supporting the student as well as parents/guardians and students when appropriate;
- incorporates a reflective, holistic approach responsive to student's needs; and,
- facilitates coordinated and integrated service delivery by team-based information sharing, cooperation, collaboration and joint planning.

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[1] Saskatchewan Ministry of Education. (2015). *Actualizing a Needs-Based Model*.

What is an IIP?

An IIP is a document developed and implemented by a collaborative team. It is a compilation of student outcomes that focus on the key areas of development that will have the most impact on student success during the current school year.

An IIP is...	An IIP is Not...
• A holistic individual student plan that considers the student as a whole person with strengths, abilities, needs and preferences. • A plan that is informed by the reflections and contributions of those who know the student best as well as professionals with specific expertise.	• A plan that is limited to the student's needs and gaps in learning in a limited context. • A plan that is informed by limited input.
• Developed, implemented and monitored collaboratively by an interdisciplinary team that includes parents/guardians, the student (as appropriate), teachers, administrators, supporting professionals, educational assistants and when applicable includes personnel from outside the school division, such as health providers, human service agencies and community organizations.	• Developed in isolation and presented to other team members such as parents/guardians, classroom teachers.
• A coordinated and integrated plan that reflects shared responsibility among all team members. • A plan that enhances accountability and optimizes student functioning and learning.	• A plan that depends primarily on a few individuals. • A plan that can be ignored.
• A plan that focuses on key areas of development that will have the most impact on student success during the current school year.	• A complete, detailed description of the student's educational program.
• A flexible, adjustable plan that is reviewed and revised by the team on an on-going basis in order to respond to the student's changing strengths and needs.	• A document that is produced and filed without on-going review. • A document that is reviewed and revised without team input.
• A plan that is written so that all team members, especially parents/guardians and the student (as appropriate) can easily understand it. • A plan that uses a succinct, data-informed and concise writing style when entering information, such as short paragraphs or bullets.	• A plan that is confusing with outcomes that are difficult to understand and measure.
• A plan that is written using respectful, judgement-free language.	• A plan that uses opinionated and/or subjective language.
• A plan that prioritizes the elimination of barriers to success and nurtures the student's independence, personal empowerment, self-determination and peer interactions. • A plan that supports the student to function in the classroom, school, community and wider society.	• A plan that prolongs student dependence on the support of adults. • A plan that sets the student apart from peers. • A plan that remains the same from year to year.

Who Needs an IIP?

Using the principles of a needs-based model of service delivery, the Ministry of Education expects school divisions to develop and implement IIPs to support the individual needs of the following students:

- Prekindergarten to Grade 12 students who have been identified by school divisions as requiring intensive supports to meet their needs;
- students who require on-going instructional strategies and supports beyond the Adaptive Dimension[2] to meet their needs; and,
- students enrolled in a Functional Integrated Program.

Not every student with an IIP will need intensive supports but every student identified as needing intensive supports will require an IIP.

General Reflection Questions

The intent of an IIP is to develop an individualized plan to meet a student's individual needs. Thoughtful consideration of the following questions supports Student First thinking:

- Does the IIP make a positive difference for the student?
- Does the IIP use the student's strengths, interests and learning styles to meet the student's needs?
- Do the outcomes support student attainment of key competencies and increase student independence?
- Does the IIP remove barriers and support access to appropriate learning opportunities and resources?
- Does the IIP involve team members working collaboratively to develop, support and monitor the outcomes?
- Is the IIP meaningful for current and new team members?
- Does the IIP provide clarity on the role of team members in supporting student learning outcomes?
- Does the IIP planning process include student participation?

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[2]Please refer to *The Adaptive Dimension for Saskatchewan K-12 Students* (2017).

Sections in the eIIP

Who is the Student?

Who is the Student? reflects the importance of keeping the student front and centre. As the first section of the IIP, it provides the starting point and on-going guide for student planning. The team describes the student as a unique individual and provides a holistic summary of the student's strengths, interests, learning styles and needs along with any additional information that is critical to optimizing the student's success. The information in Who is the Student? informs the planning of appropriate outcomes and supports. Parental/guardian input and, where appropriate, student input is critical to this section.

Note: *Who is the Student?* is one of the four key sections required by the provincial Student Data System to monitor for robust or complete IIPs.

Reflection Questions and Considerations
•   What would I need to know if this student was entering my classroom for the first time?
•   How can we set this student up for success?
•   Who is the student as a learner in school? Who is the student at home?   •   What are the student's likes, dislikes, academic and other interests, skills, strengths, learning styles, challenges and goals?
•   What does the student need to feel safe, welcomed and included?
•   Do the parents/guardians see their child's strengths in the IIP, or do the parents only see a list of needs and problems?
•   What has previously worked for this child? What has not worked?
•   Will this information serve to inform the planning of outcomes and supports that reflect the strengths and needs of the student?

Engaging Parents/Guardians and Students
•   Initiate conversation with the parents/guardians and/or the student regarding the student's learning strengths, talents and interests, learning needs, hopes and/or goals for the future.

