

Student Success Plan (SSP) Alignment with IEPs, SOPs, 504 Plans, and IHPs

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Alphabet Soup



- **SSP** – Student Success Plan
- **ILP** – Individualized Learning Plan
- **IEP** – Individualized Education Program
- **SOP** – Summary of Performance
- **504 Plan** – Provides protection under the Rehabilitation Act – Section 504
- **IHP** – Individualized Healthcare Plan
- **FERPA** – Family Educational Rights and Privacy Act
- **HIPAA** - Health Insurance Portability and Accountability Act of 1996



Public Act 11-135 – Implementation Dates for Secondary School Reform

For the school year commencing **July 1, 2012**, and each school year thereafter, each local and regional board of education shall create a **student success plan for each student enrolled in a public school, beginning in grade six**. Such student success plan shall include a student's career and academic choices in grades six to twelve, inclusive.

[10-221a, Section 2, subsection (j) of general statutes]



The Connecticut Plan: Academic and Personal Success for Every Middle and High School Student



Secondary School Reform

Engagement

- Individual Student Success Plan
- Capstone Experience
- Implement Best Intervention Practices
- Increase Significance of Middle Schools in Secondary School Reform
- Place Greater Attention on an Expanded Educational Range - Grades 6-14
- Expand External Partnerships

<http://www.sde.ct.gov/sde/lib/sde/pdf/pressroom/TheConnecticutPlan.pdf>



Student Success Plan

➤ Implementation should foster, support, monitor and document:

- ❖ Regular mentor/advisor, student and family interaction
- ❖ Progress in meeting rigorous expectations
- ❖ 21st Century Skills
- ❖ Engagement in academic, career, and social/emotional/ physical skills with connection to school/community
- ❖ Goal setting and related activities for:
 - ✓ academic growth
 - ✓ career exploration and planning
 - ✓ personal, social/emotional and physical growth



Student Success Plan

➤ Implementation should foster, support, monitor and document:

- ❖ Compilation of student best work samples in a portfolio system including, Capstone Experiences
- ❖ Opportunities for workplace development and demonstration
- ❖ Written student reflection on personal strengths and areas that need improvement
- ❖ Communication between school and parent/guardian, and among school personnel
- ❖ Identification of students who need proactive support and intervention
- ❖ Active, responsible student participation in the plan development and continued evolution



Student Success Plan – Core Components

➤ Academic Development -

- ❖ Rigorous core academic and elective courses integrating 21st century skills
- ❖ Elective courses within a career pathway or area of interest
- ❖ Capstone projects or student portfolios as a means to transition into postsecondary education or employment
- ❖ Guided assistance with SSP by counselors, adult mentors/advisors, teachers and parents
- ❖ Provision of timely intervention
- ❖ **Experiential learning: job shadows, internships, cooperative work, community service**
- ❖ **Opportunities for college credit while in HS**



Student Success Plan – Core Components

➤ Career Development -

- ❖ Interest and ability inventories
- ❖ Career exploration activities
- ❖ Elective courses
- ❖ Postsecondary education and career pathway development
- ❖ **Work-based learning experiences**



