

All students have individual strengths and needs. Schools use a variety of approaches to meet their needs. Most students' needs are met through approved NWT curriculum. Others may require more formal interventions.

The South Slave Divisional Education Council believes that all students have a right to access to the necessary support services in order to learn and succeed. Schools are required to support the development, implementation and monitoring of a student support plan (SSP), Behavioural Action Plan (BAP), or Individual Education Plan (IEP) for students who require them.

- Student Support Plans (*SSP*) – specify accommodations and/or modifications for students in both regular and modified programs. Accommodations for difficulty or enrichment to learning goals and instructional strategies permit the student to achieve success within the approved NWT Curriculum. Students in regular programming are considered to be working at or near grade level. Students working in a modified program are following the curricular programming of another grade level in one or more subjects because they have been documented as working significantly above or below grade level.
- *Behavioural Action Plan (BAP)* – specify behavioural support strategies for students who may have behaviours that interrupt their learning or the learning of others.
- *Individual Education Plans (IEP)* – are student-specific programs designed to meet a student's unique and exceptional needs. These programs may or may not include NWT curricular learning outcomes.

REGULATIONS

1. All school staff will comply with the Government of the Northwest Territories Departmental Directive, *NWT Ministerial Directive on Inclusive Schooling (2016)*
2. The development of SSP's, BAPs, and IEPs are the responsibility of the student's teacher(s) in cooperation and assistance from the School Based Support Team (may include student, parents, program support teacher, education assistants, other teachers, counsellor, principal)
3. SSPs and BAPs will be developed for students on an as needed basis. Parent(s)/guardian(s) must have the opportunity for meaningful involvement in planning, problem solving and decision making related to a student's learning goals and instructional strategies and necessary supports to achieve them.
4. A yearly Individual Education Plan (IEP) will be developed for the student no later than September 30th. This plan must be developed in consultation with and signed by the parent(s)/guardian(s) no later than October 15th, and will be reviewed frequently.
5. The parent(s)/guardian(s) of the student shall be informed of their right to appeal, of the appeal procedures, and of their right to have an advocate assist them during the appeal process.
6. Current copies of all IEPs and SSPs will be submitted to the SSDEC Superintendent or designate by November 15th each year, for accountability and planning purposes.

References: Education Act, Sections 7, 8, 9, 39, 40, 41, 42
Ministerial Directive on Inclusive Schooling (2016)
Programming for Student Success (2007)

Amended: February 2002
February 2006
April 2012
June 2018