

STANDARDS FOR STUDENT SERVICES

March 2006

Standards are intended to assist school divisions in setting direction and planning for the implementation of appropriate educational programming. They reflect the base or minimum practices and services that should be available to all students in Manitoba. These standards were developed in accordance with Manitoba Education's regulations, policies and Philosophy of Inclusion. Place a check mark in the appropriate box next to each standard, based on your SD policies, and indicate policy codes if policy meets standard.

Standard	Policy Meets Standard Please indicate policy code	Policy Requires Review	Policy to be Developed
<p>Policy</p> <p>A. School divisions should:</p> <ol style="list-style-type: none"> 1. revise existing policy and develop new inclusive education policy to ensure compliance with existing constitutional and provincial human rights legislation and with provincial legislation, regulation, policy and guidelines 2. ensure that local written policies and procedures are developed, kept current, implemented and made available to the public, and are consistent with standards for student services outlined in this document, provincial legislation, regulation, policy and guidelines 3. make available to the public written descriptions of local educational programming and programming options for students with exceptional learning needs 4. ensure that written local policies and procedures reflect standards for student services and appropriate educational programming 5. ensure that inclusive and appropriate educational principles are considered when creating new policy, and that the policy <ul style="list-style-type: none"> • is inclusive of all persons • respects the rights and needs of all persons • avoids unintended negative outcomes • reflects the goals of equity and fairness for all* 			

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<p>* See the appendix for the principles identified in <i>Full Citizenship: A Manitoba Provincial Strategy on Disability</i> (Manitoba Family Services and Housing, Appendix). This resource is available online at www.gov.mb.ca/access/append.html.</p>			
<p>Access</p> <p>A. School divisions shall:</p> <ol style="list-style-type: none"> 1. provide all students with the same minimum number of hours of instruction, and document in the IEP any reduction or alterations in the school day (Manitoba Regulation [MR] 101/95) 2. make reasonable efforts to modify structures, remove barriers or arrange appropriate transportation to an accessible educational setting if a placement cannot be made because of physical barriers (<i>The Human Rights Code</i>) 3. provide parents with the transportation policy for students who are attending school outside the catchment area (MR 155/05) 4. reasonably consider barrier-free access and universal design principles in planning for all new construction and significant renovation (MR 164/98) 5. provide parents new to the school division with the accessibility information they request on each school in the division (<i>The Public Schools Act [PSA] 58.6, MR 468/88</i>) 6. transfer pupil record information according to existing <i>Manitoba Pupil File Guidelines</i> 7. forward pupil files (school records) within one school week of receiving such a request from the receiving school (MR 			

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468/88)*			
8. implement a transition to school plan in a timely manner according to the interdepartmental transition protocols (MR 155/05, provincial transition protocols)			
9. develop a personalized transportation plan (PTP) for students who require transportation due to exceptional needs according to the <i>Policy Guidelines for Transportation of Students with Special Needs</i>			
10. ensure that school-related activities such as assemblies, sports days and field trips reasonably accommodate the needs of all students (MR 155/05)			
11. begin educational programming within 14 days after the student seeks to be enrolled, regardless of whether that school has received the student's pupil file (MR 155/05)			
<p>B. School division policy on <u>access</u> should:</p> <p>1. clearly outline for parents and school staff how placement decisions are made</p> <hr/> <p>* Pupil files must be forwarded within one school week, or if the time limit expires on a day when the school is not open for any reason during its regular hours of business or because it is a holiday, the time limit is extended to the next day the school is open or to the day following a holiday.</p>			
2. include direction to schools with respect to placement if the catchment school for their residence is not able to meet students' individual needs, as determined in consultation with the parents and the school team			
3. state that the placement of students in locations other than the catchment school for their residence shall be reviewed annually or when students' needs warrant review			
4. ensure that no student shall be unreasonably denied			

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admittance to school due to transfer of information issues			
5. state that students shall not be denied educational programming for more than two weeks pending the transfer of cumulative files, specialist reports, IEPs and other pertinent information			
6. state that school-related activities such as field trips, assemblies and sports days shall be accessible and planned to manage risk and reasonably accommodate the needs of all students*			
<p>7. provide direction for staff and parents on how to reasonably accommodate the needs of all students, including direction on</p> <ul style="list-style-type: none"> • access to information • procedures • roles and responsibilities • the continuum of programming available in the school division • transportation • a process for local dispute resolution <p>* This policy is not intended to restrict the activities of the classroom but to ensure inclusion of all students in the planning process.</p>			
<p>Early Identification</p> <p>A. School divisions shall:</p> <p>1. ensure that a student is not denied educational programming pending</p> <ul style="list-style-type: none"> • the conduct of any assessment, or 			

