

POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
APPROPRIATE EDUCATIONAL PROGRAMMING	JBA

I. POLICY

The Louis Riel School Division (Division) is committed to the development of a foundation of educational best practices, supported by current research on learning and behaving. The 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.

The Division upholds its obligations under the [Canadian Charter of Rights and Freedoms](#) and [The Human Rights Code \(Manitoba\)](#), which state that one cannot discriminate on the basis of physical or mental disability or any other protected characteristic.

Accordingly, the Division believes that students with and without special needs should experience school as similarly as possible. To this end, the Division mandates its staff to fully implement the **GUIDELINES** and **PROCEDURES** below.

II. GUIDELINES

A. The Division adopts the core values and beliefs expressed by [Manitoba Education](#):

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All students want to feel they belong and are valued.

Adopted:	June 16, 2020	Legal References: Public Schools Act (Manitoba) , Appropriate Educational Programming Regulation 155/2005 ; Canadian Charter of Rights and Freedoms and The Human Rights Code (Manitoba)
Revised:	December 6, 2022	

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- All students have the right to benefit from their education.
 - All students come from diverse backgrounds and want their differences to be respected.
 - Students learn in different places and locations.
 - All students have the right to appropriate educational programming.
 - The provincial curriculum should be the starting point for educational programming.
 - Student-specific planning is the process through which members of student support teams, including educators and parents/guardians, collaborate to meet the unique needs of individuals.
 - Student-Specific Plans (SSPs) include information about the student's current level of performance and adaptations and/or student-specific outcomes that the student can reasonably be expected to meet.
 - SSPs document the student-specific planning process and include, but are not limited to, the following which are described in detail in the **PROCEDURES** section below:
 - Adaptation Plans
 - Curriculum Modification Plans
 - Individual Education Plans
 - Transition to Adulthood Plans
- B. The Division addresses student needs through a continuum of supports and services and makes available a range of personnel, programming, and placement options to address the diverse needs of students. 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 catchment school does not provide it. This includes the four provincially recognized programs: English, French Immersion, Français, and Senior Years Technology Education.
- C. The Division will provide educators access to professional learning opportunities that assist them in supporting students with a full range of strengths and needs.
- D. The Division will provide schools access to the supports necessary to provide consultation, planning and problem solving related to appropriate educational programming for all students. The School Support Team will consist of classroom teachers, student services teachers, school administration, and clinicians; the team may also include other itinerant divisional support staff.

III. PROCEDURES

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- A. As outlined in [Appropriate Educational Programming in Manitoba, Standards for Student Services](#), Manitoba Education & Early Childhood Learning, 2022, principals are responsible for:
1. ensuring that a SSP is prepared for a student when:
 - a. it is determined that a student requires student-specific outcomes in addition to the provincial curriculum
 - b. in K-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
 - c. in Grades 9-12, it is determined that a student is eligible for the EAL (E) designation, the modified (M) course designation, or the individualized programming (I) designation
 - d. 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
 - e. a student has been suspended out-of-school more than two times during a school year
 - f. it is determined that a student has special learning needs or abilities that require student-specific planning and documentation;
 2. designating a case manager;
 3. providing all students with the same minimum number of hours of instruction, and documenting in the SSP any reduction or alterations in the school day as well as a plan to return to full-time instruction;
 4. involving community agencies, organizations and associations, other education authorities, and regional health and children's services authorities, as deemed appropriate and where parent(s)/guardian(s) consent, to plan collaboratively in support of appropriate educational programming for students;
 5. ensuring that the SSP:
 - a. is developed, implemented, monitored, evaluated and updated with the assistance of the student's teacher(s) and other members of the School Support Team;
 - b. takes into account the student's behavioural and health-care needs (if any);
 - c. is consistent with provincial protocols respecting a student's transition to and from school;
 - d. is updated annually, or sooner if required by a change in the student's needs;
 6. ensuring that a student's parents/guardians and the student, if appropriate, are given the opportunity to participate in planning, problem-solving and decision-making,

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including preparing, implementing, monitoring, evaluating, and updating the student's SSP with said participation documented in the SSP;

7. ensuring that a student's parents/guardians are provided the information needed to make informed decisions;
8. ensuring that a student's parents/guardians are given the opportunity to be accompanied and assisted by a person of their choosing during the SSP process;
9. ensuring that the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns are documented in cases when parents/guardians refuse to participate in the SSP process.

B. Adaptation Plans:

1. are used when changes to teaching processes, materials, assignments or products are required for the student to approximate expected grade level outcomes;
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are not formally indicated on the Provincial Report Card, but may be referred to in the comments .

C. Curriculum Modification Plans:

1. are used when a student:
 - a. meets Criterion A of an Intellectual Disability diagnosis according to the DSM-5; and
 - b. would benefit from provincial curriculum, if modified;
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are reported on the Provincial Report Card in relevant subject areas at regularly scheduled reporting periods throughout the year in accordance with [Policy IK – Academic Achievement: Assessment and Evaluation of Student Learning](#) (see also [Manitoba Provincial Report Card Policy and Guidelines: Partners for Learning – Grades 1 to 12](#), Manitoba Education & Training, 2018).

D. Individual Education Plans:

1. are used when a student has specific goals that relate to domains outside of curriculum;
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are reported on using the IEP-R reporting document at regularly scheduled reporting periods throughout the year in accordance with [Policy IK – Academic Achievement: Assessment and Evaluation of Student Learning](#).

E. Transition to Adulthood Plans:

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1. are used when a student has exceptional needs, is 14 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 (see [Policy JRA – Pupil Files/Student Records](#)); and
 3. are reviewed at least once per year to ensure appropriate adult service providers are involved.
- F. The School Support Team may require time to gather information about a student in order to develop an appropriate intervention plan. When such time is necessary, strategies to maintain the student’s attachment to their school need to be implemented to minimize disruption to schooling and maintain important student-adult relationships. Educational programming remains the responsibility of the school even when the student is not in attendance. The Principal, Classroom Teacher and/or Student Services Teacher will provide learning materials appropriate to the individual student and their supports while not in attendance.

The Louis Riel School Division acknowledges the River East Transcona School Division as a source for the development of this policy.

References

- [Appropriate Educational Programming in Manitoba, Standards for Student Services](#), Manitoba Education & Early Childhood Learning, 2022
- [Manitoba Provincial Report Card Policy and Guidelines: Partners for Learning – Grades 1 to 12](#), Manitoba Education & Training, 2018

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