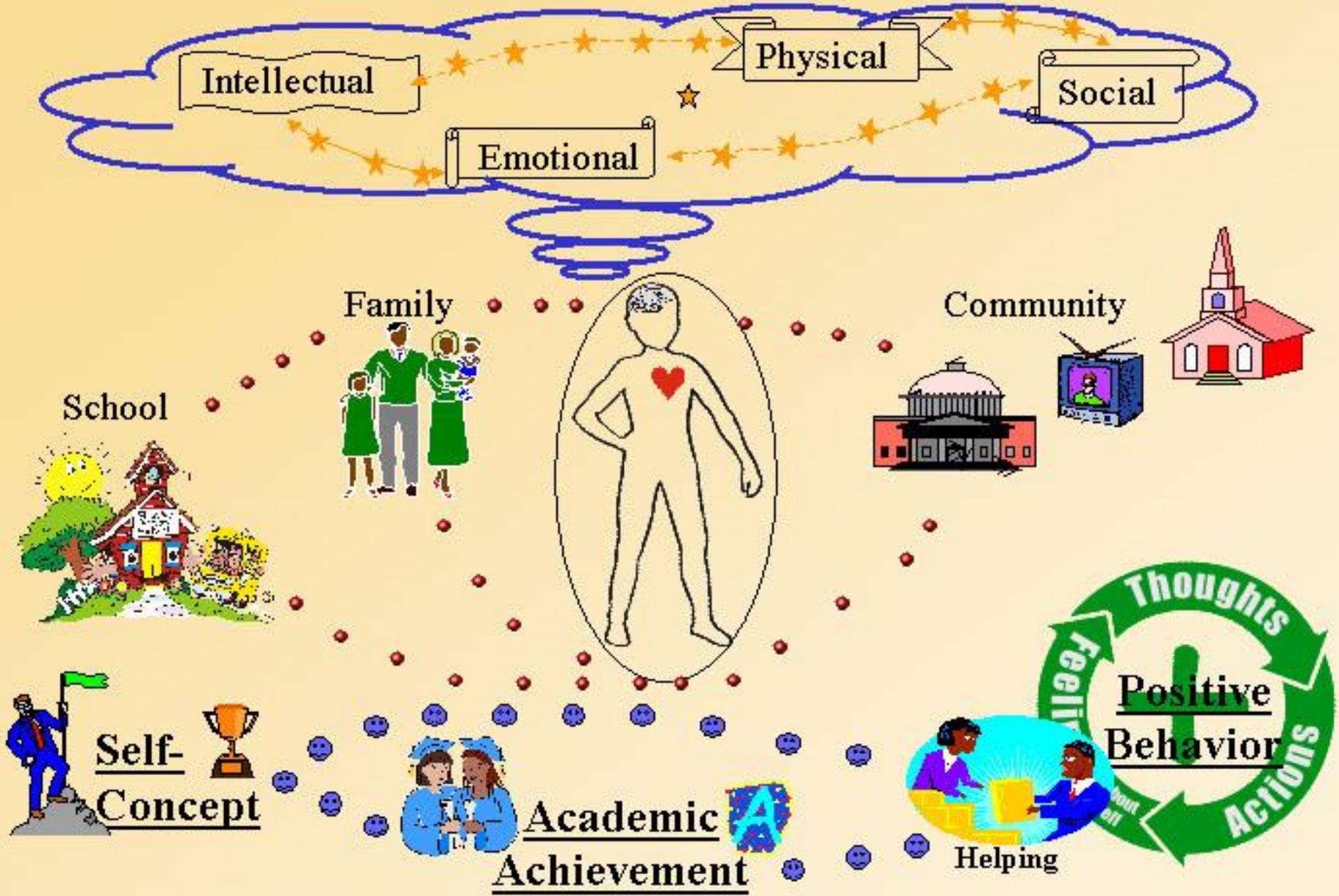
Student Success Plan – Core Components

➤ Social, Emotional and Physical Development -

- ❖ Effective decision-making skills
- ❖ Empathic interactions and community service
- ❖ Utilizing supportive resources
- ❖ Healthy and safe life skills/choices
- ❖ Broadened awareness of self within a global context
- ❖ **Identification of school and community resources**



Connecting the Dots: Domains, Social Ecology, and Outcomes



Alignment of SSP with Other Individualized Plans

- SSP can not replace other individualized plans (e.g., IEP, 504, IHP)
- Other plans are legal documents
- Students with disabilities/medical conditions must be included in the general education SSP process
- Integrated process between all students and adults
- SSP and individual plans can inform the development of each other
- SSP can be attached to individualized plans
- All plans should be student driven and include ongoing input from parents and professionals



Alignment of SSP with Other Student Planning Efforts

- Comprehensive Developmental Guidance and Counseling Program (school counselors)
- Transition planning by the PPT
- Summary of Performance
- Advisor/Advisee – Mentor/Mentee Systems
- Work-based learning programs



Individualized Education Program

A written statement for each student with a disability that is developed, reviewed, and revised in a Planning and Placement Team (PPT) meeting and that must include:

- Present levels of academic achievement and functional performance
- Measurable annual goals; academic and functional goals designed to:
 - ❖ Enable the child to be involved in and make progress in the general education curriculum;
 - ❖ Meet each of the child's other educational needs;
- A description of:
 - ❖ How progress will be measured; and
 - ❖ When periodic progress reports will be provided;
- A statement of the special education and related services and supplementary aids and services, based on peer-reviewed research to the extent practicable;
- Any individual appropriate accommodations.



Individualized Education Program

➤ Secondary Transition

- Beginning not later than the first IEP to be in effect when a student turns 16, or younger if appropriate, and updated annually thereafter, the IEP must include:
 - Appropriate measurable postsecondary goals
 - Based upon age-appropriate transition assessments
 - Related to training, education, employment, and, where appropriate, independent living skills; and
 - The transition services (including courses of study) needed to assist the student in reaching those goals.

[34 CFR 300.320(b)] [20 U.S.C. 1414(d)(1)(A)(i)(VIII)(aa) and (bb)]



Summary of Performance

- A public agency must provide the child with a **summary of the child's academic achievement and functional performance**, which shall include recommendations on how to assist the child in meeting the child's postsecondary goals.



