IEP

Parental Involvement in the
Individual Education Planning Process

River East
Transcona
SCHOOL DIVISION

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OUR VISION

Student Services in River East Transcona School Division is committed to maximizing the potential of the students we serve and empowering them to become valued, contributing participants in the classroom, school and community, and as citizens within our society.

To achieve this, the division and its schools are committed to...

- Providing inclusive learning environments as defined by appropriate education legislation.

- Providing equitable access to appropriate educational programming via a continuum of supports and services.

- Developing meaningful and collaborative partnerships with students, educators, families and communities.

OUR BELIEFS

We believe...

- All students can learn and all students want to learn.

- Learners need to feel accepted, valued and safe in order to take the risks necessary for growth.

- Some learners come to school with exceptional academic, physical and social/emotional needs that must be addressed.

- Growth occurs when the learning environment respects the capabilities of all learners and provides the challenge and expectations to foster individual development.

- Belonging is a key component of inclusion and is fostered through the development of a sense of community, via the promotion of positive social interactions and meaningful interpersonal relationships.

We believe...

- Appropriate educational programming and practice are guided by the three fundamental concepts of equity, capacity and community:

    o Equity is supported by fair and well-defined process, and by appropriate resource allocation and expectations for accountability.

    o For learners to reach their individual potential, meaningful experiences must be in place to build their capacity for continuing success.

    o When school and community are mutually supportive and work collaboratively as a matter of best practice, the best educational interests of all learners are served.

We believe...

- Teachers have a responsibility to challenge themselves to continually build their professional capacity.

- Teachers are responsible for creating an inclusive, enabling classroom and school environment.

- Qualified professionals are required to meet the varied, complex needs of our students and to support teachers and schools.

- A multi-disciplinary team approach strengthens our capacity to provide supports, services and programming to meet the exceptional learning needs of our students.

INTRODUCTION

Parental Involvement in Planning for Students' Individual Education Plans (IEPs)

Individual education planning is the process by which families, teachers and other support personnel work together to meet the needs of students who need accommodations or supports to achieve their full potential.

An IEP is a written document developed and implemented by a team, outlining a plan to address the individual needs of students.

The division believes that a co-operative approach to education involves parents, professionals and paraprofessionals working together to provide the best opportunities for the learner with special needs.

Parents are valuable members of the IEP process. All parents have hopes and dreams for their child. As parents, they provide a different perspective of their child's past experiences and their goals, interests and responses. The work they can do with their child at home is important in meeting the goals set through the IEP process.

Parents have unique knowledge about their child that provides an invaluable basis for the IEP process. Parents who understand the school philosophy, know the school staff and participate in school activities are more likely to be satisfied with the education their child is receiving. Parents want meaningful opportunities to participate in all facets of their child's schooling. They want to be part of the decision-making process and have access to information and ideas on a continual basis.

Who Needs an IEP?

When a school team has identified that a student has special learning needs requiring student-specific outcomes that are additions to, different from, or exceed the curricular outcomes, an IEP process should occur.

An IEP is required when:

- It is not reasonable to expect the student to meet or approximate the expected learning outcomes.

- A student receives special needs funding Level II or III.

- A student is determined to be eligible for the English as an additional language (E) designation, the modified (M) course designation or the individualized programming (I) designation in grades 9–12.

School teams may choose to initiate an IEP process for other students due to their special learning needs. Sometimes, instead of an IEP, an adapted education plan (AEP) or behaviour intervention plan (BIP) is used to support student learning. For students in senior years, an individual transition plan (ITP) is developed. These are other terms used to identify the written document for the IEP process.

Purpose of an IEP

The purpose of an IEP is to provide a plan to help a student meet individual outcomes or goals beyond his or her current level of performance. For this reason, an understanding of what a student can and cannot do is essential to the IEP process. Each IEP is individual to the student for whom it is designed.

The IEP process:

- Identifies the student's strengths (social, emotional, physical, developmental and academic)

- Determines priorities for the student's individual educational needs (social, emotional, physical, developmental and academic)

- Provides a process for planning

- Outlines information to measure growth

- Assists in the co-ordination of services involved

- Facilitates communication

- Supplies information for decision-making regarding allocation of resources

Developing the Collaborative Planning Team

A team is formed for a student who has learning needs that require support. For students who have many learning needs, a variety of support persons may be involved. The number of people on a student's team will depend on the needs of the student and the expertise required to develop and implement an education plan.

