

APPROPRIATE EDUCATIONAL PROGRAMMING STUDENT SPECIFIC PLAN

The River East Transcona School Division believes that students with and without additional needs should experience school as soon as possible and adopts the core values and beliefs expressed by Manitoba Education:

- 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.
- Student -specific planning is the process through which members of student support teams, including educators and parents, collaborate to meet the unique needs of individuals.
- The Student Specific Plan (SSP) is the basis for decision-making for students with additional learning needs.
- The number of individuals involved in a student's planning will increase as the complexity of the needs increase.

(MECY, *Standards for Student Services*, 2006)

In River East Transcona School Division, a Student Specific Plan (SSP) is developed for students who have additional needs and are not able to meet expected learning outcomes through differentiated instruction. A SSP could be an Adapted Education Plan (AEP), Individual Education Plan (IEP) or Behaviour Intervention Plan (BIP), depending on student need.

As outline in *Appropriate Education Programming, Standards for Student Services (2006)*, principals are responsible for:

- (a) ensuring that a SSP is prepared for a student who is unable to access the regular curriculum;
- (b) designating a case manager;
- (c) ensuring that the SSP:

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- (1) is developed, implemented, monitored and evaluated with the assistance of the student's teacher(s) and other in-school personnel;
 - (2) takes into account the student's behavioural and health-care needs (if any);
 - (3) is consistent with provincial protocols respecting a student's transition to and from school;
 - (4) is updated annually, or sooner if required by a change in the student's behavior or needs;
 - (5) reporting document is completed at regularly scheduled reporting periods throughout the year to inform parents/legal guardian(s) of students' progress.
- (d) ensuring that a student's parent(s)/legal guardian(s) and the students, if appropriate, are given the opportunity to participate in preparing and updating the student's SSP;
 - (e) ensuring that a student's parent(s)/legal guardian(s) are given the opportunity to be accompanied and assisted by an advocate of their choosing;
 - (f) ensuring that written, informed parental/legal guardian(s) confirmation on SSP's to indicate involvement in the SSP development process, is obtained;
 - (g) ensuring that the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns are documented in cases when parents/legal guardian(s) refuse to participate in the SSP process.

Effective Date:	March 15, 2016	Review Date:
Amended Date:	January 19, 2021	
Board Motion(s):	86/16; 19/21 AC- Human Rights; ACF – Respect for Human Diversity JB- Appropriate Educational Programming; KE- Concerns and Complaints; BEDH – Public Participation at Board Meetings; MECY-Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities, 2004; MECY –Standards for Student Services, 2006; MECY – Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process, 2006	
Legal/Cross Reference:		