•   From the parent, guardian and/or student perspective:
      •   What has gone well in school? What has been challenging?
      •   What kinds of supports have proven to be helpful?

Student Assessment Information

Information in this section needs to be current and relevant. Current refers to the last or most updated assessment results achieved by the student. Teams can use assessment documentation to determine if and when students should be re-evaluated. Relevant implies that the information and/or results provided by the assessment will inform and guide planning based on the student's present needs. Information entered under Student Assessment Information will appear under *Current Assessment Diagnostic Information* when the student's IIP is printed.

> **Note:** *Student Assessment Information* is one of the four key sections required by the provincial Student Data System to monitor for robust or complete IIPs.

Learning Capacity

This information assists the team in planning outcomes and supports that fall within the student's level of ability or learning capacity. Learning capacity is determined through a formal cognitive assessment generally completed by a registered psychologist.   The team psychologist must be consulted before the learning capacity descriptor is entered into the IIP.

The learning capacity descriptors are listed below. Please note that the descriptors changed in spring 2017. IIPs created before spring 2017 will display the following descriptors until a new descriptor is entered:

- Above Average Ability: Capable of handling regular or extended curriculum (>115 IQ)
- Average Ability: Capable of handling regular curriculum (~100 IQ)
- Low Average Ability: Requires classroom adaptations (~80 IQ)
- Borderline Intellectual Ability: Requires adaptations & individual programming (~60-80 IQ)
- Significant Cognitive Disability: Requires individualized programming (<55 IQ)
- Cognitive Ability Not Formally Assessed: No assessment information available
- Cognitive Ability Cannot Be Classified: Full scale IQ cannot be calculated and/or reader is encouraged to review the assessment on file
- Cognitive Ability Is Not Known At This Time: Student is not assessable

IIPs created in or after spring 2017 will display the following learning capacity descriptors from the drop down menu:

- Above average ability
- Average ability
- Below average ability
- Significantly below average ability
- Ability not formally assessed
- Ability cannot be reported due to the variability of the results
- Ability is not known at this time

Assessment and Diagnostic Information

This section provides a summary of relevant assessment information to identify student strengths and needs as well as to guide planning. The team may include as many formal assessments and/or diagnoses as appropriate. Include authentic, classroom-based assessments (formative, summative and/or diagnostic) that are related to the student's IIP outcome(s). It is not necessary or desirable to provide a summary of all previous assessments. Include only the most recent and relevant assessments that pertain to the student's current needs and priority areas of development.

Diagnosis Obtained as a Result of Assessment or Name of Assessment

Provide the name(s) of the assessment(s) and a brief description of the results. Provide only as much information as necessary so that all team members get an overview of the information provided by the assessment. Provide the diagnosis if there is one to report. Refer team members to "See school cumulative file" only if the information has been summarized but more detailed information is helpful to the team. Remember that the IIP needs to provide team members with a meaningful understanding of the student and the student's needs.

Professional/Role/Agency that Completed the Assessment

Provide the role, name and agency/organization of the professional who completed the assessment or made the diagnosis.

Year Assessment was Completed

This information is required for each assessment/diagnosis. Teams are advised to monitor the list of assessments and remove those that are no longer relevant.

Reflection Questions and Considerations

• Are the assessment results included in this section meaningful and informative?
    • Has the initial diagnosis been replaced by an updated diagnosis?
    • What is our school division's policy on filing and accessing formal assessments and/or reports?

• Do the assessment results identify the student's strengths and needs, and guide planning? • Are the assessment results described by a brief explanation as well as by recording the measurable or number descriptors?   • Can anyone reading the IIP understand the information recorded?

• Do the assessment results leave the team with unanswered questions?
    • Is additional assessment necessary to gain a holistic and authentic understanding of the student's strengths and needs?
    • Are there any future assessments planned?

Engaging Parents/Guardians and Students
• Do the assessment results reflect your perception of your child's strengths and needs as you know them? • Are there any future assessments planned?

Student Medical Information

This section provides a summary of relevant medical information that may have an impact on performance and/or behaviour at school. This may include medications, procedures, the role of parents/guardians, health service providers, school staff and/or the student regarding care needs and programming considerations related to medical issues. It may also include information about how to communicate the student's medical issues to others (e.g., peers in the classroom, other staff members).

Information related to care needs might include a brief explanation of the student's medical condition (e.g., diabetes), medication (e.g., who administers it, where and when the medication is to be administered, where the medication is kept), warning signs for which to watch and what to do in a medical emergency.

Information related to programming considerations includes an explanation of the student's medical condition and its impact on school performance. For example, a student with a recent brain injury may tire by the afternoon and require programming and support to address the student's need for rest during that time of day. If the brain injury affects memory, the IIP will need to include supports related to memory.

When reporting any medical information, privacy considerations are very important. Only include information that has been provided by the parent or guardian, confirmed through documentation by a health professional, and is relevant to the student's needs in school settings.

If there is no pertinent medical information to report, this section would remain blank.