Collaborative Planning Team Members

School personnel: This team usually consists of people who may be involved with the child at school on a daily basis. Students should be included in IEP meetings, as appropriate.

Division and community personnel: The people on this team consult with the school personnel and provide expertise in the areas of planning, assessment and programming.

It is critical that parents take an active role in the decisions made for their child.

PERSONNEL

River East Transcona School Division supports collaboration among educators and other professionals. *Source: RETSD Continuum of Supports and Services (2007)*

School

- administrators
- counsellors
- paraprofessionals
- Reading Recovery® teachers
- resource teachers
- teachers

Division

- Aboriginal community networkers
- asst. superintendents
- attendance officer
- community school networker
- consultants
- English as an additional language specialist teachers
- First Step behaviour coach
- inclusion specialists
- occupational therapists
- physiotherapists
- psychologists
- reading clinicians
- Reading Recovery® teacher leaders
- reading tutors
- social workers
- speech-language paraprofessionals
- speech-language pathologists
- superintendent
- teacher for the deaf and hard of hearing

Community

- Addictions Foundation of Manitoba
- audiologists
- Autism Outreach Program
- business partners
- Canadian National Institute for the Blind
- Centre for Aboriginal Human Resource Development
- Child and Family Services
- Child Development Clinic
- Children's Special Services
- Clinic for Alcohol and Drug Exposed Children
- child day care
- Elders
- International Centre
- Knowles Centre Inc.
- Macdonald Youth Services
- Manitoba Adolescent Treatment Centre
- Manitoba Education, Citizenship and Youth consultants
- Manitoba Métis Federation
- Marymound Inc.
- mobile Crisis Unit
- post-secondary institutions
- provincial justice department
- Rehabilitation Centre for Children
- Society for Manitobans with Disabilities
- Supported Living program
- Vocational Rehabilitation Program
- Welcome Place
- Winnipeg Police Service
- Winnipeg Regional Health Authority Access Centres
- Youth Emergency Crisis Stabilization System

Transition Planning

Transition planning involves identifying the skills that need to be in place for students to be successful in future settings, and developing a plan of action to ensure students acquire these skills and attitudes. It may also include specific plans for moving between education placements and programs. As a consistent presence in the student's life, parents play an essential role in planning for and dealing with transitions. In particular, parents may be involved in determining opportunities and supports that are available to the student in the community as he or she gains increased independence.

BEFORE IEP

Before going to the IEP meeting, parents may want to:

- Think about their goals and hopes for their child.

- If their child is in senior years, reflect on career/community goals beyond graduation.

- Complete the Sample Student Profile (Appendix A) or Sample Parent Survey (Appendix B) and bring it to the IEP meeting.

- Discuss with their child the progress made since the last IEP meeting.

- Find out about their child's involvement and possible role in the meeting. Decide if their child will benefit from participating in the meeting (or part of it).

- Ask their child questions, such as the following (if their child attends the meeting, he or she may be able to give this input directly):

    o What do you like best about school?

    o What do you feel are your successes?

    o What are some changes that would improve your learning at school?

    o What goals do you have for yourself?

- Be prepared. Write a list of questions and concerns they want to discuss, including questions like the following (prioritize their concerns):

  o Who is their contact person at school (case manager)?

  o How often will the IEP (Appendix D) be reviewed?

  o What changes in their home does the school need to know about?

- If it helps them to feel more comfortable, they should consider arranging for a supporting person—their spouse, a relative, friend or another person—to accompany them to the meeting. This person can offer a different perspective, hear important points they may miss or take notes.

DURING IEP MEETING

Components of an IEP

All IEPs, regardless of the individual needs of a student, contain essential components:

- Student identification and background information

- Current levels of performance that reflect team consensus on the student's abilities and needs

- Student-specific outcomes or goals

- Performance objectives

- Teaching methods, materials and strategies

- The names of team members who will implement the IEP, and the setting(s) where it will be implemented

- Plans and timelines for evaluation and review

Stages of Developing an IEP

Developing an IEP involves the following four stages:

1. Gathering and sharing information

2. Setting direction

3. Developing and writing the IEP

4. Implementing and reviewing the IEP

These stages may occur in different sequences or may be worked on simultaneously, depending on the individual needs of the student. As parents and members of their child's team, they can be actively involved in all stages of the IEP development process.

