



Appropriate Education and Programming

Legal Reference:

- Canadian Charter of Rights and Freedoms (Canada)
- The Human Rights Code (Manitoba)
- The Public Schools Act (Manitoba) PSA 58.6
Education Administration ACT (Manitoba)
- The Public Schools Amendment Act (Appropriate Educational Programming), S.M. 2004, proclaimed October 28, 2005
- Appropriate Educational Programming Regulation 155/2005

General Principles

School boards are required to provide each resident and enrolled student with adequate school accommodation and are required to provide access to appropriate educational programming for all students within their schools.

“The appropriate educational programming that a school board must provide is the curriculum.” (155/2005) Appropriate Education Programming

Park West School Division recognizes that today’s classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. Park West School Division is committed to the rights of all students to participate in educational programming that, within available resources, will maximize the opportunity for students to achieve their individualized learning outcomes. Park West School Division supports the Manitoba Education, Citizenship & Youth commitment to fostering inclusion for all people. Students with special needs should experience school as much as possible like their peers without special needs.

Park West School Division supports Manitoba Education’s commitment to fostering inclusion for all people and endorses the definition of inclusion as presented in [Appropriate Educational Programming in Manitoba, Standards for Student Services](#), Manitoba Education & Early Childhood Learning, 2022:

“Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.



Park West School Division will:

1. Provide parents with the information needed to make informed decisions (PSA 58.6)
2. Parents have a right and a responsibility to be involved in their children's education. Provide parents with the opportunity to participate in decisions that affect student's education (PSA 58.6, MR 155/05)
3. Require principals to designate a case manager and ensure that SSPs are developed with the assistance of the teacher and other in-school personnel (PSA 58.6, MR 155/05)
4. Provide the opportunity for parents and students to participate with teachers and other professionals in the development, implementation, monitoring and evaluation of students' SSPs (MR 155/05)
5. Include in each SSO information about the student's current level of performance and adaptations and/or student-specific outcomes that the student can reasonably be expected to achieve (MR 155/05)
6. Ensure that written SSPs are developed, revised, implemented, monitored and evaluated at least annually for all students identified as having exceptional learning needs (PSA 58.6, MR155/05)
7. 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)
8. Ensure that students have a transition plan where required, according to interdepartmental protocol agreements respecting students' transition to and from school (MR 155/05, provincial transition protocols)
9. Ensure that the student support team meet (or be formed) to engage in the student-specific planning process as part of a post-event debriefing process
10. Identify school principals as being accountable for the delivery and implementation of educational programming and services for students with special learning needs and abilities (MR 155/05, MR 468/88)
11. Ensure that access to SSPs and student records complies with the Manitoba Pupil File Guidelines, *The Freedom of Information and Protection of Privacy Act*, *The Personal Health Information Act*, and *The Protecting and Supporting Children (Information Sharing Act)*



1. Access

All students in Manitoba are entitled to have access to education under *The Public Schools Act*. Some students will require accommodation such as adaptations, curricular modifications, or individualized programming to meet their learning needs.

Placement policies must comply with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code*, which state that one cannot discriminate on the basis of physical or mental disability or any other protected characteristic.

The first and foremost consideration in the placement of all students is the right to attend the designated catchment school for their residence in a regular classroom with their peers or in a program designated by the school board if the school does not provide it.

School divisions must provide reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis.

Universal Design

Access to learning is maximized by using universal design principles in all planning processes. Universally designed schools, classrooms, curricula, and materials provide all students with access to the resources they need, regardless of their diverse learning needs. *The Human Rights Code* specifies that there must be reasonable accommodation of students' special needs unless they demonstrably cause undue hardship due to cost, risk to safety, impact on others, or other factors.

Differentiated Instruction:

Teachers will provide programming that responds to different learning needs and styles among students by differentiating their classroom instruction. Differentiated Instruction is a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of students.

2. Identification

Early Identification

Early identification refers to the process used to identify students with special learning needs and abilities in preschool, Kindergarten, the Early Years, or as early as possible before or after their entry into school. Procedure [Programs & Services Early Identification Procedure AP: 310](#)



School-Based

The Director of Student Services, Clinical, and community agencies will collaborate with school teams (administrators, classroom teachers, clinicians, resource teachers and guidance counsellors) to identify individual students who have specific programming needs in the division schools. The identification process includes information from any or all the following sources:

- relevant information provided by parents, classroom teacher, student, clinicians, resource teacher, principal, and outside service providers;
- classroom profiles;
- cumulative files;
- pre-school transitioning (from outside service providers);
- previous schools attended;
- assessment information

Transition

The case manager/ resource teacher or as designated by the principal facilitates the student's transition from teacher to teacher, from school to school, and from school to community, as identified by the SSP. Schools will implement all transition protocols as mandated by Manitoba Education. [A Protocol for Transitioning Students with Exceptional Needs from School to Community](#)

3. Assessment

In accordance with The Public Schools Act, Manitoba school divisions have an obligation to conduct regular assessments of all students' learning and to report this to parents at the regular reporting periods set out for all students in the province.

