POLICIES, GUIDELINES AND PROCEDURES

SUBJECT	N.E.P.N. CODE
APPROPRIATE EDUCATIONAL PROGRAMMING: PROVISION OF IN-SCHOOL SUPPORT TO STUDENTS BY EXTERNAL PRACTITIONERS	JBC

I.   POLICY

The Louis Riel School Division (Division) is committed to advancing equitable opportunities for success for all students (see Policy AD – Educational Philosophy: Divisional Vision, Mission, Values & Motto, Appendix A). The Division upholds its duties under The Public Schools Act to provide adequate school accommodation and appropriate educational programming for the students who have the right to attend school (Section 41(1)(a) & 41(1)(a.1)). To this end, the Division endorses the student-specific planning process, detailed in Policy JBA – Appropriate Educational Programming, through which members of student support teams, including educators and parents/guardians, collaborate to meet the unique needs of individuals.

Bearing these principles in mind, the Division recognizes that, in exceptional situations, circumstances may impede or prevent a student's ability to access required external specialized supports. To overcome such barriers, the Board authorizes external service providers to deliver programming in schools during the school day, subject to the **GUIDELINES** and **PROCEDURES** below.

II.   GUIDELINES

A.   Consistent with Policy JBA – Appropriate Educational Programming:

1.   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.

2.   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.

3.   Principals are responsible for ensuring that a Student-Specific Plan (SSP) is prepared for a student in specific circumstances, that it is developed, implemented, monitored, evaluated and updated with the assistance of the student's teacher(s) and other members of the Student Support Team (as defined on page 12 of Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs), Manitoba Education, 2010). The Principal shall ensure that the student's parents/guardians and the student, if appropriate, are provided the opportunity to participate in each phase of the process.

Adopted:	March 7, 2023	**Legal References:** Public Schools Act (Manitoba), Appropriate Educational Programming Regulation 155/2005
Revised:	October 17, 2023	

B. During the planning process outlined in **GUIDELINE A**, the Student Support Team may determine that in order for the student to access the curriculum or attain the outcomes in their SSP: (i) the student would significantly benefit from a specific type of specialized support, and (ii) the specific support is typically not offered by the school division.

III. PROCEDURES

A. If both of the conditions of **GUIDELINE B** are met, the Principal may consider the provision of in-school support by an external service provider, provided that:

1. The parent/guardian agrees to cover the costs associated with the external service provider or has made arrangements for the costs to be covered by an outside agency.

2. The parent/guardian and the Principal have determined that there is no viable option for the external service provider to provide specialized support outside of regular school hours.

3. The external service provider has agreed to work in collaboration with the Student Support Team so that their goals are aligned with the student's goals established by the team.

4. The external service provider will deliver the services through a qualified practitioner, having the necessary education, training and experience to ensure that the program is delivered in a competent and appropriate manner. The external service provider shall ensure that all practitioners delivering programming will comply with Appropriate Educational Programming in Manitoba, Standards for Student Services (Manitoba Education and Early Childhood Learning, 2022) and the standards and guidelines set by their professional organization, as applicable.

5. The Division has suitable space available in the school at the times required by the external service provider.

6. A consent to exchange information form has been signed by the parent/guardian authorizing the Division to communicate with the service provider.

7. The parent/guardian signs a release form stating that the external service provider is allowed to be alone with the student when providing the services in the school. It is the responsibility of the parent/guardian to ensure the external service provider has a clear Criminal Record Check and Child Abuse Registry Check.

8. The external service provider and the parent/guardian executes an agreement, in a form acceptable to the Division.

9. The external service provider provides a certificate of insurance confirming that they are insured to provide the services.

B. If satisfied that the conditions of **PROCEDURE A** are met, the Principal may request authorization to proceed from the Superintendent of Schools (or designate). If, in the opinion of the Principal, the conditions laid out in **PROCEDURE A** are not being consistently met, the Principal has the authority to suspend or cancel the arrangement.

Adopted:	March 7, 2023	**Legal References:** Public Schools Act (Manitoba), Appropriate Educational Programming Regulation 155/2005
Revised:	October 17, 2023	

C. The Principal is responsible to ensure that regular communication occurs between the Student Support Team, the external service provider, and parent/guardian, and will review the arrangement periodically with all parties involved. Any communication between the external service provider and divisional staff must be directed through the Principal.

Adopted:	March 7, 2023	**Legal References:** Public Schools Act (Manitoba), Appropriate Educational Programming Regulation 155/2005
Revised:	October 17, 2023	