Stage 1: Gathering and Sharing Information

Parents are a source of valuable information in the initial stages of developing and setting the direction of the IEP for their child. When working as a team, all members participate in making decisions and share information with each other.

A parent may want to share:

- Aspirations and goals for their child

- Personality traits

- Interests, talents and desires

- Strengths and needs

- Family and school history that affects their child's present learning situation

- Current medical history and health-care needs

- Information about their child and how they learn and behave outside school

- Successful learning and behaviour techniques they are using at home

- Any specific concerns they have about their child

- Any significant life events

- Changes in the home setting that might cause emotional reactions

- Samples of their child's work completed at home, if they think this can contribute to a better understanding of the child. Teachers often have samples of student work to share, as well—parents should feel free to enquire about this.

A parent may want to ask about:

- Any new assessments, reports or observations

- Their child's strengths, interests, areas of growth, areas of need

- Clarification of the scores or marks on report cards or IEP reports

- Supports and strategies that are helpful to their child's learning

- Attendance and completion of work

- Their child's relationships with peers/friends

- The role of support staff with their child

- Other services available that may support their child's learning

- Resources available such as articles, upcoming conferences or workshops, and websites

Stage 2: Setting Direction

Agenda items may include but are not limited to:

- Reviewing background information

- Describing current levels of performance

- Making a decision about whether the student needs an IEP

- Establishing roles and responsibilities

- Developing a common understanding of the priorities to be addressed in the IEP

- Evaluating student progress

- Reviewing the current IEP

- Writing and approving the IEP

- Developing and implementing a daily plan

Stage 3: Developing and Writing the IEP

As a member of their child's IEP team, parents can provide ideas and information to assist in the creation of long-term goals or student-specific outcomes for their child. These goals or outcomes are what the student might accomplish in one school year. Performance objectives are also set. These break the long-term outcomes into smaller steps with shorter timelines.

When establishing outcomes and objectives, the team may consider the following questions:

- What priority areas will we focus on?

- What are their child's related areas of strength?

- Does their child need this skill now?

- How useful will the skill be for their child in other environments or subject areas?

- Will this skill help their child be more independent?

- Will this skill be used for other learning or future goals?

- How long will it take to learn the skill? How can it be broken into smaller steps?

- Is the goal/outcome appropriate for their child's age and grade?

- Are there any fears or concerns that might affect learning or success?

At the close of IEP meetings, parents should:

- Establish mutually agreed upon goals and strategies for their child.

- Find out how they can support their child at home.

- Take notes on recommendations and timelines, such as additional services or assessments.

- Verbally summarize their understanding and interpretation of the decisions made, actions to be taken, timelines, and roles and responsibilities of each participant.

- Give feedback to the people working with their child regarding areas where they noted positive effort, growth or change.

- Sign the IEP to indicate their agreement with the plan. If they do not agree with the IEP and do not wish to sign, the school has an obligation to document the reasons for their decision and what actions are to be taken to resolve the issue.

- Ask for a copy of the IEP to refer to at home.

- Decide on the next meeting date.

POST IEP

Stage 4: Implementing and Reviewing the IEP

After meetings, parents can help by:

- Discussing the meeting with their child

- Keeping in touch with the teacher and/or case manager through phone calls, journals, agendas or e-mail; telling the teacher of any change in the home that may affect their child's ability to work at school

- Implementing appropriate parts of the plan at home

- Monitoring and recording progress

Reviewing and Revising

Anyone on the IEP team can initiate or request a review meeting. Review meetings are opportunities for parents to discuss their child's programming and consider possible revisions. Review meetings occur at regular reporting times: November, March and June in early and middle years, or November, January, April and June in senior years. Review meetings are particularly important during times of change (e.g., transition to another level; changes in achievement, attitude, behaviour or health).

After the IEP meeting, parents may wish to reflect on these questions:

- How does the IEP build on their child's strengths?

- Does the IEP focus on the individual needs of their child?

- Does the IEP focus on key goals for their child?

- If goals or objectives were met, were new ones set?

- Are supports tailored to the strengths and needs of their child?