Specialized assessments are conducted by qualified clinicians on an individual basis to determine what factors are affecting the student's learning and what approaches would assist the student to meet the learning expectations in the classroom. Case manager/resource teacher coordinates assessment(s) to determine the student's learning needs. Discussion with parents outlining the assessment reasons and process will occur. Consultation with the Director of Student Services and Division Clinicians will occur with regards to clinical assessments. (See Specialized Assessment Procedure AP:305)

4. Planning in Education

Manitoba school divisions and schools are required to engage in a process of planning in education and of reporting progress toward meeting identified outcomes annually. Appropriate educational programming is the result of collaborative decision making of the student's educational support team, including parent(s) and or guardian(s). As far as reasonably practical, appropriate educational programming will be available to a student in the classroom with peers whose catchment area includes the student's residence.



Appropriate educational programming begins with the provincial curricula with consideration of individual student learning needs and abilities. For some students who have special learning needs or abilities, student-specific planning is necessary. Principals, teachers, parents, the in-school team and when needed the divisional team all have a role to play in student-specific planning.

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 student-specific planning process occurs. Through the student-specific planning process, the student support team works to identify a student's learning needs and to develop, implement, and evaluate appropriate educational interventions. These interventions may range from short-term strategies applied in the classroom to comprehensive, student-specific programming. A student-specific plan will be developed when the need for an SSP is determined through a process of observation, and informal and specialized assessment, in consultation with parents and the school division team. ([See Specialized Assessments AP:311](#))

Student-Specific Plan

Student-specific plan (SSP) is a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student. An SSP is a document that functions as a planning, record-keeping, and communication tool.

The term *student-specific plan (SSP)* in the standards reflects terminology currently used in the field to represent the global term *individual education plan (IEP)*, as referenced in section 5 of The Appropriate Educational Programming Regulation 155/05.

Student-Specific Plan Is Required When:

As outlined in [Appropriate Educational Programming in Manitoba, Standards for Student Services](#), Manitoba Education & Early Childhood Learning, 2022.

- it is determined that a student requires student-specific outcomes in addition to the provincial curriculum
- in K to Grade 8, it is determined that a student is eligible for the EAL or Litt ratie fran aise designation in a subject, modification of curricular learning expectations in a subject, or individualized programming
- in Grades 9 to 12, it is determined that a student is eligible for the English as an Additional Language (E) designation, Litt ratie fran aise (L) designation, the Modified (M) course designation, or the Individualized Programming (I) designation



- it is determined that a student has an identified need and requires adaptations consistently in order to meet or approximate the learning expectations of the provincial curriculum
- a student has been suspended out of school more than two times during a school year
- it is determined that a student has special learning needs and abilities that require student-specific planning and documentation
- Students who are chronically absent must have student-specific plan in place to identify the student-specific barriers affecting attendance and the strategies in place to respond to these barriers. [Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement](#)

Appropriate educational programming may include a number of the following student-specific plans including but not exclusively:

- Adapted Education Plans
- Modified Programming Curriculum Modification Plans (CMPs)
- Individualized Educational Plans (IEPs)
- Behaviour Intervention Plans
- Individualized Transition Plans
- Attendance Plan
- Transportation Plan

Adapted Education Plans

- are used when changes to teaching processes, materials, assignments or products are required for the student to approximate expected grade level outcomes;
- are stored in the Pupil File
- are not formally indicated on the Provincial Report Card but may be referred to in the comments.

Modified Programming Curriculum Modification Plans

1. are used when a student:
 - a. meets Criterion A of an Intellectual Disability diagnosis according to the DSM-5-TR ; and
 - b. would benefit from provincial curriculum, if modified;



2. are stored in the Pupil File
3. are reported on the Provincial Report Card in relevant subject areas at regularly scheduled reporting periods throughout the year (see also [Manitoba Provincial Report Card Policy and Guidelines: Partners for Learning – Grades 1 to 12](#), Manitoba Education & Training, 2018).