Reflection Questions and Considerations

• How does the information included in this section inform programming?
      • Does the child need a safety or medical plan?
      • Is the information included in this section necessary?

• Has the impact on school performance and/or behaviour been clearly explained?   • Would a new team member understand the information provided and be able to act on it?

Engaging Parents/Guardians and Students
• What do school staff members need to know about your child's medical condition for safety at school?
• Are you comfortable with how the information is presented in this section? Is there something that needs to be added, removed or restated?

Areas of Development

This section focuses on the areas of development that have been identified as having the highest priority for the student during the current school year. This section includes specific outcomes to be targeted as well as documentation of support services and strategies to optimize the achievement of these outcomes.

There are 11 areas of development in the IIP.

1. Independence
2. Personal/Social Well-being
3. Communication
4. Health/Medical Need/Personal Care
5. Academic Achievement
6. Safety
7. Sensory
8. Motor Skills
9. Transition: Daily
10. Transition: Short-term
11. Transition: Long-term

Areas of Development and Levels of Support Information

Using the four-column rubric, teams identify the support level required for each area of development and agree upon priority areas for the student. Choose a manageable number of priority areas that the team can reliably support; three to five during the school year are recommended. Focus on the area(s) that have the greatest impact on the student's learning and well-being and will make the biggest difference to the student's success.

> **Note:** *Area of Development* is one of the four key sections required by the provincial Student Data System to monitor for robust or complete IIPs.   At least one outcome needs to be developed for a green flag to appear.

The list of areas of development and levels of support is found in Appendix B.

Reflection Questions and Considerations
• Have we focused our attention on areas of development that will genuinely make a difference to the student's learning and well-being?
• Would the parents/guardians/student agree that these are priority areas?   • Was the student's input considered in the choice of priority areas?

Engaging Parents/Guardians and Students
• On which priority areas do you think we need to focus this year?   • Do you have any questions about these areas?
• Are there any areas that could be supported or reinforced at home?

Student Annual Outcome

Student annual outcomes are statements that describe what a student can reasonably accomplish by the end of a school year. Outcomes should focus on the areas of most need and will have the most impact on student success.   One or more outcomes are developed by the team for each prioritized area of development. When an outcome fits into more than one area of development, teams will need to choose the most appropriate area for the student. For example, conversation skills might relate to communication or personal/social well-being. For a student experiencing a delay in language development, the conversation outcome might fit best in the area of communication. If the student has issues relating to peers, the outcome might fit better in the area of personal/social well-being.

What measurable outcome do we want the student to achieve by June?

SMART Format: SMARTly written outcomes are:
   S – Specific
   M – Measurable, meaningful, manageable
   A – Attainable
   R – Realistic
   T – Time-Related

Outcomes need to be measurable, meaningful and attainable by the student. They need to provide a clear, easily understood statement of what the student is striving to achieve in a specified period of time. Writing outcomes in language that all team members can clearly understand, using a SMART format, helps to ensure that outcomes are measurable and meaningful. Aligning outcomes to the student's strengths and needs as outlined in the Who is the Student? section helps to ensure that they are attainable.

Avoid outcomes that are so broad that they are unmeasurable, unattainable and/or are composed of many underlying skills. For example, "reading at grade level" is an outcome that is composed of many underlying skills. An outcome that focuses on a key underlying skill or skills, such as identifying main idea or reading strategies, would be specific, manageable and attainable, as well as measurable. Think about what is reasonable for the student to achieve in one year.

When deciding how to assess and measure an outcome, strive to identify practical ways of assessing that do not require elaborate preparation and are reasonable for team members working with the student to measure and record.

Since IIP is a flexible planning tool intended to respond to a student's changing needs, teams are encouraged to review outcomes, at a minimum of each reporting period, as the school year progresses to determine whether the outcomes remain realistic and appropriate for the student or whether they need to be archived and replaced by more appropriate outcomes. IIP progress report guidelines can be found in Appendix C.

The following examples may support school divisions in writing annual outcomes using the SMART Format.

➡️ [By what date] [the student] will [action] [how/what] [where] [by what criteria].

Student A

By June 2017, if [the student] is late for school they will go to the office for a late slip, request the administration assistant to buzz the classroom to say that [the student] is here and will arrive at the classroom within three minutes on four out of five times as measured by the educational assistant using a tracking system created by the classroom teacher.

Student B

By June 2017, [the student] will notify the classroom teacher or point-of-contact person when experiencing changes due to blood sugar, as listed in the student's Individual Care Plan (ICP), 100% of the time and accurately identify the symptoms on the Student Symptom Checklist.

Please refer to:
>   Policy Advisory: Life -Threatening Conditions: Guidelines for Saskatchewan School Divisions
>   Guidelines for the Care of Students Living with Diabetes in School

Student C

By June 2017, [the student] will use one of five strategies (picture clues, re-read backwards or forwards, spy into, sound it out or flip-flop the vowel sound) when oral reading a level G text in a one-to-one setting, to self-correct when decoding at a minimum of four out of five times as recorded on the student tracking sheet.

