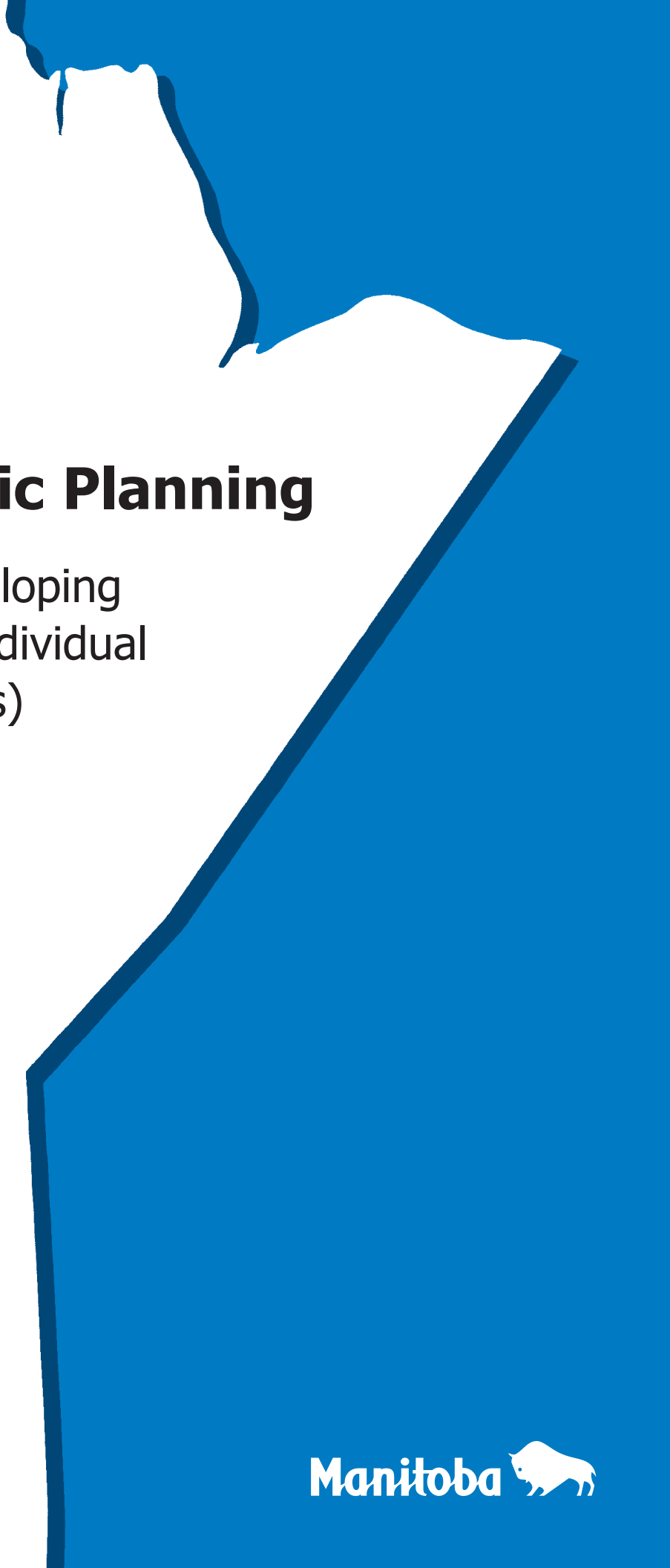
Student-Specific Planning

A Handbook for Developing and Implementing Individual Education Plans (IEPs)



Manitoba

STUDENT-SPECIFIC PLANNING

A Handbook for Developing and Implementing Individual Education Plans (IEPs)

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This resource is available on the Manitoba Education website at <www.edu.gov.mb.ca/k12/specedu/documents.html>.

Ce document est disponible en français.

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PREFACE

Philosophy of Inclusion

Manitoba Education is committed to fostering inclusion for all people.