Guiding Issues and Concerns

- Need to provide access to postsecondary education and employment accommodations regardless of ability to pay for a comprehensive assessment.
- Develop a seamless transition assessment/documentation process that is understood by and acceptable to all stakeholders

Kochhar-Bryant & Izzo (2006)



Purpose of the Summary of Performance

- **Help students improve their post-high school outcomes**
- Provide information to document a disability
- Determine the current impact of the disability
- Justify the need for accommodations
- **Identify appropriate accommodations**
- **Enhance self-knowledge and self-advocacy skills**



Addressing Gaps

- Students address gaps between skill levels and a chosen career path via instruction, work experiences, and accommodations.
- SOP should articulate the degree to which these gaps still exist and the accommodations that narrow or close these gaps.



Summary of Performance

- Process for Completing SOP
 - ❖ Group effort
 - ❖ Internal electronic database
 - ❖ Group meeting (not PPT meeting)
 - ❖ Input from both special education and regular education
 - ❖ Input from related services, employers, community personnel



Summary of Performance

- Using the Summary of Performance
 - Begin writing it in a student's final year; update it at the end of the year
 - Begin creating a SOP in student's freshman year as living document in the student's transition portfolio; build on it throughout high school
 - Involve student in writing the SOP
 - Use SOP to enhance self-determination
 - Review the SOP at an "Exit Interview"
 - Use as a life-long learning tool/process



Section 504 Plan

- Section 504 is a federal civil rights statute that protects the rights of persons with disabilities in programs and activities that receive Federal financial assistance.
- Section 504 requires recipients to provide a free appropriate public education (FAPE) to qualified students w/ disabilities.
- Such an education consists of regular or special education and related aids and services designed to meet the individual educational needs of students with disabilities as adequately as the needs of students without disabilities are met.
- 504 Plan is provided through general education.
- Identifies accommodations, modifications, and services a student with a disability might need in order to have “equal access” to participate in activities or the opportunity to perform at the same level as peers.



Individualized Healthcare Plan

- The IHP is a written document that outlines the provision of student healthcare services intended to achieve specific student outcomes.
- The management of school healthcare services for students with significant or chronic health problems is a vital role for school nurses.
- The standards for this role are based on the nursing process and must include:
 - Assessment,
 - Nursing Diagnosis,
 - Outcome Identification,
 - Planning,
 - Implementation, and
 - Evaluation.



Individualized Healthcare Plan

- Chronic mental and physical health conditions or disabilities can interfere with school participation and achievement.
- Many students with stable conditions, such as ADHD or mild intermittent asthma, require basic school nursing services such as health care monitoring or medication administration.
- Some students need specialized services and require an IHP, which may include an emergency care plan (ECP) and/or a field trip plan.
- The need for an IHP is based on required nursing care, not educational entitlement such as special education (IDEA) or Section 504 of the Rehabilitation Act of 1973.
- An IHP maybe an attachment to an IEP or Section 504 Plan.
- Students may have multiple healthcare needs, require lengthy procedures or treatments, require routine or emergency contact with the school nurse or unlicensed assistive personnel during the school day, or require special healthcare services as part of their IEP or Section 504 Plan.



Confidentiality

- **FERPA** – protects the privacy of students’ “educational records”
 - ❖ May not disclose **education records** of students, or personally identifiable information from education records, without a parent or eligible student’s written consent
 - ✓ Includes health records, nursing records
 - ✓ Includes special education records
 - ❖ May disclose a student’s health and medical information and other “education records” to teachers and other school officials, without written consent, if these school officials have “legitimate educational interests”



Confidentiality

- **HIPAA** – established national standards and requirements for electronic health care transactions to **protect the privacy and security of individually identifiable health information.**
 - Includes hospitals, health plans, practitioners
 - Limits disclosure of personal health information without patient authorization
 - School-based health clinics operate under HIPAA
 - **Excludes education or treatment records of eligible students in schools who are covered under FERPA – not considered “protected health information.”**



Developing the SSP

- Ensure that the following personnel are actively involved in the development of the SSP as well as the implementation process:
 - Special Education
 - School Nurses
 - 504 Coordinator
 - School Counselors
 - School Social Workers
 - School Psychologists
 - College/Career/Vocational Counselors
 - Other related services personnel (e.g., OT, PT, Speech)
- Ensure that all students have an opportunity to work with a dedicated adult mentor/advisor and a group of integrated students



Developing the SSP

- Develop a “crosswalk” between the content and processes involved in the SSP and other individualized student plans
- Identify potential areas of overlap/duplication
- For a student with a disability, the SSP should accompany other individualized plans
- Individualized plans more relevant to student’s specific disability/medical needs – SSP may not require such detailed information
- Individual plans may inform the SSP
- SSP will inform the individual plans
- Educate adult mentors/advisors regarding making appropriate referrals for students with individualized plans



SSP Implementation Issues

- Confidentiality
- Referrals
- Regional Programs (e.g., CTTHS, Magnet Schools, RESC programs)
- Approved Private Special Education Programs
- Private Schools
- OTHER ???



Additional SSP Contacts

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