Delia School of Canada

The Use of Student Support Plan with Students Require Additional Supports

Mr. Leung Chun Kit Inclusive Education Specialist

(Taikoo Shing Campus - Kindergarten and Primary)





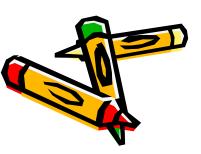
Special Thanks

Ms. Megan Rowe

Inclusive Education Specialist (Taikoo Shing Campus - Middle and Secondary)

Ms. Crystal Lung Inclusive Education Specialist (Kowloon East Campus)

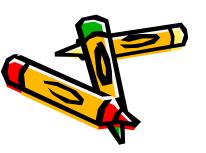
Ms. Elly Chung School Counselor (Primary School Counselor)





Background Info

 Students who are diagnosed: IEP



Ministry Of Education			
THIS IEP CONTAINS 🗌 A	C 🗆 MOD 🗹 ALT		
REASON FOR DEVELOPIN	G THE IEP		
Student identified as exceptional by IPRC		rmally identified but requires special education ces, including modified/alternative learning expectations and/ons	
STUDENT PROFILE			
Student OEN: 012345678			
Last Name: HH	First Name: Student H		
Gender: M	Date of Birth: 03/12/1992		
School: XYZ School			
School Type: Secondary	Semester: 1	Principal: Mr. Principal	
Current Grade/Special Class:	Grade 11	School Year: 2008-2009	
Exceptionality (identified): A	utism		
Placement: Special education	class full-time		
Student (secondary only) is c	urrently working toward	s attainment of the:	
 Ontario Secondary Sch Diploma 	ool O Ontario	Secondary School	

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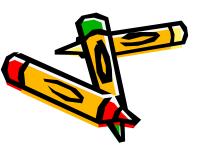
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Figure 1: Council of Ontario Directors of Education (2008)



Support Gap



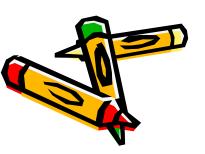




United State

504 Plan

- 504 plan is a blueprint for how the school will provide supports and remove barriers for a student with a disability, so the student has equal access to the general education curriculum.
- Designed to help kids with disabilities learn alongside their peers. They do this by removing barriers to learning.

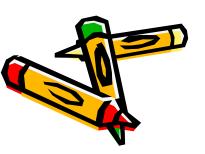


Source: Fairport Harbor Exempted Village School District, 2019



United State

- These plans aren't part of special education, so they don't provide individualized instruction.
- 504 plans often include accommodations. These can include changes to the environment, changes to instruction, or changes to how curriculum is presented. Accommodations don't change what kids learn, just how they learn it.



Source: Fairport Harbor Exempted Village School District, 2019



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Louisiana Department of EDUCATION

SECTION 504 INDIVIDUAL ACCOMMODATION PLAN (IAP)

Local Educational Agency (LEA)

Student		I.D. #	DOB	Grade
Last	First			
School		504 Chairperson		

Date of Annual IAP Date of Most Recent Section 504 Evaluation (within 3 years)

Part A. Section 504 Disability (Check all that apply): Identified impairment that substantially limits one or more major life activities: (More than one source of supporting data needed)

(01)	Characteristics of I	vslexia (Bulletin1903) Supporting Data	
(02)	Characteristics of A	OHD Supporting Data	
	(Attach Behavior Ir	ervention Plan, if appropriate)	
03-04) Social /Emotional (specify) Supporting Data	
	(Attach Behavior I	tervention Plan or Individual Health Plan, if appropriate)	
05-10) Medical:	Supporting Data	
		ealth Plan, if appropriate)	
(11)	Other Academic:	Supporting Data	
(12)	Other:	Supporting Data	

Part B. Area(s) Where IAP is Needed: (Teachers responsible for the subjects checked must receive a copy of this IAP.)

Math	Art/Music	Computer Lab	Vocational Electives	Other:
Reading	Spelling	Physical Education	Library	
Composition	□ Science	Health	Field Trips	
English	Social Studies	Gifted / Talented		

Part C. Accommodations for Environment

(1) Assign preferential seating (2) Alter physical room environment □ (3) Use alternative/flexible/special purpose grouping (4) Use notebook for assignments/materials/homework (5) Allow student to move

□ (6) Assign peer tutors/work buddies/note takers

Part D. Accommodations for Teaching Strategies

- □(1) Use graphic organizers as teaching/learning tools
- □(2) Provide written outlines and notes of key material
- □(3) Use cooperative learning strategies
- □(4) Modify assignments (vary length, limit number of items)
- □(5) Use hands-on activities and manipulatives
- □(6) Use rehearsal mnemonic devices
- □(7) Limit number of concepts introduced at one time
- □(8) Do not count off for spelling when grading content
- □(19) Alternative projects (9) Provide options for student to obtain information and demonstrate knowledge through use of:
- □(10) Assistive Technology (Specify)_

Part E. Accommodations for Materials

- □(1) Alter format of materials on page (e.g., font/highlight)
- □(2) Alter format of instructional content (e.g., multi. choice/essay) □(3) Allow use of computer as alternative to writing task
- Part F. Accommodations for Time Demands
- □(1) Provide cues and prepare for transitions in daily activities
- (2) Provide timelines for completing tasks in chunks
- (3) Allow breaks during work periods or between tasks