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.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

Purpose

This support document provides student support teams* with a foundational student-specific planning process to address the wide range of exceptional learning needs of students throughout their school careers.

Background

Educators in Manitoba are committed to helping all students reach their individual learning potential. Core beliefs that provide the foundation for education in Manitoba are that all students

- can learn
- have individual abilities and needs
- learn in different ways and at different rates
- learn in different places
- come from diverse backgrounds
- need their differences to be respected
- need to feel that they belong and are valued
- have the right to appropriate educational programming

* For the purpose of this document, a *student support team* includes those individuals who support students to achieve appropriate learning outcomes.

Individual education planning is an established part of educational practice in Manitoba. Since the publication in 1998 of *Individual Education Planning: A Handbook for Developing and Implementing IEPs, Early to Senior Years* (Manitoba Education and Training), major provincial legislative and regulatory changes have occurred, as have changes in pedagogical philosophy and practice. *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)* is a support document that provides a revised description of the student-specific planning process and of individual education plans.

Using This Document

This document is intended to be a practical resource for guiding a student-specific planning process and developing individual education plans (IEPs). It is organized into three chapters, each of which begins by drawing the reader's attention to key ideas that will be addressed in the chapter and ends with a summary of those ideas.

This handbook contains the following sections:

- The **Preface** identifies Manitoba's philosophy of inclusion and briefly describes the background, purpose, and content of this document.
- The **Introduction** provides a brief overview of the following processes: appropriate educational programming, student-specific planning, and individual education planning.
- **Chapter 1: An Overview of Student-Specific Planning** describes an educational planning process that starts in the classroom with the student, parent(s),* and teacher(s), and develops and increases in complexity according to the unique needs of the student.
- **Chapter 2: Documenting Student-Specific Planning: The IEP** summarizes who must have an IEP, according to provincial legislation and regulations and departmental standards, policies, and guidelines.
- **Chapter 3: A Student-Specific Planning Process** describes four steps to guide student support teams as they develop, write, implement, and review IEPs to address a student's specific educational needs.
- The **Glossary** defines terms related to student-specific planning as they are used throughout this document.
- The **Appendices** provide information, references, forms, and tools to support the student-specific planning process.
- The **References** consist of related resources consulted and cited in the development of this document.

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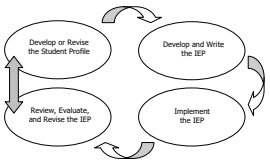
* The term *parent* is used throughout this document to refer to parents, legal guardians, or others who have responsibility for caring for students.

Graphics and Sidebars

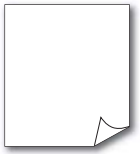
This document uses a variety of graphics and sidebars to guide the reader's attention to the following:



The student-specific planning process

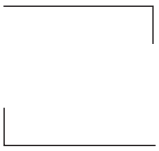
References to

- Manitoba acts and regulations
- Manitoba Education resources



Citations from

- *Appropriate Educational Programming Regulation 155/2005* (Manitoba)
- *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth)



Clarification and emphasis of concepts and terms

Appropriate Educational Programming

Appropriate educational programming is a collaborative process through which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students. In Manitoba, all students have the right to appropriate educational programming.

Most students achieve the expected learning outcomes of provincial curricula with the support of classroom and/or subject area teachers who use a variety of instructional and assessment strategies and materials. For some students, teachers will be the first to identify that they are experiencing learning challenges. A small number of students enter school with previously diagnosed conditions and/or identified learning needs.

Resources related to appropriate educational programming in Manitoba are available on the Manitoba Education website at www.edu.gov.mb.ca/k12/specedu/documents.html.

Student-Specific Planning

Student-specific planning is the process through which members of student support teams, including educators and parents, collaborate to meet the unique needs of individual students. The purpose of student-specific planning is to help students attain the skills and knowledge that are the next logical step beyond their current levels of performance.