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<ul style="list-style-type: none"> the preparation of an IEP (MR 155/05) 			
B. School divisions should:			
1. make division policy on early identification available to parents, other community agencies and government departments			
2. make reasonable efforts to involve parents, other community agencies and government departments in early identification and intervention processes			
3. request information from parents that is relevant to planning and implementing their children's educational programming upon school entry			
4. determine the screening tools and assessment procedures to be used in early identification			
C. School division policy on early identification should:			
1. outline a process for identification of early learning needs that includes screening for early identification from Kindergarten to Grade 4			
2. outline what information is required for planning and implementing a student's educational programming upon school entry			
3. outline a process to be followed when students are not meeting the expected learning outcomes*			
* Expected learning outcomes are identified in the regular curriculum and include social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic and health outcomes.			
Assessment			
A. School divisions shall:			

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1. use the information gathered by the classroom teacher as the first source of information regarding student learning (MR 155/05)			
2. use assessment results to guide programming decisions for the student (MR 155/05)			
3. ensure qualified professionals who are designated by the school board or the principal conduct specialized assessments, interpret results, follow principles of fair assessment practices and provide parents and classroom teachers with programming recommendations (MR 155/05)			
4. use qualified professionals and other service providers and involve parents to complete specialized assessments when appropriate (MR 155/05)			
5. ensure that school teams, including parents when possible, are responsible for developing student-specific outcomes where indicated by the assessment process (MR 155/05)			
B. School division policy on specialized assessment should: 1. include written procedures for referral of students who require specialized assessments, including parent and student input, teacher observation, formal and informal assessment measures and assessments by school team members and other members of support services			
2. outline the process for informed consent and parental consent for information sharing			
3. direct staff to prioritize referrals for specialized assessments based on needs or requirements			
4. provide timelines on specialized assessments, including timelines for follow-up meetings, reporting of results and written reports			

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5. direct staff to ensure that assessment results are written and interpreted for parents in a way that is clearly understood, keeping in mind the parents' language and literacy needs			
6. comply with the expectations outlined by the standards and guidelines set by professional organizations for their members			
7. provide direction on using assessment results to make programming decisions, develop IEPs and assign support services			
8. identify a process for using assessment data to evaluate individual progress and programming decisions for students with exceptional learning needs			
<p>Principals are responsible for:</p> <p>1. ensuring 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 accommodations</p>			
<p>Planning in Education</p> <p>A. School divisions shall:</p> <p>1. annually engage in planning, assessment, monitoring and reporting to parents and the community on school division and school goals (<i>PSA 41[1], 58.1, 58.6</i>), including</p> <ul style="list-style-type: none"> • supports and services available to students • information on how to access the supports and services • information on expenditures related to student services 			
Individual Education Planning			

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<p>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.</p> <p>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.</p> <p>Manitoba Education, Citizenship and Youth requires an individual education plan (IEP) when:</p> <ul style="list-style-type: none"> • 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 Senior 1 to Senior 4 <p>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.</p> <p>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</p>			

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(BIP) or individual transition plan (ITP).			
A. School divisions shall:			
1. provide parents with the opportunity to participate in decisions that affect students' education (<i>PSA 58.6, MR 155/05</i>)			
2. provide parents with the information needed to make informed decisions (<i>PSA 58.6</i>)			
3. involve parents in planning, problem solving and decision-making related to student-specific outcomes (<i>PSA 58.6, MR 155/05</i>)			
4. require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (<i>MR 155/05</i>)			
5. ensure that written IEPs are developed, revised, implemented, monitored and evaluated at least annually for all students identified as having exceptional learning needs (<i>PSA 58.6, MR 155/05</i>)			
6. inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (<i>PSA 58.6, MR 468/88</i>)			
7. involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (<i>MR 155/05</i>)			
8. 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 (<i>MR 155/05</i>)			
9. ensure that students who have reached the age of 16 have a			

