



Appropriate Educational Programming

Administrative Procedure 3.B.020

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Legal Reference:

- *The Public Schools Act* (Manitoba)
- *The Public Schools Amendment Act (Appropriate Educational Programming)*, S.M. 2004, proclaimed October 28, 2005
- *Appropriate Educational Programming Regulation 155/2005*

Further Information:

- *Local District Procedures*
- *Appropriate Educational Programming Standards for Student Services (2006)*
http://www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf
- *Working Together: A Parent's Guide for Formal Dispute Resolution*
<http://www.edu.gov.mb.ca/k12/docs/parents/dr/index.html>

Date Adopted: September, 2012

Date Amended: November, 2017, November, 2023

Date Reviewed: October, 2020

GENERAL RESPONSIBILITIES:

The Public Schools Act supports Manitoba's philosophy of inclusion, which states:

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

The School District of Mystery Lake embraces a philosophy of inclusion where all students are provided with the supports and opportunities needed to become participating members of their school communities. Students with special needs should experience school as much as possible like their peers without special needs. Inclusive schools provide learning environments that are accessible to all students; places where students can learn, grow, experience acceptance and belonging, and where they can enjoy all the benefits of citizenship.

School staff engage in practices that allow students with a wide range of learning needs to be taught together effectively and enhance students' abilities to deal with diversity.

Appropriate educational programming is the result of collaborative decision making of the student's educational support team, including parent(s) or guardian(s).

Appropriate educational programming begins with the provincial curricula with consideration of individual student learning needs and abilities and may include the following:

- differentiated instruction
- adaptations
- modifications
- individualized programs

A school division must ensure that, as far as reasonably practicable, appropriate educational programming is available to a student in a regular class of his or her peers at the school whose catchment area includes his or her residence; or another school designated by the school division if the catchment area school does not provide the program.

DIVISIONAL STUDENT SERVICES

Student Services is comprised of a team of specialists who consult and work collaboratively with school - based personnel to ensure success for all students.

The **services** provided may include specialized assessments, consultations, recommendations for student specific plans, crisis intervention, risk and threat assessments, etc.

The specialists may include Speech and Language Pathologist, Educational Psychologist, Occupational Therapist, Physiotherapist, Literacy Consultant, Numeracy Consultant and Student Services Administrator. These are all qualified professionals or clinicians who have the specific skills, education, training and experience.

SPECIALIZED ASSESSMENTS / INTERVENTIONS

Some students may require services beyond those available within the school. These services include specialized assessment and interventions. The school principal is also responsible for the development of specific plans (SSP, IEP, IBP, PTP, Safety plan, EAL plan etc.) for any student who cannot achieve the expected learning outcomes through differentiated instruction, adaptations or accommodations to the learning environment. The principal assigns a case manager for students with special plans in place. Students can be referred for

specialized assessment or further intervention if information from school-based assessments, differentiated instruction, adaptations and other school-based interventions are found to be insufficient in assisting the student in achieving expected learning outcomes.

The school principal ensures that specialized assessments are conducted by professionals from the student services team and is responsible for signing all referrals.