Individual Education Plans:

1. are used when a student has specific goals that relate to domains outside of curriculum and meets Criterion A, Criterion B(severe/ profound level), and Criterion C of an IDD (DSM-5-TR)
2. are stored in the Pupil File
3. are reported on using the IEP-R reporting document at regularly scheduled reporting periods throughout the year

Behaviour Plans

Where behavioural challenges are a significant contributing factor to the need for intervention, planning and use of strategies to positively influence behavioural patterns will be put into place. These may include school-wide practices, classroom level procedures, group interventions and Behaviour Intervention Plans (BIPs). When a BIP is necessary, the school team will plan collaboratively, maximizing parental involvement.

Transition Plans

1. are used when a student has exceptional needs, is 16 years of age or older, and will require government supports when they move from school life to community;
2. are stored in the Pupil File
3. are reviewed at least once per year to ensure appropriate adult service providers are involved.

Transportation Plans

A Personalized Transportation Plan (PTP) for transporting such students shall be designed on an individual basis in consultation with parents, school staff, the Director of Student, and Transportation Supervisor. [Transportation Special Needs Transportation AP: 806](#)

Program delivery will occur in the classroom, unless specified in the SSP. The student-specific planning process does not end when an SSP is documented in writing. Systematic implementation of the plan facilitates student learning.

Effective implementation of a student's SSP is a dynamic process that involves:

- providing the student with opportunities to develop and practice skills
- ongoing assessment of the student's progress and achievement
- identification of changing student needs
- review and revision of the daily plan



4. Program Monitoring and Evaluation

As part of the ongoing instruction-and-assessment cycle, the student support team meets to review, evaluate, and revise a student's educational programming. Monitoring and evaluation include that:

- Student-Specific Plans (SSPs) are monitored by the case manager, or as designated by the principal, and implemented by the classroom teacher, with support from case manager/resource teacher.
- The case manager/resource teacher is responsible to ensure that the SSPs are reviewed a minimum of two times per year. At those times, the student's program will be evaluated, and programming changes will be made as necessary.
- The principal must ensure that a pupil's SSP is updated annually or sooner if required by a change in a pupil's behaviour or needs, Appropriate Educational Programming Regulation 155/2005.
- The case manager will obtain parent or guardian signatures on SSPs to indicate involvement in the SSP process. In cases where the school division is unable to obtain parent signature, reasons for refusal and actions undertaken by the school to resolve concerns must be documented and attached to the SSP.
- Students with SSPs who have a reduction or alteration in the school day must have it documented in an SSP. Students will not be denied educational programming pending the completion of an assessment or the development of an SSP.

Teachers are required at regularly scheduled reporting periods to inform parents of student progress for students working towards expected learning outcomes and specific learning outcomes for students as outlined in the SSP.

For students who have goals for domains not reported on the provincial report card, progress towards these goals is reported separately on the IEP (IEP Reporting Form), and then attached to the report card. (Some examples of IEP domains not included in the provincial report are transition, adaptations, behavior, life skills, and physical needs).

Principals are responsible for:

1. Ensuring that an SSP is prepared for a student when:
 - it is determined that a student requires student-specific outcomes in addition to the provincial curriculum
 - in K to Grade 8, it is determined that a student is eligible for the EAL programming designation in a subject, modification of curricular learning expectations in a subject, or individualized programming
 - in Grades 9 to 12, it is determined that a student is eligible for the English as an Additional Language (E) designation, the Modified (M) course designation, or the Individualized Programming (I) designation



- it is determined that a student has an identified need and requires adaptations consistently in order to meet or approximate the learning expectations of the provincial curriculum
- a student has been suspended out of school more than two times during a school year
- it is determined that a student has special learning needs or abilities that require student-specific planning and documentation

2. Ensuring that the SSP

- is prepared and updated collaboratively with parents, the student, teacher(s), other school and/or division personnel, and outside agency support personnel
- is consistent with provincial protocols respecting a student's transition to and from school is updated annually, or sooner if required by a change in the student's needs

3. Ensuring that a student's parents and the student have the opportunity to be accompanied and assisted by a person of their choosing during the student-specific planning process.

4. Monitor and review student attendance data and oversee the student-specific planning process, including the assignment of a case manager for students experiencing chronic absenteeism. [Safe and Caring Schools: A Policy Directive and Action Plan to Enhance Student Presence and Engagement](#)

In Manitoba, appropriate educational programming is defined as: a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students. Park West School Division has adopted a strong consultative and collaborative team approach when working to provide appropriate educational programming. Appropriate Educational Programming in Manitoba: Standards for Student Services 155/2005.