Reflection Questions and Considerations

• Is the outcome specific and meaningful?
      • Does everyone on the team have the same understanding of the outcome?
      • Would a new team member understand the outcome?
      • Does the outcome focus on the specific skill(s) needed?

• Is the outcome measurable, manageable and observable?
      • Is the outcome worded using verbs that result in observable ways of demonstrating achievement, e.g., "demonstrate understanding by …" instead of "understand"?
      • Is the outcome planned with a clear picture of how progress will be observed and measured?
      • Does the focus of the outcome and the data collected align with the priority needs of the student?
      • Are the data meaningful to all team members?

• Is the outcome attainable and realistic in relation to the student's strengths and needs?
• What impact will the outcome have on the student – academically, emotionally, socially and/or physically?   • Does the student have the prerequisite skills, ability and independence needed to achieve the outcome?
• Is the outcome written so that parents/guardians, students (where appropriate), teachers, administrators and all team members can understand it and carry out their responsibilities?   • Did we include the student (where appropriate) and parents/guardians in outcome planning?

Engaging Parents/Guardians and Students
• Do you have any questions about the outcome and its importance to your child's overall level of functioning and well-being?
• Are there any outcomes that you feel could be supported from home?

How is the student doing on this outcome right now?

This section provides a detailed written description of observations about the student's performance related to the outcome. The description identifies what the student is currently able to do or not do as it relates to the area of development and provides the baseline against which to measure future growth. The description should be assessment driven, as specific as possible and avoid vague and subjective language.

Student A

Oct. 5, 2017 - [the student] is late for school an average of three days a week. [The student] will go to the office for a late slip but will then wander around the school or hang out in the boy's bathroom until he is noticed. [The student] says that he likes school and his teacher but just likes hanging out better.

Student B

Sept. 10, 2017 - [the student] has diabetes. [The student]'s mom wants her daughter to begin taking some responsibility for her diabetes care plan. Presently [the student] does not articulate any change that she is experiencing due to changes in blood sugar. At home this is not an issue as mom can recognize the signs. Mom finds this very stressful and would like the school to have a plan to support her daughter in recognizing these symptoms. Mom is willing to put some information together and work with the classroom teacher and an assigned first-point-of-contact person on establishing some procedures and routines.

Student C

Oct.10, 2017 - [the student] has been reading at a level C since the end of Grade 1 and is demonstrating very little progress since starting Grade 2. It has been observed that when [the student] is reading and comes to an unknown word he will stop and wait to be told what the word is rather than using any reading strategies to figure it out. [The student] appears to have good comprehension skills as he can participate in discussion and answer questions after a book has been read aloud to him.

[The student] knows all the letters of the alphabet and knows the sounds. [The student] can blend two- and three-letter words (vowel/consonant and consonant/vowel /consonant patterns) in isolation but is not applying this strategy when reading in context. He has a sight word vocabulary that consists of the following words: I, am, is, look, it, at, went, his, go, of, stop.

Reflection Questions and Considerations
• Be skill specific.
• Use descriptive language to describe what you can observe, both strengths and needs.
• Use objective language; avoid evaluative, judgemental language (e.g., rather than say "lazy" write what you see: "The student took 5 minutes to initiate the task").
• How can we include the student?   • Is there a self-assessment or self-monitoring tool that the student can use to provide his or her own data on the outcome?

Engaging Parents/Guardians and Students
• What do you observe about how your child is doing now in terms of the skills and/or knowledge we've discussed for this outcome?
• Are there differences between what the school team observes and what you see at home?

Source of outcome assessment

Up to four assessment approaches may be chosen from the selection provided in the eIIP planning template. The team identifies the assessment approaches that will provide the student with authentic opportunities to demonstrate the full extent of his or her achievement of the outcome. Depending on the type of assessment tool(s) chosen by the team, an individualized tool may need to be developed to gather the assessment data. The assessment sources are as follows:

- standardized test;
- rubrics;
- grade level/curricula;
- work samples;
- portfolio;
- communication logs;
- peer evaluation;
- checklist;
- anecdotal records; and,
- other.

Person(s) responsible for outcome assessment

The team identifies the person(s) responsible for assessing the outcome and lists their roles, and names if desired, in this section. The team can also specify the frequency of assessment, progress monitoring and reporting, and describe any adaptations that may be necessary when assessing outcomes. For example, it may be appropriate to assess and report on the progress towards an academic achievement outcome every few months to coincide with your school division's student reporting periods. On the other hand, a student with personal/social well-being or safety outcomes may need more frequent assessment and progress monitoring.

Reflection Questions and Considerations

• Do the assessment approaches allow for frequent and on-going progress monitoring?
  • How frequently do assessment results need to be reported?
  • How will progress on the outcome be monitored?
  • Are the assessment tools manageable?

• Do the assessment tools provide results that can be interpreted meaningfully?
  • Do the person(s) responsible for outcome assessment have a clear idea of how to use the assessment tools?
  • If someone else needed to take over the assessment, would the results be reliable regardless of who uses the assessment tool?