Through the student-specific planning process the student support team works to identify a student's unique learning needs and to determine, implement, and evaluate appropriate educational interventions. These interventions may range from short-term strategies applied in the classroom to comprehensive, individualized programming. The student-specific planning process is sufficiently broad-based to address, in a systematic way, a wide range of exceptional learning needs.

The effort and time invested in student-specific planning results in improved outcomes for students. If the planning process is not dynamic and ongoing, and if the IEP that is developed is not referred to regularly, it is unlikely that there will be any impact on the day-to-day performance of the student or on his or her long-term progress and achievement.

Student-specific planning and IEPs are most effective when

- the process is collaborative and genuinely inclusive of all team members
- all members of the student support team are involved in sharing information, assessing student performance, and providing recommendations, all within their area of expertise
- planning is based on a current student profile
- programming suggestions and decisions are clearly linked to the student's current level(s) of performance
- programming suggestions and decisions are reflected in daily instruction
- responsibilities are identified
- student progress is continuously monitored
- programming is revised as a student's circumstances and progress indicate

Individual Education Plans

Individual education plans (IEPs) document the student-specific planning process. IEPs are not legal documents; they function as planning, record-keeping, and communication tools. While school divisions may use different terms and acronyms to describe student-specific planning processes and written plans, in this document *IEP* is a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of students.

Because a wide range of students with very different strengths and needs can be served through student-specific planning, each resulting IEP is specific to the student for whom it is designed. The format, length, and content of the IEP will reflect the needs of the student. IEPs for students who require adaptations within regular programming can often be completed in one or two pages. A smaller number of students with more involved needs will require more detailed and comprehensive IEPs.

Students with carefully developed and implemented IEPs are more likely to attain their educational outcomes and reach their potential as learners.

Chapter 1: An Overview of Student-Specific Planning

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Addressing Student Diversity through Student-Specific Planning 9

- The Core Team 10
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Chapter 1: An Overview of Student-Specific Planning

Key Ideas in This Chapter

- Student-specific planning is a collaborative team process that requires the identification of appropriate outcomes, instruction, and assessment.
- A range of options are available for addressing student diversity.
- Student support team membership will vary according to the needs of the student.

Addressing Student Diversity through Student-Specific Planning

Responsibilities and rights related to education in Manitoba are defined in *The Public Schools Act* and in *The Education Administration Act*. School boards are required to provide each resident and enrolled pupil access to appropriate educational programming.

Appropriate educational programming for most students consists of the expected learning outcomes in the provincial curriculum.* Some students, however, require student-specific outcomes in addition to, or instead of, the expected learning outcomes. For example, a student who has difficulty controlling his or her disruptive behaviour may be working on the expected learning outcomes in the curriculum and also on a student-specific outcome related to behaviour management. A student with a profound cognitive disability, however, may be working only on functional student-specific outcomes.

For further information, refer to the following Manitoba acts and regulations:

Appropriate Educational Programming Regulation 155/2005, available online at http://web2.gov.mb.ca/laws/regs/pdf/p250-155.05.pdf.

The Education Administration Act, available online at http://web2.gov.mb.ca/laws/statutes/ccsm/e010e.php.

Education Administration Miscellaneous Provisions Regulation, Amendment, Regulation 156/2005, available online at http://web2.gov.mb.ca/laws/regs/2005/156.pdf.

The Public Schools Act, available online at http://web2.gov.mb.ca/laws/statutes/ccsm/p250e.php.

* The terms *expected learning outcomes* and *provincial curriculum* are used interchangeably throughout this document.

Appropriate educational programming starts in the classroom with the student, the students' parent(s), and the students' teacher(s). Student-specific planning is a process that guides educators in identifying student needs, providing programming supports, and monitoring student progress.

General Obligation

2(1) The appropriate educational programming that a school board must provide is the curriculum.

Appropriate Educational Programming Regulation 155/2005

The Core Team

Educational planning for all students begins with a core team: the student, the student's parent(s), and the student's classroom teacher(s). Planning for all students is a collaborative process in which the core team identifies appropriate educational outcomes and ways of attaining these outcomes (refer to Figure 1.1).