- Does their child have social and behavioural needs that should be addressed in the IEP? Were they addressed?

- Is there a plan for measuring and communicating their child's progress?

- If their child is not demonstrating progress, did the team review the programming and make changes?

- If there are several teachers responsible for their child's educational programming, are there procedures for all of them to have access to the IEP, so they can use it to plan instruction, monitor progress, and contribute to evaluating and changing goals and objectives?

- Does the IEP outline transition plans (if appropriate)?

If parents have questions or concerns after reflecting on these questions and/or the IEP process or document, they should contact their child's case manager.

APPENDICES

APPENDIX A
Sample Student Profile

APPENDIX B
Sample Parent Survey

APPENDIX C
Suggested Contact List

APPENDIX D
Sample IEP (blank)

APPENDIX A—Sample Student Profile

The layout and categories of information in student profiles will vary. This form is provided as a sample only.

Background/History	Diagnostic Summary (e.g., medical, cognitive, adaptive)	Interests, Strengths, Learning Approaches
Current Levels of Performance (subject-by-subject or domains)		Needs

APPENDIX B—Sample Parent Survey

Student name: _____   Date: _____

Parent name: _____

The following questions are designed to help your child's learning team begin the individual education planning (IEP) process. We value your input and would like to invite you to think about the following questions in preparation for the IEP meeting.

1. What are your child's strengths and interests?

2. Describe any fears or concerns your child has about school.

3. What are your child's learning needs for this school year? (These could be skills that your child needs to acquire or improve on.)

4. What type of learner is your child? How does your child learn best? (e.g., by listening to directions, by doing the task, by watching someone do the task)

5. Does your child display any behaviours that are of concern to you? If so, please explain.

6. What are your goals and hopes for your child this year?

7. Is there any other information that could help us gain a better understanding of your child?

8. Are there any specific concerns that you would like us to address at this meeting? If so, please explain.

Thank you for sharing your ideas.

APPENDIX C—Suggested Contact List

If you have questions about... You may want to contact →	Office Secretary	Classroom Teachers	Resource Teacher	School Counsellor	Principal or Vice-Principal	Clinicians/ Divisional Inclusion Specialists	Student Services Consultant
Absences	X	X					
Academic credit requirements/ graduation requirements		X	X	X	X		
Assessment		X	X				
Behaviour issues		X	X	X	X	X	
Bullying/Safe Schools/ code of conduct		X		X	X		
Calendar of events	X						
Changing class schedule				X	X		
Classroom issues		X					
Clinical supports			X	X	X	X	X
Communication protocol		X	X	X	X		
Counselling—academic		X		X			
Counselling—personal				X		X	
Curriculum		X					
Discipline/detention		X			X		
Dispute resolution				X	X		
Drop-out prevention				X	X		
Professional supports		X	X	X	X		
Emergency response information	X				X		
Extracurricular activities	X	X			X		
Field trips	X	X					
Health care			X	X	X		
Individual education plan (IEP)		X	X	X			
Parent advisory council (PAC)					X		
Parent-teacher conferences	X	X			X		
Provincial testing		X					
Report cards		X					
School division policy					X		
Schools of choice					X		
Special needs funding			X	X	X		X
Specialized programming/ place-ment					X		X
Transition plan		X	X	X	X		
Transportation	X				X		

IEP for:

School Year: –

Date (yyyy-MM-dd):

Student information

MET#: (9 digit)

School:

Date of birth (yyyy-MM-dd):

Grade/room:

Age:

M/F:

Parent(s) / guardian(s):

Address:

Phone:

Parent(s) / guardian(s):

Address:

Phone:

Collaborative Planning Team

Role:

Name:

Parent/Guardian/Student Initials: _____

Parent/Guardian/Student Initials: _____

IEP for:

School Year:

Date (YYYY-MM-dd):

Schools Attended

School Name	School Division	Dates Attended	Grades

Current Levels of Performance

Assessments

List standardized formal assessments (e.g., SSCU, PT, OT medical, audiologist, hospital, etc.). Provide brief summary of results.

Discipline	Date	Results

List school-based assessments/observations.