• Do the assessment approaches align with the student's learning style?
  • Can assessment be differentiated so that the student has the opportunity to authentically demonstrate learning?
  • Are there adaptations that need to be incorporated, such as assessing individually or in a small group, assessing in a quiet environment, using simplified language or visual support, allowing for self-assessment, etc.?

• How can we include the student in outcome assessment?   • What tools can we use to include the student in meaningful feedback on the student's progress?

Engaging Parents/Guardians and Students

• How is your child performing on the outcome at home?
     • Is there evidence that the skills are being transferred outside of school?
     • Do you need support to help your child meet the outcome?

• How would you like the on-going assessment and monitoring of results to be shared with you?

Strategies (with whom, where and when) to support achievement of student outcome

This section provides a comprehensive description of the instructional approaches, interventions, strategies and supports to be implemented for the student to achieve the outcome. Identify team members by their role (e.g., administrator) and their name, along with a clear explanation of what they need to do to implement the instructional approaches, interventions, strategies and supports identified for the student. Specify who is responsible for what, where, when and how. Keep in mind that the parent/guardian and, where appropriate, the student are team members in all aspects of the IIP, including implementing strategies and supports. Describe where the supports take place, with an emphasis on supporting the student in as inclusive an environment as possible. Consider all options for support within the context of the student's strengths and needs, keeping the student's independence and need for social acceptance in mind.

➡️ [Who] will [action/what] [where] [when] [how].

Student A

After hearing the cue from the office that [the student] is on his way to the classroom, Mr. A (Educational Assistant) will use a yes/no checklist created by the classroom teacher to record if [the student] arrives at the classroom within three minutes.

Student B

As outlined in [the student]'s Individual Care Plan, Mom will create a symptom checklist for support staff to recognize changes in [the student] due to blood sugar levels and for [the student] to monitor symptoms. Mom will share this document, discuss the symptoms and explain the possible impact on [the student]'s mood, behavior and ability to learn to the classroom teacher and point-of-contact person during the third week of school.

Student C

Ms. C (Student Support Teacher) will monitor [the student]'s reading progress every four weeks in a one-to-one setting using levelled books and will observe and record if the student is utilizing one of the five strategies (picture clues, re-read backwards or forwards, spy into, sound it out or flip-flop the vowel sound) when self-correcting. The results will be shared with the classroom teacher and compared to what the classroom teacher is observing.

Reflection Questions and Considerations
• Are evidence-informed approaches being used?

• Are a variety of instructional approaches being implemented? For example:
    • Differentiation
    • Adaptations
    • Flexible grouping
    • Choice

• Is there evidence of small group or individual support? For example:
    • Visual Schedules
    • Timers
    • Word Walls

• Are supports part of the classroom/school environment?   • Is there a transition plan to fade support?

• Are the following considerations evident?
    • Student self-determination and independence
    • Opportunities for peer interaction
    • Generalization of skills across different settings

• Is the strategy information clear enough that someone new to the team can pick it up and continue supporting the student with the outcome?
• How can we include parents/guardians and the student in these strategies and supports?

Engaging Parents/Guardians and Students
• Do you see yourself being able to support the achievement of this outcome at home?
• Can you see yourself supporting your child develop self-determination and independence?   • What are your goals for your child?

Sources of Support

Supports may be needed from the school, school division and/or outside agency levels. Outside agencies are identified only if the support they provide is relevant to the annual outcome(s) within the student's IIP. The type and frequency of support provided by each support service, and the role and name of the individual providing the support, needs to be described in the strategies section for each student annual outcome.

The list *Sources of Support Information* is found in Appendix D.

Transition Plans

Transition planning is important for both the short- and long-term. Through transition planning, the team considers how the outcome(s) in the IIP will be generalized to other settings within and beyond the classroom and school during the current school year and in the foreseeable future. Transition planning also serves to support the student's independence, personal empowerment and self-determination. Transition planning supports consistency and continuity across different settings.

For some students, transition may be identified as a priority area of development by the team. If this is the case, detailed outcomes and supports can be developed in the areas of development related to transition planning *(Transition – Daily, Transition – Short-term and Transition – Long-term)*.

> **Note:** *Transition Plans* is one of the four key sections required by the provincial Student Data System to monitor for robust or complete IIPs. Both short- and long-term sections need to be completed for a "green flag" to appear.

Short-term Transition Plans

Teams are encouraged to consider any transition the student makes during the course of the school day, the school week and the school year. This may include transitions:

- to school at the beginning of the school year;
- from one grade to the next;
- between classes, classrooms or teachers;
- from morning to afternoon;
- from classroom to recess or lunch and back;
- from school to home and home to school;
- from a reduced school day back to a full school day;
- back to school after a break; and,
- to a substitute teacher.

The supports should enable the student to make successful and, ultimately, independent transitions in the short-term.