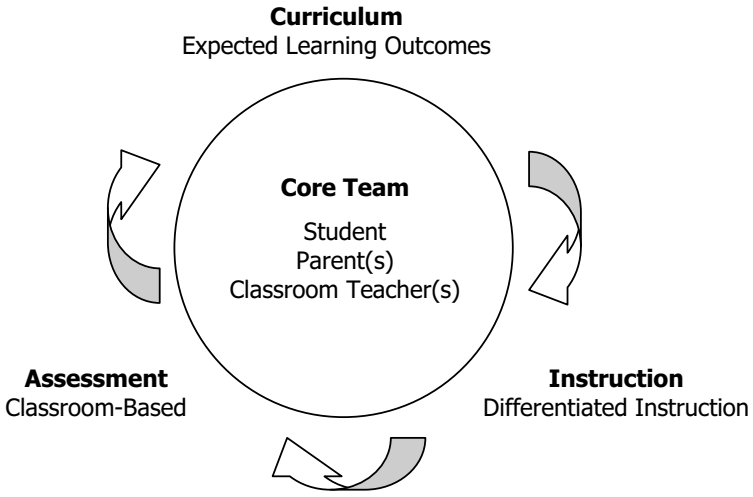
Learning is an interactive process in which learners try to make sense of new information and integrate it into what they already know. Teachers use their knowledge of the curriculum and various classroom assessment processes to determine the starting points for instruction and to monitor each student's developing understanding and skill as instruction proceeds. When a teacher observes differences in a student's learning and/or behaviour, focused classroom observation and assessment occur. The teacher then employs variations in the pacing of instruction, materials, or instructional approaches to better enable the student to be successful.

School divisions shall:

- use the information gathered by the classroom teacher as the first source of information regarding student learning (Manitoba Regulation [MR] 155/05)

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 13)

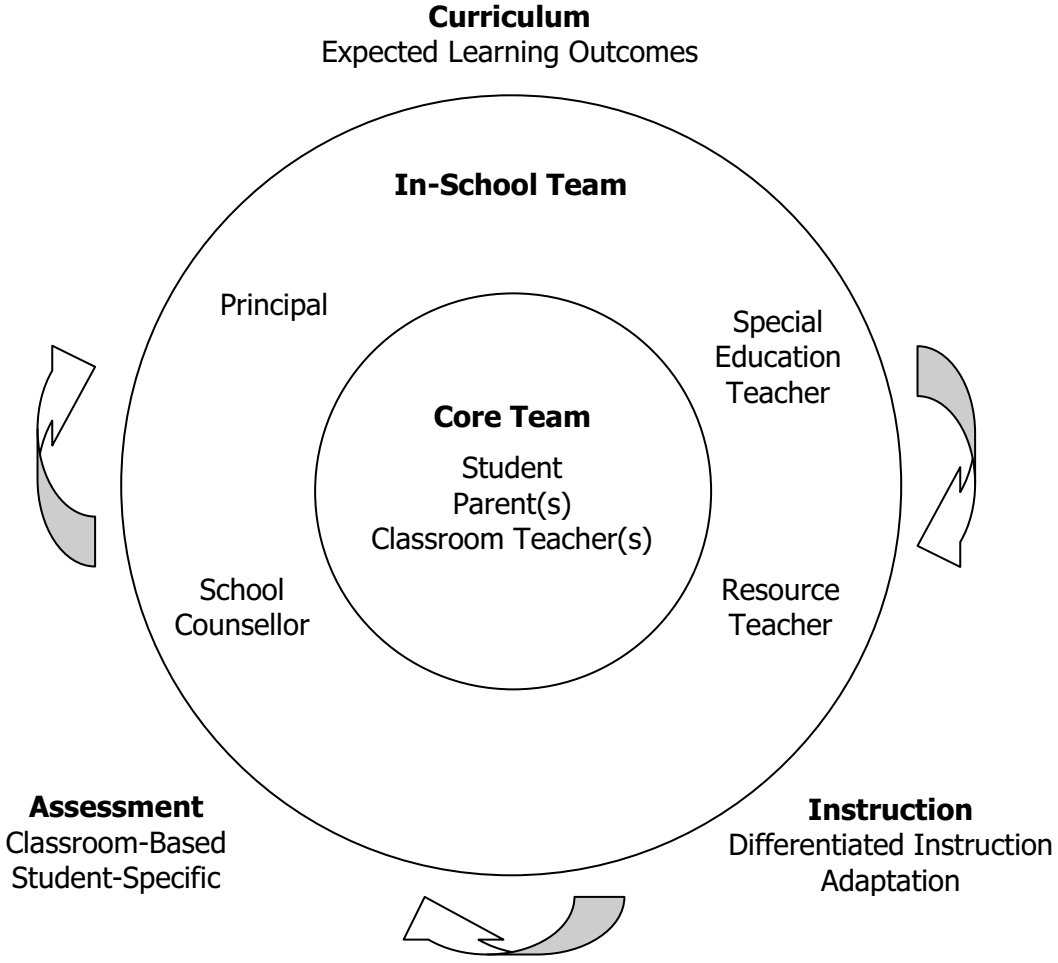
Figure 1.1 THE CORE TEAM EDUCATIONAL PLANNING PROCESS



