

## **Aligning Student Success Plans (SSPs) with IEPs, SOPs, Section 504 Plans, and Individualized Healthcare Plans**

Students with disabilities have multiple plans to address their specific needs, including Individualized Education Programs (IEPs) that contain transition goals and objectives in postsecondary education/training and employment/career as well as independent living skills, if appropriate. Students with disabilities who have IEPs also are required to have a Summary of Performance (SOP) that identifies their academic and functional performance levels when they exit high school, accommodations and services that they have received throughout high school and provides a self-reflection of the student's strengths, needs, and goals.

Students with disabilities who do not receive special education services might have a Section 504 Plan that describes the accommodations and related services necessary to provide them with equal access to educational curricula and activities. Students with disabilities or medical conditions, regardless of whether they have an IEP or a Section 504 Plan or neither, might also have an Individualized Healthcare Plan (IHP) that addresses specific healthcare needs.

The Student Success Plan (SSP) cannot replace any of these plans since they are each legal documents that detail specific services, treatment or accommodations to which students with disabilities or medical conditions are entitled. However, all students should have a SSP and for students with disabilities, it would be in addition to one or more of the documents previously mentioned. Students with disabilities should be integrated into the SSP process and have access to students with and without disabilities as well as adults in the advising/mentoring component that is used to develop and implement the SSP.

Because of the confidential nature of IEPs, SOPs, and Section 504 and IHC plans, the Connecticut State Department of Education (CSDE) recommends that the SSP should accompany these legal documents and can inform their development throughout a student's school career. Specific information from these legal documents that is not confidential or does not imply that a student has a disability or a medical condition could be incorporated directly into the SSP (e.g., postsecondary goals, career interests and preferences, use of technology) for better alignment. However, students and staff should be provided with guidance regarding privacy and confidentiality laws and the public use of confidential information in the SSP that could directly or inadvertently reveal that a student has a disability or medical condition. Nonetheless, the person(s) responsible for the legal documents should be collaborating with the SSP advisor/mentor as well as the student and his/her family to develop and keep the SSP up to date in an appropriate manner. CSDE believes that the wealth of information in the SSP can be a critical element in developing these other documents/plans to support the college and career readiness of students with disabilities. Additional information related to facilitating the alignment of the SSP for students with disabilities will be posted as available on the Student Success Plan section of the CSDE website under Secondary School Reform (<http://www.sde.ct.gov/sde/cwp/view.asp?a=2702&Q=322264>).