Long-term Transition Plans

In this section, teams provide information that supports successful transitions in the longer term. This may include looking ahead two or three years from now or considering the transition to the next school or post-school environment. For example, long-term transition planning for a student in Grade 1 might relate to transition from Grade 2 to Grade 3, if the team thinks this will be a significant challenge for that student. Long-term transition planning may include tentative plans for increasing, adjusting or reducing supports over the next few years. Transitioning to the community after high school may involve creating relationships with an outside agency that will continue supports for the student after leaving high school.

Reflection Questions and Considerations
• What information needs to be documented and shared so that team members know how to support successful transitions?   • Did we include a timeline for future assessment/s?
• What does short-term planning look like for the student?   • Does the student need support to increase success and independence in transitioning across different settings in daily and weekly activities?

• What does long-term transition planning look like for elementary students?
    • Looking ahead two or three years.
    • Planning to increase, adjust or decrease supports over time.
    • Longer term considerations such as transitioning from elementary school to high school.

• What does long-term transition planning look like for high school students?
    • Looking ahead to planning the transition from Grade 12 to beyond Grade 12.
    • Transition planning from Grade 12 to a work or community setting.
    • Transition planning from high school to a post-secondary educational setting.

Engaging Parents/Guardians and Students
• What do you find effective in helping to transition from one activity or setting to another?
• What seems to trigger problems for transitioning from one activity or setting to another?
• What are your goals for the next two or three years? • What are your goals for after leaving high school?
• What suggestions do you have for the team to support independence at school and at home?

Additional Information

This section provides space for the team to include information that may not fit into other sections but is pertinent in terms of supporting the student. For example, this section could include a list of adaptations, what has worked in the past and what has not been successful in supporting the student, general considerations for assessment, information about a physiotherapy program, a behaviour or safety plan. Be sure to clearly indicate the type of information provided, perhaps by a title or heading. If no additional information is needed, this section would remain blank.

Reflection Questions and Considerations
• What additional information would be helpful for the team?
• If the student has additional plans such as a behaviour plan, is the whole plan needed or would a bulleted summary be enough?

Engaging Parents/Guardians and Students
• What other information do you think would be helpful for the team to keep in mind?

Signature Page

The signature page provides an acknowledgement that IIP planning was carried out as a team process and provides a list of the team members who contributed to that process. The IIP is not a legal document and the signatures do not have a legal implication. However, it is very important to show evidence that parents have been made aware of and agree to any changes in a student's educational support program. In cases where it is not possible for the parent/guardian to be part of the planning, teams are encouraged to make every effort to consult with the parent/guardian before and after the meeting and to obtain parent/guardian signatures, or document attempts to obtain them. Ideally, all team members are present at the IIP planning meeting, but realistically this is sometimes not possible. If some team members are not able to attend the planning meeting in person but have been involved in the collaborative process, either by phone, email or teleconference, a present team member may record the absent team member's name on the signature page. Signatures can be obtained at a later date if possible.

Signatures may be requested when the IIP is first developed, when it is updated and revised at the end of the school year, and any time the team makes significant changes to the document.

Appendix A

"Green Flag" Logic

The electronic Inclusion and Intervention Plan (eIIP) template is intended to be a flexible planning tool. School divisions may use it in its entirety or use sections as they see fit. Only eIIPs meeting the "Green Flag" logic, or complete eIIPs, will appear in the eIIP summary reports. The following components are needed in order for an eIIP to be considered a complete and robust plan for a student.

Sections in eIIP

1. Who is the Student?
2. Current Student Assessment Information
    - Learning Capacity
    - Assessment & Diagnostic Information
3. Areas of Development
4. Transition Planning
    - Short-term Transition Planning
    - Long-term Transition Planning

Who is the Student?

In the section that outlines the student's strengths, interests and needs, *Who is the Student* provides the foundation for the student's eIIP. When the *Who is the Student?* section contains information, the green flag will appear on the student home page.

Current Student Assessment Information

In the *Current Student Assessment Information* section both *Learning Capacity* and *Student Assessment Information* need to contain data in order for a green flag to appear. Data can be submitted in only one of the sections, but in that case no green flag will appear on the student home page.

Areas of Development

In order for a green flag to appear in the *Areas of Development* section, several parts need to be completed. At least **one** area of development must be selected. Within the selected *Areas of Development* section, the following must be completed:

- an area of development;
- the present support level for that area;
- at least one support service; and,
- at least one outcome (all the sections on the *Student Annual Outcome* page must contain information).

If one or more of the above are empty, the green flag will not appear. A red message lets the user know that

a student outcome is needed. When the outcome and the area of development components contain information, the green flag will appear beside *Areas of Development* on the student home page. This indicates that this student has at least one complete area of development, with at least one outcome.

Transition Plans

The *Transition Plans* section also has two parts. Information must appear in both the *Short-term Transition Plan* and *Long-term Transition Plan* sections for a green flag to appear.

Inclusion and Intervention Plan Progress Report

"Green Flag" logic for the student progress report (see Appendix C) requires that at least one progress report has been entered for the student. In order to submit a progress report, all parts of the data entry page must contain information. An error message informs you of what is missing.