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transition plan where required according to interdepartmental protocol agreements (MR 155/05, provincial transition protocols)			
10. identify school principals as being accountable for the delivery and implementation of educational programming and services for students with exceptional learning needs (MR 155/05, MR 468/88)			
11. document, in the IEPs, the formal review of students' progress, at the schools' regular reporting periods (<i>PSA 58.6</i> , MR 155/05, MR 468/88)			
12. ensure that access to IEPs and student records complies with the <i>Manitoba Pupil File Guidelines, The Freedom of Information and Protection of Privacy Act and The Personal Health Information Act</i>			
B. School division policy on planning in education should: 1. provide teachers of students with exceptional learning needs with access to related professional learning opportunities			
2. ensure that schools have access to the necessary supports to provide consultation, planning and problem solving related to programming for students with exceptional learning needs			
3. obtain written informed parental confirmation on IEPs to indicate involvement in the IEP development process			
4. 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			
Principals are responsible for: 1. ensuring that an IEP is prepared for a student who is unable to access the regular curriculum			
2. ensuring that the IEP			

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<ul style="list-style-type: none"> • 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 or needs 			
<p>3. 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</p>			
<p>Student Discipline</p> <p>A. School divisions shall:</p> <p>1. provide reasonable accommodation for students who have exceptional learning needs that affect their behaviour, and when disciplining the student, take into consideration the student's ability to comply and the amount of support required (MR 468/88)</p>			
<p>2. communicate the policy on discipline to school division staff, parents and students at the beginning of each school year or upon the registration or enrollment of new students during the year (PSA 58.6, MR 77/05)</p>			
<p>3. require schools to keep records on the nature and duration of all suspensions, both in-school and out-of-school; schools are encouraged to use this data as part of the school planning and reporting process (MR 468/88)</p>			
<p>4. offer and arrange alternative programming for students who are suspended for more than five days* (MR 468/88)</p>			

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5. offer and arrange alternative programming for students under the age of 16 who are expelled* (MR 468/88) * Alternative programming may range from work at home, to alternative courses at a different location or distance learning, depending on the student's needs and the length of the suspension.			
B. School division policy on student discipline should: 1. include direction to schools on discipline of students with exceptional learning needs			
2. identify a process that must be followed to inform parents and ensure safety any time a student is sent home for disciplinary reasons			
3. incorporate a continuum of supports, including positive and preventive approaches and strategies, as well as consequences corresponding to the nature, severity and frequency of the behaviour or infraction			
4. identify a re-entry process that includes timelines involving the students, parents and appropriate school team members for students who are suspended, and ensure re-entry occurs on the day following the suspension			
5. direct staff to develop a written plan for students who have been suspended out of school more than two times during a school year			
Dispute Resolution A. School divisions should: 1. develop and make accessible to parents local policy on communication and dispute resolution at the school and school division levels			
2. make all reasonable attempts to resolve disputes informally,			

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including using dispute resolution processes, such as mediation			
3. advise parents of their right to make a formal appeal (within 14 days) of decisions about their children's educational programming and of their right to be accompanied by a supporting person			
4. inform parents of the appeal procedures of the school board			
5. advise parents of their right to request formal dispute resolution through Manitoba Education, Citizenship and Youth when efforts to resolve the issues locally at the school and school division levels have failed			
B. School division policy on dispute resolution should:			
1. have written procedures for timely, fair and open dispute resolution and appeals at the local school and school division levels			
2. identify alternative dispute resolution processes that are culturally appropriate			
3. establish written procedures to hear appeals from parents or students (where applicable) about decisions that significantly affect the educational programming and placement of students with IEPs in place			
Co-ordinated Services			
A. School divisions shall:			
1. make reasonable efforts to plan with community agencies, organizations and associations, other education authorities, and regional health and children's services authorities to support appropriate educational programming for students (MR 155/05)			

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<p>2. provide staff with direction on informed consent for information sharing from parents (<i>Manitoba Pupil File Guidelines</i>)</p> <p>* The Healthy Child Committee of Cabinet consists of the Ministers of Manitoba Aboriginal and Northern Affairs; Culture, Heritage and Tourism; Education, Citizenship and Youth; Family Services and Housing; Health; Healthy Living; Justice; and Status of Women.</p>			
<p>Professional Support</p> <p>A. As part of their school planning process, school divisions should:</p> <p>1. identify the needs of the student population and provide the necessary professional learning opportunities for staff</p>			
<p>2. support staff in gaining the knowledge and skills to accommodate individual students with exceptional learning needs</p>			
<p>3. monitor the effectiveness of programming and practices required for school-based planning and reporting and adjust practices as necessary</p>			