

## **APPROPRIATE EDUCATION PROGRAMMING**

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.

Swan Valley School Division recognizes that today’s classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. Swan Valley 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.

Swan Valley 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.

“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.” Department of Education (Manitoba) Philosophy of Inclusion.

Swan Valley 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).

### **Programs & Services**

Swan Valley 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).

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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 school's 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.

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 of his/her peers in the school 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. Student-specific plans can be developed when

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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 has been identified as a Supported Student and receiving support from the Student Services department
- 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
- Individualized Transition Plans
- Administrative Procedure Manual

## **1. Identification**

The Student Services Coordinator, 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 of the following sources:

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- 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

## **2. Collaborative Assessment**

The Resource Teacher coordinates an assessment to determine the student's learning needs. Assessment data may include; academic achievement levels, behaviour, physical health, social/emotional health, learning styles, personal history, developmental level, classroom and environment observations. Discussion with parents outlining the assessment reasons and process will occur. Consultation with Student Services Coordinator and Division Clinicians will occur with regards to clinical assessments.

Possible sources of information in the assessment process are:

- Inspection of previously collected data - such as cumulative files, student evaluations, student profiles
- Informal consultation - with classroom teacher, parent, referred student, clinicians
- Structured Interviews - that are planned in advance and seek specific information from classroom teacher, parent, referred student
- Data Collection Devices - may include checklists, profiles, rating scales, inventories and continuums
- Assessments including: Standardized Tests, Criterion-referenced tests, Diagnostic test
- Observations

## **3. Educational and Behavioral Planning/Programming**

The resource teacher and/or guidance counsellor collaborates with the teacher and other team members to analyze the assessment data and, if necessary, to assist in developing a plan appropriate to the needs of the identified student.

The need for an IEP is determined through a process of observation, and informal and specialized assessment, in consultation with parents and the school division team. IEPs are developed, implemented, monitored, evaluated, and revised at least twice annually by a team including parents, students, teachers and other professionals as directed by the principal.

The case manager will obtain parent or guardian signatures on IEPs to indicate involvement in the IEP process. In cases where the school division is unable to obtain parent signature, reasons

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for refusal and actions undertaken by the school to resolve concerns must be documented and attached to the IEP.

Students with IEPs who have a reduction or alteration in the school day must have it documented in an IEP. Students will not be denied educational programming pending the completion of an assessment or the development of an IEP.

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 on an IEP and/or the AEP.

For students who have IEP goals for domains NOT reported on the provincial report card, progress towards these goals is reported separately on the IEPR (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.)

#### **4. Levels of Support**

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

##### Differentiated Instruction

Teachers will provide programming that responds to different learning needs and styles among all students by differentiating their classroom instruction. Differentiation and adaptation of instruction will be guided, in part, by Success for All Learners: A Handbook on Differentiation Instruction.

##### Adapted Instruction

Adapted instruction is intended for students who are able to complete the regular Manitoba Education developed or approved curriculum outcomes with the use of appropriate learning strategies.

##### Curricular Modification (“M” Designation)

Where a student in Grades 9 to 12 is found to have significant cognitive developmental delays or learning difficulties, as assessed by a psychologist, and cannot meet curricular outcomes with differentiated or adapted instruction in place, the curriculum will be modified. This means that the number or level of curricular outcomes will be changed to meet the student’s needs. The school team, in collaboration with parents, will document why and how modifications will be made in the student’s IEP. “M”

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Designations must be assigned in advance of the course, and in accordance with provincial guidelines.

### Individualized Programming (“I” Designation)

Where a student has cognitive and adaptive challenges that are significant to the point where that student cannot benefit from the Manitoba curriculum, an individualized program will be developed. These student-specific outcomes and goals will be outlined in the student’s IEP. At the Grades 9-12 levels, the “I” designation will be assigned to the program in accordance with provincial guidelines.

### Behavioural Programming

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 individualized Behaviour Intervention Plans (BIPs). When a BIP is necessary, the school team will plan collaboratively, maximizing parental involvement.

## **5. Program Implementation**

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

Effective implementation of a student’s IEP 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

## **6. 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. Individual Education Plans (IEPs) are monitored by the case manager, or as designated by the principal, and implemented by the classroom teacher, with support from Resource Teacher. The case manager is responsible to ensure that the IEPs 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 individual education plan is updated annually or sooner

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if required by a change in a pupil's behaviour or needs Appropriate Educational Programming Regulation 155/2005.

## **7. 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 IEP. Schools will implement all Transition protocols as mandated by Manitoba Education.

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 as designated by the principal
  - 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.

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. Swan Valley 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.

### 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