Discipline	Date	Results

Parent/Guardian/Student Initials: _____

IEP for:

School Year:

Date (YYYY-MM-dd):

Pertinent Cumulative History

Briefly list the years, interventions and results provided (e.g., 2000-01 Reading Recovery, May 2003 psychological assessment)

Medical Information

URIS   **Group A** ☐   **Group B** ☐   **Group C** ☐

Medical conditions/diagnoses that impact on learning:

Student's first language:

Student learning profile (strengths/interests/motivators):

Prime needs of student:

Parent/Guardian/Student Initials: _____

IEP for:

School Year:
Date (YYYY-MM-dd): -

Program Plan

Domain:

Current level of performance:
Student-specific outcome:
Performance objective:
Instructional strategies/materials and resources/persons responsible:

Evaluation and review:

Domain:

Current level of performance:
Student-specific outcome:
Performance objective:
Instructional strategies/materials and resources/persons responsible:

Evaluation and review:

Domain:

Current level of performance:
Student-specific

Parent/Guardian/Student Initials: _____

Parent/Guardian/Student Initials: _____

Student-specific
outcome:

Performance
objective:

Instructional
strategies/materials
and resources/persons
responsible:

Evaluation and
review:

Parent/Guardian/Student Initials: _____

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outcome:

Performance
objective:

Instructional
strategies/materials
and resources/persons
responsible:

Evaluation and
review:

Domain:

Current level of
performance:
Student-specific
outcome:

Performance
objective:

Instructional
strategies/materials
and resources/persons
responsible:

Evaluation and
review:

Domain:

Current level of
performance:
Student-specific
outcome:

Performance
objective:

Instructional
strategies/materials
and resources/persons
responsible:

Evaluation and
review:

Domain:

Current level of
performance:

Parent/Guardian/Student Initials: _____

Copy to be filed in resource and cumulative file.

Copy to parents/guardians.

Parent/Guardian/Student Initials: _____

IEP for:

School Year: -

Date (YYYY-MM-dd):

Individual Education Plan—Signature Page

I have received the Individual Education Plan. I agree with the stated priority student-specific outcomes and understand that specific program objectives to address these goals may change throughout the school year. This may involve changes in roles, strategies and materials.

Parent/guardian comments:

Parent/guardian signature: _____

Student signature (optional): _____

Date (yyyy-MM-dd):

School comments:

Planning team members in attendance for sharing of IEP with parents/guardians:

Signature	Role
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

Administrator's signature: _____

Parent/Guardian/Student Initials: _____

Domain:

Each outcome is related to the IEP

	Term 1	Term 2	Term3

Parent/Guardian/Student Initials: _____

IEP for:

School Year:

Date (yyyy-MM-dd):

Individual Education Plan Summative Evaluation

School:

Date (yyyy-MM-dd):

Student:

Grade:

MET#:

Teachers:

Performance Scale:

5 Demonstrates Mastery	4 Consistently Meets Outcomes	3 Usually Meets Outcomes	2 Approaches Outcomes	1 Does Not Met Outcomes

Domain:

Each outcome is related to the IEP

	Term 1	Term 2	Term3

Domain:

Each outcome is related to the IEP

	Term 1	Term 2	Term3

Parent/Guardian/Student Initials: _____

GLOSSARY

The terms listed in this glossary may or may not be used during the IEP meeting. They are, however, used regularly within the school system.

accessibility: removing physical or other barriers or obstacles to ensure access to buildings, facilities, media, materials, electronic systems and environments, and to ensure equality for all individuals.

accommodation: a means of identifying, preventing and removing barriers that impede students with disabilities from participating fully in the educational environment in a way that is responsive to their own unique circumstances. The principles of accommodation involve three factors—dignity, individualization and inclusion.

adaptation: a change made in the teaching process, materials, assignments or pupil products to help a student achieve the expected learning outcomes.

appropriate educational programming: a collaborative school-family-community process in which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students.

assessment: the systematic process of gathering information about what a student knows, is able to do and is learning to do.

assistive technology: any item, piece of equipment, product or system that is used to increase, maintain or improve the functional capability of individuals with disabilities.

behaviour intervention plan (BIP): an intervention plan developed by a team to meet a student's social/emotional and behavioural needs.

catchment or home school: the school students would usually attend with their siblings and neighbours.

clinician: an individual trained in the provision of support services within the school setting, who provides services for students with exceptional learning needs and consultative services for school personnel and parents. This includes certified speech-language pathologists, school psychologists, school social workers, occupational therapists, physiotherapists and reading clinicians.

