

The Board of Trustees is committed to providing appropriate educational programming for all students. The Division will provide this programming in accordance with *The Public Schools Act*, *The Educational Administration Act*, related educational programming regulations and Manitoba Education's philosophy of inclusion.

In support of the best programming for students, the Board of Trustees, through strategic planning and annual budgeting, provides services, resources and personnel in addition to those required by Manitoba Education.

Appropriate educational programming means:

All students will be provided with the supports and opportunities they need to become participating students and members of their school communities. Collaboration among home, school and community is imperative. To this end, we support the following core values and beliefs:

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All students want to feel they belong and are valued.
- All students have the right to benefit from their education.
- All students come from diverse backgrounds and want their differences to be respected.
- Students learn in different places and locations.
- All students have the right to appropriate educational programming.
- The provincial curriculum should be the starting point for educational programming.
- Parents and students must be involved in the individual education planning process.
- The IEP is the basis for decision-making for students with exceptional learning needs.
- The number of individuals involved in a student's planning will increase as the complexity of the needs increases.

(Appropriate Educational Programming in Manitoba: Standards for Student Services (2006), Pages 4-5)

Student needs will be addressed through a continuum of supports and services. A range of personnel, programming, and placement options are available to support the diverse needs of students in the Division. Programming for students will take place in the classroom when appropriate. Teachers will be responsible for providing programming for students registered to their classroom and will take the needed steps as outlined in the attached regulations.

Parents and guardians have the right and responsibility to be involved in their child's education. The Board of Trustees encourages and supports the involvement of parents/guardians in the development and delivery of appropriate educational programming.

Information: [Manitoba Education, K – 12 Student Services](#)

Adopted September 1, 2009

Revised January 15-16, 2018

To ensure educational programming is appropriate to the needs of all students, teachers will:

- differentiate instruction and use a variety of strategies to teach the outcomes of the curriculum,
- change the teaching process, materials, resources, assignments, and/or products to assist in meeting the student's expected learning outcomes,
- provide on-going classroom assessment of students,
- identify students who are unable to meet learning outcomes despite having differentiated instruction, adaptations, and modifications provided to them,
- ensure that an Individualized Education Plan (IEP) is in place for students who are unable to access the regular curriculum.

1. **Assessment for Specialized Programming**

Qualified professionals will complete the assessments for specialized programming. These assessments will include recommendations to address teaching, programming and support services for students.

a. **Referrals**

If a student is having difficulty meeting the expected learning outcomes, despite the teacher having implemented differentiated instruction and adaptations, the teacher, in consultation with the resource teacher and/or Division Student Services personnel may refer the student for a specialized assessment.

b. **Responsibilities**

i. **Principal**

The Principal shall ensure:

- differentiated instruction and adaptations are implemented and documented by the classroom teacher before a student is referred for specialized assessment,
- a student is referred for specialized assessment only after school-based personnel have differentiated instruction and/or provided adaptations and are unable to determine why the student is not able to meet learning outcomes,
- parents/legal guardians sign a consent for assessment,
- the student is assessed as soon as possible,
- assessment results and recommendations are shared with parents/legal guardians,

- teachers use the assessment results as a basis for future programming for the student, including the development of an Individual Education Plan, and
- teachers report student progress to parents/legal guardians.

ii. **Parents/Legal Guardians**

Parents or legal guardians shall:

- agree, by signature, to the student being assessed, and,
- participate in meetings to review assessment results.

2. **Individual Education Plan**

An Individual Education Plan (IEP) is a written plan for a student who is unable to access the regular curriculum. The IEP is developed by the student support team which includes parents/legal guardians, the student (where appropriate), teachers, administrators and other professionals.

Every IEP will be updated at least twice a year.

The responsibilities of the Principal, teacher and parent/legal guardian are as follows:

a. **Principal**

The Principal shall ensure that:

- each student who is eligible for special education supports and programs will have an Individual Education Plan,
- parents/legal guardians and the student (where appropriate) have the opportunity to participate in the IEP process,
- the IEP is updated at least twice a year, or more frequently as required by change in student's behaviour or needs,
- the parents/legal guardians sign the IEP,
- in cases where the parents/legal guardians have not signed the IEP, the reasons for the refusal to sign and any actions taken by the school to resolve this, are documented and dated.

b. **Teacher**

The teacher shall:

- develop and revise the IEP in consultation with the student support team including the student (where appropriate) and parent/legal guardians,

- deliver programs for the student as outlined in the IEP with the support of appropriate staff,
- assess learning and report student progress to parents/legal guardians.

c. Parents

Parents/legal guardians shall:

- participate in IEP meetings,
- sign the IEP.

3. Dispute Resolution

If a dispute occurs between the parents/legal guardians or a student 18 years of age or over and the school or Division about student programming or the placement of a student with an IEP, the following process will be used to resolve the dispute:

a. School

Every effort will be made to resolve the dispute at the school level. The Principal shall arrange a meeting with the parents/legal guardians, the school team and other personnel as required to discuss the concerns and come to a resolution. The student whose program is in dispute will remain in his/her present placement until the dispute is resolved.

b. Division

If the dispute cannot be resolved at the school level, the following will occur.

- i. The Principal will refer the matter to the Area Superintendent.
- ii. If the Area Superintendent is not able to resolve the concerns, the parents/legal guardians may appeal in writing to the Chief Superintendent.
- iii. If the Chief Superintendent is not able to resolve the dispute, the parents/legal guardians may appeal in writing to the Board of Trustees.

c. Formal Dispute Resolution

If the Board of Trustees cannot resolve the concerns, either the Division or the parents/legal guardians may ask the Minister of Education to resolve the dispute according to the process outlined in *Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process (2006)*.

Information: [Manitoba Education – Dispute Resolution](#)

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