The In-School Team

Even with skilled classroom instruction, some students continue to demonstrate difficulty in meeting the expected learning outcomes. The core team of the student, parent(s), and teacher(s) may then decide it is appropriate to request the involvement of additional school-based colleagues to form an in-school team. The in-school team will vary according to the needs of the student and the resources available, and may include the resource teacher and/or school counsellor (refer to Figure 1.2). The in-school team continues gathering and sharing information to develop a student profile that describes the unique development of the individual student. This may be done through focused classroom observation and/or additional assessment and will guide the selection of additional classroom intervention strategies and the implementation of those strategies.

Figure 1.2 THE IN-SCHOOL TEAM EDUCATIONAL PLANNING PROCESS



Assessment

4(1) A principal must ensure that a pupil is assessed as soon as reasonably practicable if he or she is having difficulty meeting the expected learning outcomes.

4(2) A principal must ensure that a pupil is referred for a specialized assessment if the pupil's teacher and resource teacher, guidance counsellor or other applicable in-school personnel are
- (a) unable to assess why the pupil is having difficulty meeting those outcomes; or
- (b) of the opinion that differentiated instruction and adaptations are insufficient to assist the pupil in meeting those outcomes.

4(5) A specialized assessment must identify the following, as applicable:
- (a) other methods of differentiated instruction and adaptations that can be used to assist the pupil in meeting the expected learning outcomes, if it is determined that such methods or adaptations will be sufficient to assist the pupil in meeting those outcomes;
- (b) if it is determined that differentiated instruction and adaptations will be insufficient to assist the pupil in meeting the expected learning outcomes, what the pupil requires to meet or approximate
  - (i) the expected learning outcomes, or
  - (ii) the learning outcomes the pupil can reasonably be expected to achieve.

Appropriate Educational Programming Regulation 155/2005

The School Support Team

For most students, the collaborative planning of the in-school team and the resulting interventions will successfully address the students' needs. If this is not the case, however, the in-school team may consult with the school support team for further assistance. The school support team may include clinicians, therapists, mental health professionals, and/or others who work with the in-school team to support student-specific planning and educational programming (refer to Figure 1.3).

