

APPROPRIATE EDUCATIONAL PROGRAMMING STUDENT-SPECIFIC PLANNING

River East Transcona School Division (RETSD) believes that students need to engage in the school experience as early in their lives as possible, and, as such, adopts the core principles and beliefs of Manitoba Education and Early Childhood Learning:

- (1) Every individual should feel accepted, valued, and safe within the education community.
- (2) An inclusive community evolves to meet the changing needs of its members.
- (3) Inclusion provides meaningful involvement and equal access to the benefits of citizenship.
- (4) Working together enhances the well-being of every community member and strengthens the foundation for a richer future.
- (5) Schools should foster environments where all students, including those with diverse needs and abilities, feel a sense of personal belonging and achievement.
- (6) Teaching practices incorporate principles of universal design, which allows students with a wide range of learning needs to be taught together effectively.
- (7) Inclusion creates opportunities for all students to learn from each other, growing in awareness of their own and others' strengths, needs, and interests.
- (8) The provincial curriculum is the starting point for appropriate educational programming for all students, and reasonable accommodations are provided based on identified needs.
- (9) Through ongoing assessment, some students may be identified as having special learning needs and abilities. Early identification and assessment of student needs supports timely and appropriate support.
- (10) The Student-Specific Plan (SSP) is the basis for decision-making for students identified with special learning needs and abilities and is a collaborative process that includes the student, parents, and student support team (e.g., educators, clinicians, external agency supports).

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SSP Development:

When students have additional learning needs and abilities, and cannot meet expected learning outcomes through differentiated instruction, RETSD schools will develop an SSP to document and monitor their process. SSP's have various forms, including Adapted Education Plans (AEP), Curriculum Modification Plans (CMP), Individual Education Plans (IEP), and Behaviour Intervention Plans (BIP).

The *Standards for Appropriate Educational Programming in Manitoba (2022)* state that the principal is responsible for:

- (1) Ensuring that an SSP is prepared for a student who has an identified need and requires student-specific programming consistently to meet or approximate the learning expectations of the provincial curriculum, and for those who require student-specific outcomes in addition to the provincial curriculum.
- (2) Designating a case manager;
- (3) Ensuring that the SSP:
 - (a) Is prepared and updated collaboratively with parents, the student, educators, clinicians, and external agency supports.
 - (b) Is consistent with provincial protocols supporting a student's transition to and from school.
 - (c) Is updated annually, or sooner with evolving student needs.
- (4) Ensuring a student's parent(s)/legal guardian(s) are given the opportunity to be accompanied and assisted by a person of their choosing during the student-specific planning process;
- (5) Ensuring written and informed consent of parent(s)/legal guardian(s) is obtained to confirm involvement in the student-specific planning process;
- (6) Ensuring the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns are documented in cases when parent(s)/legal guardian(s) refuse to participate in the SSP process.

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Legal/Cross Reference:		