counselling and guidance services support: teachers who provide support for activities that involve: assisting students in personal, career and social development; providing referral assistance; and working with other staff members in planning and conducting guidance programs for students.

curriculum: the curriculum prescribed or approved by the minister of education, outlining expected learning outcomes.

differentiated instruction: 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 pupils.

domain: the specific area of development that might be targeted in the IEP. Examples of domains include communication, social, academic, motor, cognitive, self-management, community, vocational and recreation/leisure.

inclusion: a way of thinking and acting that allows every individual to feel accepted, valued and safe.

inclusive education: providing all students with the supports and opportunities they need to become participating members of their school communities.

individual education plan (IEP): the written documentation of a specific plan to support a student's exceptional learning needs. It may range in length from one page documenting student-specific adaptations, to a lengthier documentation of a student's programming, outlining student-specific outcomes developed by a larger team.

individual transition plan (ITP): a formal plan developed at the age of 16 to help a student with special learning needs as the student prepares to exit the school system. The plan is developed by a student's IEP team and is reviewed annually.

individualized programming: programming designed to meet the needs of students with severe cognitive disabilities who need programming outside the regular curriculum in the areas of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs.

informed consent: an individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and risks (can be withdrawn at any time).

intersectoral services: services provided for students with exceptional learning needs that involve the collaboration of a variety of government departments, agencies and local organizations to meet the learning needs of individuals.

level of performance: a specific description of a student's skills, needs and strengths in each domain or subject area.

modification: changes in the number or content of the learning outcomes a student is expected to meet in the provincial curriculum, made by the teacher or school team.

most enabling environment: an environment in which the student has the opportunity to participate fully in all aspects of an education (academic, social, emotional).

paraprofessional: a person hired by the school division to provide support for teachers or students and supervised by a teacher.

PATH: Planning Alternatives To Hope is a planning process often used at transitions to identify goals for the student.

performance objectives: student-specific outcomes broken down into small, manageable components or steps.

placement: an alternative learning environment chosen for a student—determined by the school and school division policy, in consultation with the school team, including parents.

pupil file: a collection of written information about a student's education, stored in a file in the school or school division office in paper, electronic or other form.

resource teacher or special needs teacher: a teacher whose principal duties are to assist in determining appropriate instructional strategies when a mismatch in instruction and student needs occurs, to give direct assistance to teachers and students in need of special help, and to provide school personnel and parents with consultative services.

school-based team: the people who may be involved with a student on a daily basis at school—key decision makers in the IEP process, who may include the student, parents, teacher, resource teacher, counsellor, paraprofessional and principal.

specialized assessment: an individual student assessment completed by divisional personnel or community professionals that extends the information acquired by the in-school planning team through school-based assessment. The purpose of specialized assessment is to collect specific information regarding the exceptional learning needs of students across a variety of domains and contexts. Areas of specialized assessment may include: exceptional learning, social/emotional, sensory, behavioural, physical, cognitive/intellectual, adaptive, communication, academic or health-care needs, and other factors relevant to student performance and learning. Specialized assessment identifies other methods of differentiated instruction and assessment, as well as adaptations and/or modifications that can be used to assist the student in meeting grade-level or student-specific outcomes.

student services: staff and services provided by the school division to meet the needs of students who have exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or health-care needs.

student-specific outcome: another term currently used for "goal" in an IEP—states what the student will learn and when this will be accomplished.

student with special learning needs: a student who requires specialized services or programming, when deemed necessary by the in-school team, because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or health-care needs that affect their ability to meet learning outcomes.

transition: moving a student from one environment to another at key points in their development from childhood to adulthood (i.e., entry into the kindergarten or nursery school years, transition from the early to middle years, from one grade to the next, or from school to post-secondary education or employment).

universal design: the process of creating systems, environments, materials and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations.

References:

Portions of this document have been adapted with permission from:

The Children with Exceptional Needs Consultation Group of the
St. James-Assiniboia School Division (January 2008)

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The Learning Team: A Handbook for Parents of Children
with Special Needs (2003)
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Individual Education Planning: A Handbook for Developing
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http://www.edu.gov.mb.ca/k12/specedu/iep/

RETSD Policy Manual