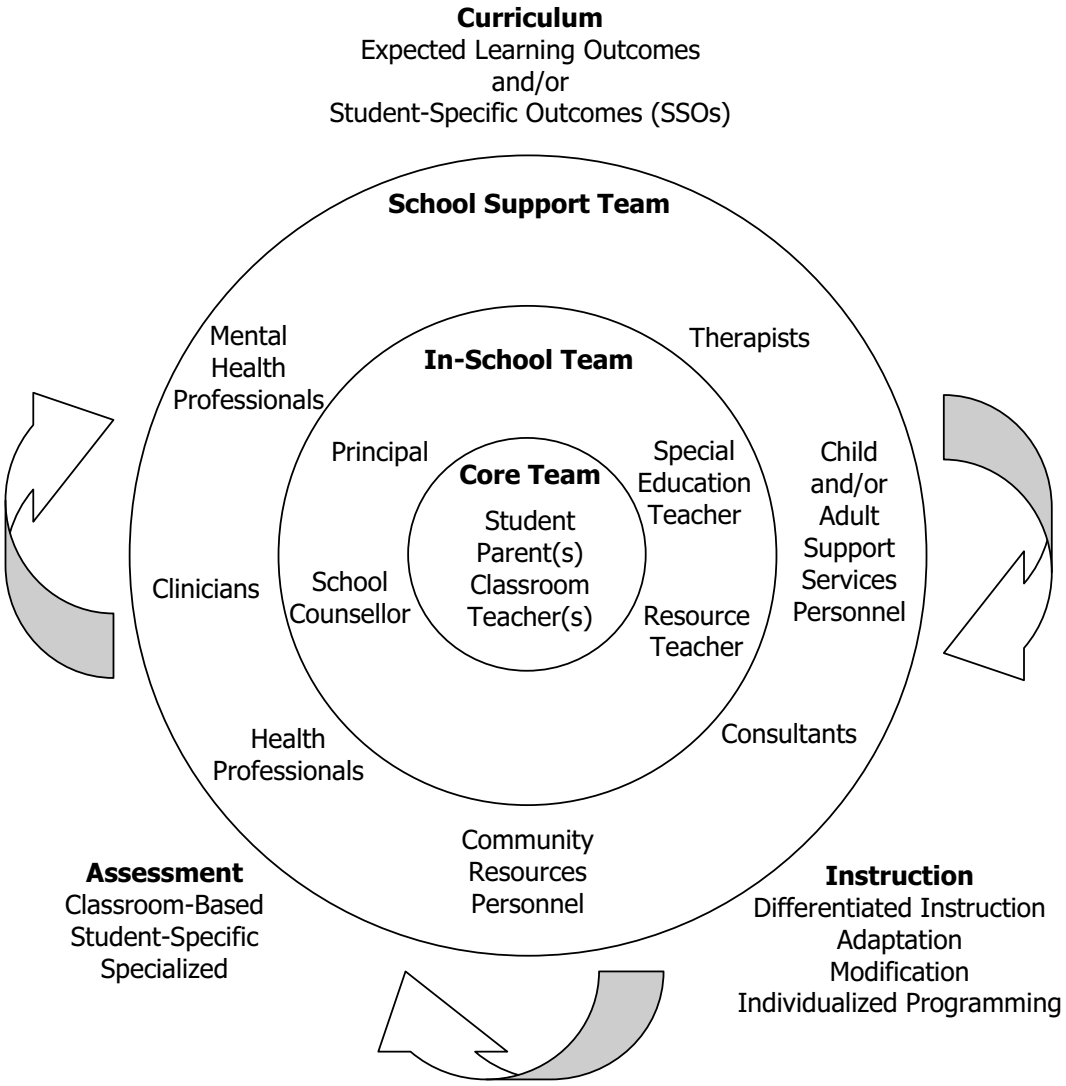
The Student Support Team

A **core team** is the student, the student's parent(s), and the student's teacher(s).

An **in-school team** is the core team and other school staff, such as the resource teacher and/or school counsellor. The in-school team is the key decision maker in the student-specific planning process.