□(4) Increase amount of white space or spacing on page

(7) Post or provide visual cues and/or markers

(11) Small group/ Individualized instruction (12) Small group/Individual testing

□(11) Computer-assisted instruction, when available

□(12) Use multisensory modes to reinforce instruction

□(13) Use teacher-initiated signal to redirect attention

(15) Break tasks and procedures into sequential steps

□(16) Provide practice activities and immediate feedback

(17) Teach concrete concepts before abstract concepts

(14) Provide photocopies of teacher/peer notes

(9) Provide home/school communication (See Attachment)

(10) Stand near student when giving directions/redirecting

(8) Reduce/minimize distractions

□(18) Assignments/tests read aloud

- □(5) Appropriate format for instructional/supplemental materials: Braille, audio, digital, large print (Circle All That Apply)
- □(6) Other: ____

(20) Other:

□ (13) Other:

- (4) Extended time for assignments and/or tests (Circle)
- □(5) Adjusted/extended time (Specify)
- □(6) Require fewer total responses to achieve grade
- □(7) Give frequent, short quizzes and avoid long tests
- □(8) Other:

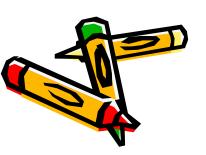




United Kingdom

Education, Health and Care (EHC) plan

- For children and young people aged up to 25 who need more support than is available through special educational needs support.
- EHC plans identify educational, health and social needs and set out the additional support to meet those needs.

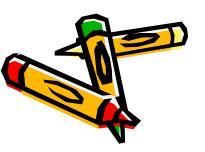


Source: GOV.UK (2019)



United Kingdom

- The views, interests and aspirations of the children and young people and their parent/carer
- An outline of the child or young person's special educational need
- Outcomes covering education, health and social care
- The special educational provision needed to support the child or young person
- The name and type of current education setting
- Resource attached to the Plan
- Personal budget information if applicable.

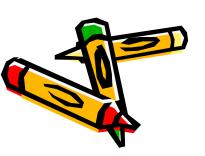


Source: GOV.UK (2019)



Sample / Template

 https://www.lancashire.gov.uk/media/902091/ehc -plan-template.pdf





Student Support Plan

1000	Dolio	School	of	Canada
_	Dena	SCHOUL	01	Canaua

Student name and class:

Person completing form:

Date:

Student Support Plan

- 11		Academic Achievemen		
Subject	Strengths	Growth Areas	Long Term Goal	Short Term Goals
			1	
			2	
ategies that have b	been successful:			
0				
ggested Strategies:				



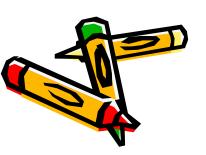
Additional comments:



Student Support Plan

What is it?

- It is an additional piece of information on how to support students.
- 3 different areas: Classroom behavior, Social and Academic Performance
- Additional support for teachers and students
- Supporting students without a formal diagnose
- Knowing more about the students





Student Support Plan

Sections in Student Support Plan

- Subjects
- Strengths
- Growth Area
- Long-Term Goal
- Short Term Goal
- Strategies that have been successful
- Suggested Strategies



** No negative wordings



All about me

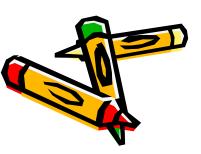
	All About Me	lfr
lame:	What makes me happy	l am proud of:
My recent achievements are:	My targets are:	
	1.	
1.	2.	
2.	2.	
	3.	
How I will help myself to reach my targets	с	How others will help me to reach my
1.		targets:
2.		1.
L .		2.
3.		
		3.
The things I enjoy or feel I am good at in s	ichool are:	The things I don't like or don't feel
		confident doing in school are:
learn best when:		
My parents think that		
My targets reviewed: 1.		
,		
2.		
3.		
s. Signed:		Date:

-0-



All about me

- Find out simple factual information about the students.
- To gain more understanding of the students.
- To include the students' voice.
- Find out addition ways to support the students.

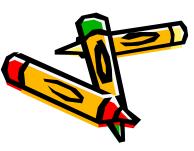




All about me

Sections in "All about me"

- Name
- What makes me happy
- I am proud of
- My targets are
- How I will help myself to reach my targets
- How others will help me to reach my targets
- The things I enjoy or feel I am good at in school are
- The things I don't like or don't feel confident doing in school are
- I learn best when
- My parents think that
- My targets reviewed





Comments

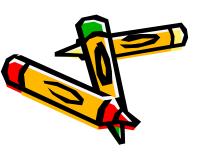






Comments

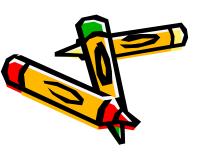
- "The students are happy. The school is extremely diverse and inclusive. The staff get along with each other well. The school is meeting the educational needs of a certain sector of Hong Kong that is not being met elsewhere."
- "Excellent ICT support, clear policies, fair pay, positive atmosphere, amazing Inclusive Ed staff"





References:

- Council of Ontario Directors of Education (2008). Ministry of Education Individual Education Plan (IEP). Retrieved from <u>http://www.ontariodirectors.ca/IEP-PEI/IEP-</u> <u>PEI_Eng_Downloads/autism%20-%20sec.pdf</u>
- Fairport Harbor Exempted Village School District (2019). SECTION 504 OVERVIEW. Retrieved from <u>https://www.fhevs.org/Page/269</u>
- United Kingdom Government Digital Service (2019). Children with special educational needs and disabilities (SEND). Retrieved from <u>https://www.gov.uk/children-with-special-</u> educational-needs/extra-SEN-help





Any questions?

