

3.0. Student Services

3.B.

3.B. INDIVIDUAL EDUCATION PLANNING

Reviewed by Committee: September 9, 2014

Policy Reference: EL-1.1

School divisions may develop student-specific plans where students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum. Likewise, many 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 should be included in planning, and progress should be monitored, documented and reported to parents.

When a 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, then an individual education planning process should occur.

Manitoba Education and Advanced Learning requires an individual education plan (IEP) when:

- A student is unable to meet or approximate regular learning outcomes
- A student receives Special Needs Funding Level II or III
- 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 to 12

It is the practice of most schools to identify in a student's IEP the academic, social, emotional or behavioural outcomes that are required to support student learning in the classroom. Student-specific outcomes differ from the curricular outcomes.

School divisions use a variety of terms to identify the written document for the individual education planning process. For example, some may use the term behaviour intervention plan (BIP) or individual transition plan (ITP).

Lakeshore School Division shall:

- Provide parents with the opportunity to participate in decisions that affect students' education
- Provide parents with the information needed to make informed decisions
- Involve parents in planning, problem solving and decision-making related to student-specific outcomes
- Ensure that a student is not denied educational programming pending the conduct of any assessment or the preparation of an IEP
- Require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel

- Ensure that written IEPs are developed, revised, implemented, monitored and evaluated at least annually for all students, identified as having exceptional learning needs
- Obtain written informed parental confirmation on IEPs to indicate involvement in the IEP development process
- Document the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns in cases when parents refuse to participate in the IEP process
- Inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate
- Involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs
- 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
- Ensure that students who have reached the age of 16 have a transition plan where required according to interdepartmental protocol agreements
- School principals are accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs
- Document, in the IEPs, the formal review of students' progress, at the schools' regular reporting periods
- 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*

Principals are responsible for:

- Ensuring that an IEP is prepared for a student who is unable to access the regular curriculum
- Ensuring that the IEP
 - Is prepared with the assistance of the student's teacher(s) and other in-school personnel
 - 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 annually, or sooner if required by a change in the student's behaviour needs
- 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