A **school support team** is the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

Figure 1.3 THE SCHOOL SUPPORT TEAM EDUCATIONAL PLANNING PROCESS



Collaborative Planning

Student-specific planning gives the people who work most closely with students an opportunity to collaborate. It represents a coordinated effort by families, school staff, school division staff, community agencies, and others to develop and implement educational programming to accommodate student needs.

Student-specific planning helps individuals who work with students to

- share information and observations about the student's learning and behaviour over time and in a variety of settings
- develop a student profile that reflects a common understanding of the student's strengths, interests, needs, and current level(s) of performance
- identify priorities for educational programming and planning across curriculum areas and/or domains
- monitor and report on student progress and achievement

Instructional Supports for Addressing Student Diversity

Manitoba Education has identified a range of instructional supports for addressing student diversity, including differentiated instruction, adaptation, modification, and individualized programming. This is not a continuum of supports; rather, each instructional support is intended to address specific programming needs in consideration of expected learning outcomes and/or student-specific outcomes.

Definitions

Adaptation means a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes.

Differentiated instruction means a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.

Expected learning outcome means the learning outcomes consistent with the curriculum.

Appropriate Educational Programming Regulation 155/2005

Differentiated Instruction

Differentiated instruction (DI) is instruction that acknowledges and responds to the differences among learners. When planning and providing daily instruction, educators use a wide range of intentional strategies and techniques, as well as ongoing formative assessment, to support student learning and to help the broadest student population achieve the expected curricular learning outcomes. Differentiated instruction recognizes that there are many avenues for reaching the expected learning outcomes and that each student requires a complex and unique mix of basic instruction and practice to reach his or her potential. Educators differentiate instruction to offer students options at various stages of the learning process.

For further information, see

Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools (Manitoba Education and Training).

Adaptation

Adaptation means a change made in the teaching process, resources, assignments, or pupil products to help a pupil achieve the expected learning outcomes. Adaptation addresses identified student-specific needs. For example, a student with a print disability may require information and directions to be presented verbally as well as in writing, and may need to demonstrate his or her learning in the same ways. A student with an attention disorder may require that instructions and assignments be broken into "chunks," and may require a checklist to monitor task completion.

Modification

Modification is appropriate for students who have a significant cognitive disability and refers to altering the number, essence, and content of the curricular learning outcomes that the student is expected to meet. In high school, students with significant cognitive disabilities can register for Modified (M) courses. M-designated courses are intended for students who will benefit from department-developed or -approved curricula, providing they have been modified significantly to meet the student's unique learning requirements. Students receiving modification will have an IEP that details the curriculum modifications and an implementation plan.

For further information, see

Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4 (Manitoba Education, Training and Youth), available online at www.edu.gov.mb.ca/k12/specedu/modified/index.html.

Individualized Programming

Individualized programming is intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education. Individualized programming identifies highly individualized learning experiences that are functionally appropriate. Students receiving individualized programming will have an IEP that details their student-specific outcomes and implementation plan.