Appendix B

Areas of Development and Levels of Support Information

Area of Development	Support Level			
Independence	Completes tasks and follows instructions in a manner similar to same-age peers.	Completes tasks and follows instructions with occasional assistance and supervision.	Completes tasks and follows instructions with frequent assistance and supervision.	Completes tasks with continuous assistance and supervision.
Personal/Social Well-being	Generally demonstrates positive age-expected emotional health and social skills.	Occasionally benefits from support in developing age-expected emotional health and social skills.	Frequently benefits from support in developing age-expected emotional health and social skills.	Requires intensive support in developing age-expected emotional health and social skills.
Communication	Effectively understands and expresses ideas, thoughts and needs in a manner similar to same-age peers.	Occasionally has difficulty understanding and/or expressing ideas/thoughts and needs; requires prompts and supports.	Frequently has difficulty understanding and/or expressing ideas, thoughts, and needs; requires prompts and supports.	Requires intensive support to communicate basic needs and wants.
Health/Medical Need/ Personal Care	No health needs and/or medical condition – is currently well managed.	Requires occasional monitoring and/or assistance with health and/or personal care needs.	Requires frequent monitoring and/or assistance with health and/or personal care needs.	Requires intensive monitoring and/or assistance with health and/or personal care needs.
Academic Achievement	Performing at or above expected achievement based on individual learning capacity.	Performing at expected achievement with specific adaptations and supports based on individual learning capacity.	Performing below expected achievement with specific adaptations and supports based on individual learning capacity.	Unable to demonstrate expected achievement with intensive adaptations and supports based on individual learning capacity.
Safety	No threat of harm to self or others.	Requires occasional supervision to ensure no harm to self or others.	Requires frequent supervision and prompting to ensure no harm to self or others.	Requires intensive supervision and behavioural intervention to ensure no harm to self or others.
Sensory	Readily regulates sensory information presented in the environment.	Occasionally experiences difficulty regulating sensory information.	Frequently experiences difficulty regulating sensory information.	Continuously requires intensive, individual sensory programming to regulate sensory information.
Motor Skills	Does not require assistance for age-expected motor activities.	Occasionally requires assistance with certain age-expected motor activities.	Frequently requires assistance with age-expected motor activities.	Continuously requires assistance with age-expected motor activities.
Transition – Daily	Does not require assistance during transitioning.	Requires occasional assistance during transitioning.	Requires frequent assistance during transitioning.	Requires continuous assistance during transitioning.
Transition – Short-term	Does not require assistance during transitioning.	Requires occasional assistance during transitioning.	Requires frequent assistance during transitioning.	Requires continuous assistance during transitioning.
Transition – Long-term	Does not require assistance during transitioning.	Requires occasional assistance during transitioning.	Requires frequent assistance during transitioning.	Requires continuous assistance during transitioning.

Appendix C

Inclusion and Intervention Plan Progress Report Guidelines

Inclusion and Intervention Plan Progress Report

The Inclusion and Intervention Plan (IIP) Progress Report provides the opportunity to monitor and report student progress on outcomes as often as needed throughout the school year. IIP Progress Reports do not usually replace the regular report card; however, the IIP Progress Report may replace the regular report card for students not accessing the regular curriculum. The IIP Progress Report provides information that focuses on the individual IIP outcomes developed for the student. Progress reports provide important communication to the student's parents/guardians and should be prepared with this purpose in mind. They describe the progress the student has made towards achieving the outcome with the supports that have been implemented, and provide the opportunity to refine instructions, interventions and supports if needed. Progress reports provide an accountability piece to ensure the student is learning.

Progress reports can be added as frequently as necessary, depending on the nature of the outcome and the needs of the individual student. At a minimum, progress reports should be completed to coincide with the school reporting periods. Teams are advised to determine the frequency of assessment, progress monitoring and progress reporting when they are developing or updating student annual outcome information.

It is recommended that an IIP Progress Report be completed and generated before an outcome is archived; indicating whether or not the outcome was achieved. The IIP Progress Report provides valuable historical information regarding the outcome.

Source(s) of outcome assessment

The type(s) of outcome assessment tools previously chosen by the team in the *Student Annual Outcome* section, *Source of Outcome Assessment*, will appear here.

Progress to date on this outcome

School teams may choose one of four scores to indicate the student's progress towards a specific outcome. If a student is experiencing difficulty or is showing no or limited progress towards meeting an outcome, the team may want to re-evaluate if this is an appropriate outcome at this time.

1. Experiencing difficulty
2. Making progress – less than expected
3. Making progress as expected
4. Outcome achieved

How is the student doing on this outcome right now?

This section provides a written detailed description of observations about the student's performance related to her/his progress towards achieving the outcome. The description identifies what the student is currently

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able to do or not do as it relates to the area of development. It can be compared to the baseline established in the *Student Annual Outcome* section of the student's IIP to determine if, and how much, growth has been achieved. The description should be assessment driven, specific and concise. Avoid vague and subjective language.

