



Planning in Education

Administrative Procedure 3.B.120

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Legal Reference:

- *Canadian Charter of Rights and Freedoms* (Canada)
 - *The Education Administration Act* (Manitoba)
 - *The Human Rights Code* (Manitoba)
 - *The Public Schools Act* (Manitoba)
 - *The Public Schools Amendment Act (Appropriate Educational Programming)*, S.M. 2004, c.9, proclaimed on October 28, 2005
 - *Policy Guidelines for Transportation of Students with Special Needs* (MECY)
 - *Supporting Inclusive Schools: School-Based Planning and Reporting: A Framework for Developing and Implementing Annual School Plans and Reports* (MECY)
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Date Adopted: June, 2009

Date Amended: August, 2017

Student Services Planning

Planning in school divisions and schools to meet the needs of all students in the school division is a priority. Teachers plan to meet the needs of students in their classes and use instructional practices for a diverse group of learners. For a small number of students who have exceptional learning needs, the teacher, parents, students (when appropriate) and school team plan specifically for the individual students.

A. Evergreen School Division will:

1. annually engage in planning, assessment, monitoring and reporting to parents and the community on school division and school goals (*PSA 41[1], 58.1, 58.6*), including
 - supports and services available to students
 - information on how to access the supports and services
 - information on expenditures related to student services

Individual Education Planning

School divisions may develop student-specific plans where students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum. Likewise, many 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 should be included in planning, and progress should be monitored, documented and reported to parents.

When a 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, then an individual education planning process should occur.

MECY requires an individual education plan (IEP) when

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes
- a student receives Funding EBD Level 3
- 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 9-12.

It is the practice of most schools to identify in a student's IEP the academic, social, emotional or behavioural outcomes that are required to support student learning in the classroom. Student-specific outcomes differ from the curricular outcomes.

School divisions use a variety of terms to identify the written document for the individual education planning process. For example, some may use the term behaviour intervention plan (BIP) or individual transition plan (ITP).

B. Evergreen School Division will:

1. provide parents with the opportunity to participate in decisions that affect students' 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-
4. specific outcomes (*PSA 58.6, MR 155/05*)
5. 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*)
6. 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*)
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. involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (MR 155/05)
9. 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)
10. 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)
11. 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)
12. 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)
13. 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*

C. School division policy on planning in education should:

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
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

D. 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 annually, 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.