



**POLICY:**

REGULATION: JA - Appropriate Educational Programming

**EXHIBIT:**

Seine River School Division complies with standards of practice as outlined in the document Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth, 2006).

Appropriate educational programming is the result of collaborative decision making of the student's educational support team, including parent(s) or guardian(s). As far as reasonably practical, appropriate educational programming will be available to a student in the classroom of his/her peers in the school whose catchment area includes the student's residence. A student may attend another program in Seine River School Division if the catchment school cannot provide the appropriate educational program.

Appropriate educational programming begins with the provincial curricula with consideration of individual student learning needs and abilities. Student-specific plans can be developed when students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum. Students who are able to access the regular curriculum may require a variety of interventions or support in the areas of health care, remediation or technological adaptations. Parents are included in planning, and progress should be monitored, documented and reported to parents.

When the school team has identified that a student has exceptional learning needs that require student-specific outcomes that are additions to, are different from, or exceed the curricular outcomes, the individual education planning process occurs. An individual education plan (IEP) will be developed when:

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes
- a student receives Special Needs Funding Level II or III
- a student is determined to be eligible for the English as a Second Language (E) designation, the Modified (M) course designation or the Individualized Programming (I) designation in Grades 9 through 12.

Appropriate educational programming may include a number of the following interventions including but not exclusively:

- Differentiated Instruction
- Adaptations
- Modified Programs
- Reasonable Accommodations
- Individualized Educational Plans (IEPs)
- Behaviour Intervention Plans
- Adapted Education Plans
- Modified Education Plans

APPROVED: June 2013

REVISED:

SOURCE: Appropriate Educational Programming in Manitoba

OTHER REFERENCE: *The Education Administration Act (Manitoba); The Public Schools Act (Manitoba)*

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EXHIBIT:

- Individualized Transition Plans

Seine River School Division will:

1. Provide parents with the opportunity to participate in decisions that affect student's education (*PSA 58.6, MR 155/05*)
2. Provide parents with the information needed to make informed decisions (*PSA 58.6*)
3. Involve parents in planning, problem solving and decision making related to student-specific outcomes (*PSA 58.6, MR 155/05*)
4. Require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (*MR 155/05*)
5. Ensure that written IEPs are developed, revised, implemented, monitored and evaluated at least annually for all students identified as having exceptional learning needs (*PSA 58.6, MR 155/05*)
6. Inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (*PSA 58.6, MR 468/88*)
7. Involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (*MR 155/05*)
8. Include in each IEP information about the student's current level of performance and achievement relative to identified learning outcomes in the provincial curriculum and/or the student specific outcomes (*MR 155/05*)
9. Ensure that students who have reached the age of 16 have a transition plan where required according to interdepartmental protocol agreements (*MR 155/05, provincial transition protocols*)
10. Identify school principals as being accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs (*MR 155/05, MR 468/88*)
11. Document, in the IEPs, the formal review of students' progress, at the schools' regular reporting periods (*PSA 58.6, MR 155/05, MR 468/88*)
12. Ensure that access to IEPs and student records complies with the *Manitoba Pupil File Guidelines, The Freedom of Information and Protection of Privacy Act and The Personal Health Information Act*

Seine River School Division will:

1. Provide teachers of students with exceptional learning needs with access to related professional learning opportunities
2. Ensure that schools have access to the necessary supports to provide consultation, planning and problem solving related to programming for students with exceptional learning needs

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EXHIBIT:

3. Obtain written informed parental confirmation on IEPs to indicate involvement in the IEP development process
4. Document the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns in cases when parents refuse to participate in the IEP process

Principals are responsible for:

1. Ensuring that an IEP is prepared for a student who is unable to access the regular curriculum
2. Ensuring that the IEP
  - is prepared with the assistance of the student's teacher(s) and other in-school personnel
  - takes into account the student's behavioural and health-care needs (if any)
  - is consistent with provincial protocols respecting a student's transition to and from school
  - is updated twice per year, or sooner if required by a change in the student's behaviour or needs
3. Ensuring that a student's parents and the student, if appropriate, are given the opportunity to participate in preparing and updating the student's IEP and to be accompanied and assisted by a person of their choosing

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