Student A

Mar. 17, 2017 – According to the documentation collected by the Educational Assistant [the student] is going to the office to pick up a late slip and is requesting that the administration assistant buzz the classroom to indicate that he has arrived 100% of the time. However, [the student] is only arriving at the classroom within three minutes two out of five times.

Student B

May 15, 2017 – [the student] has independently notified the classroom teacher or point-of-contact person when experiencing changes due to blood sugar, 100% of the time and accurately recorded the symptoms on the Student Symptom Checklist since February 15, 2017.

Student C

Nov. 15, 2016 - When oral reading a level D text in a one-to-one setting, [the student] after reading a word incorrectly self-corrected using one of the five strategies (picture clues, re-read backwards or forwards, spy into, sound it out or flip-flop the vowel sound) four out of five times. Fluency improved; he moved from a level one to a level two.

What is the next step towards achievement of this outcome? Or, if achieved, what is the next step for this student?

The next steps section reflects the on-going nature of the IIP. It provides the opportunity for the school team to implement a flexible, responsive approach to supporting student achievement of an outcome by making adjustments to instruction, interventions, strategies and supports based on the student's progress during the school year, rather than waiting until the end of the school year to do so. This section also provides the opportunity to determine next steps if the outcome has been achieved and needs to be archived.

Reflection Questions and Considerations
• Will all team members get a clear picture of how much progress the student has made towards achieving the outcome?

• If progress is not on track, does the team need to get together to make adjustments to the plan?
    • How will the team follow through with the next steps?
    • How does the team plan to make adjustments to the plan?

Engaging Parents/Guardians and Students
•   Does the Progress Report explain well enough what your child is now able to do?   •   Is your child using this skill at home or in the community?
•   What do you see as the next steps?

Archived Outcomes

Archived outcomes provide a cumulative history of student learning within the student's electronic IIP. This section provides a log of all outcomes achieved or attempted by the student along with information associated with each outcome. Through a review of outcomes that have been archived for a student, the team can gain an understanding of how the student's strengths and needs have changed over time, which strategies and supports were effective, which were less successful at supporting student achievement and the pace of skill acquisition for the student. An outcome should be archived when it has been achieved, it is no longer appropriate, or is no longer needed as a focus for the student. Once an outcome has been archived it cannot be pulled back into the IIP.

School teams are advised to create an IIP Progress Report to accompany the outcome when it is archived.

Appendix D

Sources of Support Information

School Team

School Support Services (choose all that apply)

- Administrator
- Parent/Guardian
- Classroom Teacher
- Student Support Services Teacher
- Education/Teacher Assistant
- Other School Services

Support Requirement (indicate the requirement for each support service selected)

- Frequently: Every day on a regular schedule, at least 2-3 times per week
- Occasionally: Scheduled blocks, at least once per week
- Periodically: Less than once per week or specific activities in time of need

School Division Team

School Division Support Services (choose all that apply)

- Supervisor/Coordinator
- Consultant
- Speech Language Pathologist
- Psychologist
- Counsellor/Social Worker
- Occupational Therapist
- Physical Therapist
- English as Additional Language Specialist
- Nurse
- Other

Support Requirement (indicate the requirement for each support service selected)

- Frequently: Direct service; regular consultation
- Occasionally: Set up and monitor student programming
- Periodically: Specific activities or times of need

Outside Agency

Other Agencies and Community Supports (choose all that apply)

- Health
- Social Services
- Corrections, Public Safety & Policing
- Elders
- Community-Based Organizations
- Other Agencies

Support Requirement (indicate the requirement for each support service selected)

- Frequently: Regular involvement or monitoring
- Occasionally: Set up and monitor student programming
- Periodically: Specific activities or times of need

Appendix E

eIIP Support Links

Technical Resource Package Part A – Overview:
Overview of the provincial electronic Inclusion and Intervention Plan (eIIP) developed for use in school divisions, First Nation, Custody and Care, Post-Secondary and Independent Schools in Saskatchewan.

Technical Resource Package Part B:
Blank copies of the Comprehensive Report, the Snapshot Report and the Progress Report.

eIIP Technical Overview:
General Technical information, Student Data System, Accessing Individual Student eIIPs, Student Personal Information Page, eIIP Sections, Accessing eIIP Sections, Green Flags, and What is a Complete eIIP.

eIIP Login and Logout:
Information on how to log in and out.

eIIP Summary Reports:
Who can access the reports, how to generate the reports and how to retrieve them on My Report Dashboard.

eIIP School Year Part 1: Changing eIIPs to the Current School Year:
Background information about the school year in the SDS; the school year field; how to change the school year to the current school year; the school year and Areas of Development; and the school year and eIIP reports.

eIIP School Year Part 2: Preparing eIIPs for the Next School Year:
School year and grade enrolment in the SDS; changing the school year between May 1st and July 31st; eIIP reports and the next school year; and considerations for finalizing the current school year's eIIPs and preparing them for the next school year.

eIIP Comprehensive Report Q&A

eIIP Snapshot Report Q&A

eIIP Progress Report Q&A