



AP 3-201 – APPROPRIATE EDUCATIONAL PROGRAMMING

BACKGROUND

Western School Division addresses the diversity of its student population through a continuum of instructional supports extending from placement in regular class with no need for adaptations to education provided in highly specialized settings. The principles of placement with peers in the most enabling environment and program appropriateness are considered in making placement decisions.

Western School Division supports Manitoba Education's policy on Appropriate Educational Programming as outlined in the Public Schools

Amendment Act [S.M. 2004, c.9].

PLACEMENT

Placement decisions for a student shall be made in consultation with the parents/guardians and the school division team as outlined in Western School Division's *Assessment Guidelines: Principles and Strategies for Fair Student Assessment in support of Effective Learning and Teaching* (May 2005). Division Student Services team members may also be involved.

The education of students with special needs will be provided in the most enabling environment available or possible under the circumstances and within the availability of resources.

INDIVIDUAL EDUCATION PLANS

In keeping with the policy of Western School Division regarding student placement, Individual Education Plans are written for students when:

- a) The student has exceptional learning needs requiring student specific outcomes that are additions to, different from, or exceed the curricular outcomes;
- b) Adaptations to the instruction, resources, assignments, or products are required to ensure learning occurs; and
- c) The 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 Grade 9 - 12.

The need for an IEP is determined through a process of observation and informal and specialized assessment in consultation with parents/guardians and the school and Divisional team.

Behaviour Intervention Plans (BIP) are developed where behaviour is identified as the learning need.

IEPs and/or BIPs are developed, revised, implemented, monitored and evaluated at least annually by a team including parents, students (when appropriate), teachers, and other professionals. Western School Division will obtain parent or guardian signatures on IEPs to indicate involvement in the IEP process. In cases where obtaining parent or guardian signatures has been unsuccessful, reasons for refusal and actions undertaken by the school to resolve concerns will be documented.



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

EARLY IDENTIFICATION

Early identification refers to the process used to identify students with exceptional learning needs as early as possible in their education.

Information required for planning and implementing a student's educational programming upon school entry will be gathered, where appropriate, from:

- a) Transition protocols (e.g. Protocol for Early Childhood Transitions to School for Children with Additional Support Needs);
- b) Information from parents, teachers, clinicians, outside agencies, previous schools, pre-school service providers;
- c) Kindergarten Screening.

In the Kindergarten Screening Process, clinicians will identify students requiring a referral for a specialized assessment. Parental consent is not required for the initial screening process.

ASSESSMENT FOR SPECIALIZED PROGRAMMING

Teachers are expected to provide instruction based on the curriculum for every student in their classrooms. This must include differentiated instruction and adaptations to assist the students to meet expected learning outcomes.

Teachers play a key role in identifying the need for further assessment. They must identify when a student is having difficulty meeting the expected learning outcomes once adaptations and differentiated instruction have been demonstrated to be insufficient.

The following steps indicate the sequence of intervention and assessment for students struggling to meet expected learning outcomes at grade level:

- a) Differentiated instruction for the class and possible adaptations for the student documented by classroom teacher,
- b) Consultation and collaboration between classroom teachers, parents/guardians, administrators, resource, guidance, and other in-school support,
- c) Further adaptations or in-school assessment,
- d) Possible referral for specialist assessment (speech and language, psychology, physiotherapy). Referrals at this level require written parental consent as well as consent of the Student Services Coordinator,
- e) Decision whether to employ further adaptations or develop an Individual Education Plan with student specific outcomes,



- f) Prepare the student IEP with the assistance of the parents/guardians, students (when appropriate), teachers, and other professionals as directed by the principal,
- g) Involve teachers, along with parents, students (when appropriate), and other professionals in the implementation, monitoring, and evaluation of the IEP. Parents/guardians may bring an advocate to any of the meetings if they so wish.

Teachers are required at regularly scheduled reporting periods to inform parents/guardians of student progress for students working towards expected learning outcomes and specific learning outcomes for students as outlined on an IEP.

Students will not be denied educational programming pending the completion of an assessment.

PRINCIPAL RESPONSIBILITIES IN APPROPRIATE EDUCATION

The principal is responsible within the framework of Board policies, The Public Schools Act, the Education Administration Act and other relevant legislation, for the organization and supervision of the school, to create optimal learning conditions so that students may find their school to be a safe, attractive, and productive place in which to work, learn and grow.

Individual Education Plan/Behaviour Intervention Plan

Principals will:

1. Designate a case manager and ensure that an IEP is developed with the assistance of parents/guardians, student (when appropriate), teachers, and other professionals for any student who is unable to engage in the regular curriculum or who has student specific learning needs.
2. Be accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs.
3. Ensure that the IEP/BIP
 - a) Is prepared and updated with the assistance of the parents/guardians, student (when appropriate), teachers, and other professionals.
 - b) Takes into account the student's behavioural and health-care needs (if any).
 - c) Is consistent with provincial protocols respecting a student's transition to and from school.
 - d) Is updated annually or sooner if required by a change in the student's behaviour or needs.

Assessment

Principals will:

1. Ensure that a student is assessed as soon as reasonably practicable and referred for a specialized assessment if the in-school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and adaptations.



2. Ensure that the student's parent/guardian is informed before the student is referred for a specialized assessment. No interviewing or testing as part of the psychological assessment may occur without the written consent of the parent/guardian.

Adopted: August 2015

Revised August 1, 2019