For further information, see

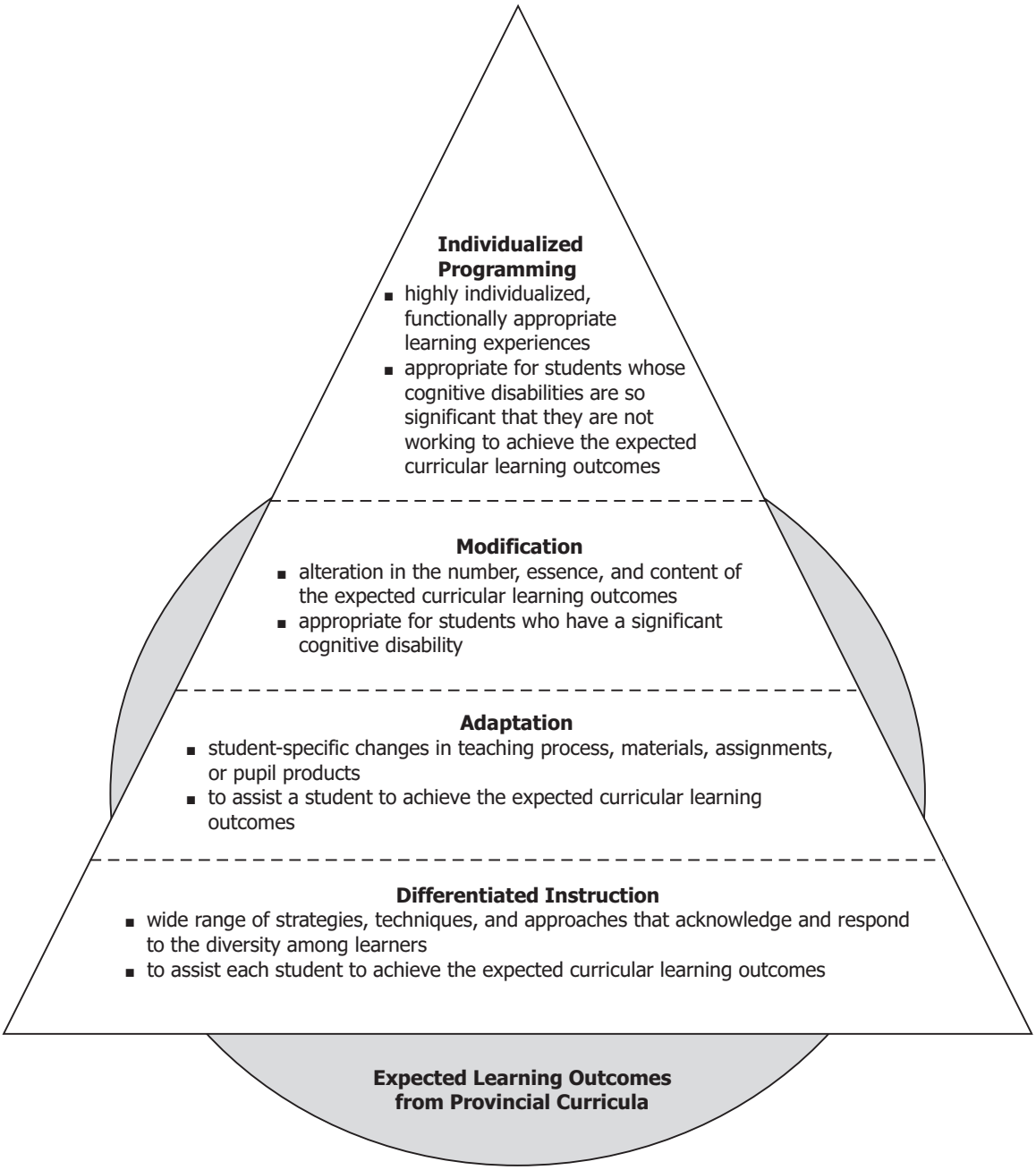
Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years (Manitoba Education, Training and Youth), available online at www.edu.gov.mb.ca/k12/specedu/individu/index.html.

Each member of the student support team has different knowledge, skills, and experiences with the student. Collaborative planning allows the team to identify, coordinate, and make use of a range of resources and strategies that will offer students the best opportunities for developing and achieving in all educational experiences (refer to Figure 1.4).

For further information, see

Working Together: A Handbook for Parents of Children with Special Needs in School (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/specedu/parent/index.html.

Figure 1.4 INSTRUCTIONAL SUPPORTS FOR ADDRESSING STUDENT DIVERSITY



Effective IEPs

Individual education plans (IEPs) document the information gathered, decisions made, strategies identified, and ongoing assessment that occurs during the student-specific planning process.

In general, IEPs summarize

- what is known about the student (current level of performance)
- the programming that is being and/or will be provided (outcomes, instructional strategies, activities, and materials)
- the effectiveness of the programming (assessment, evaluation)

A written plan ensures continuity in educational programming by providing

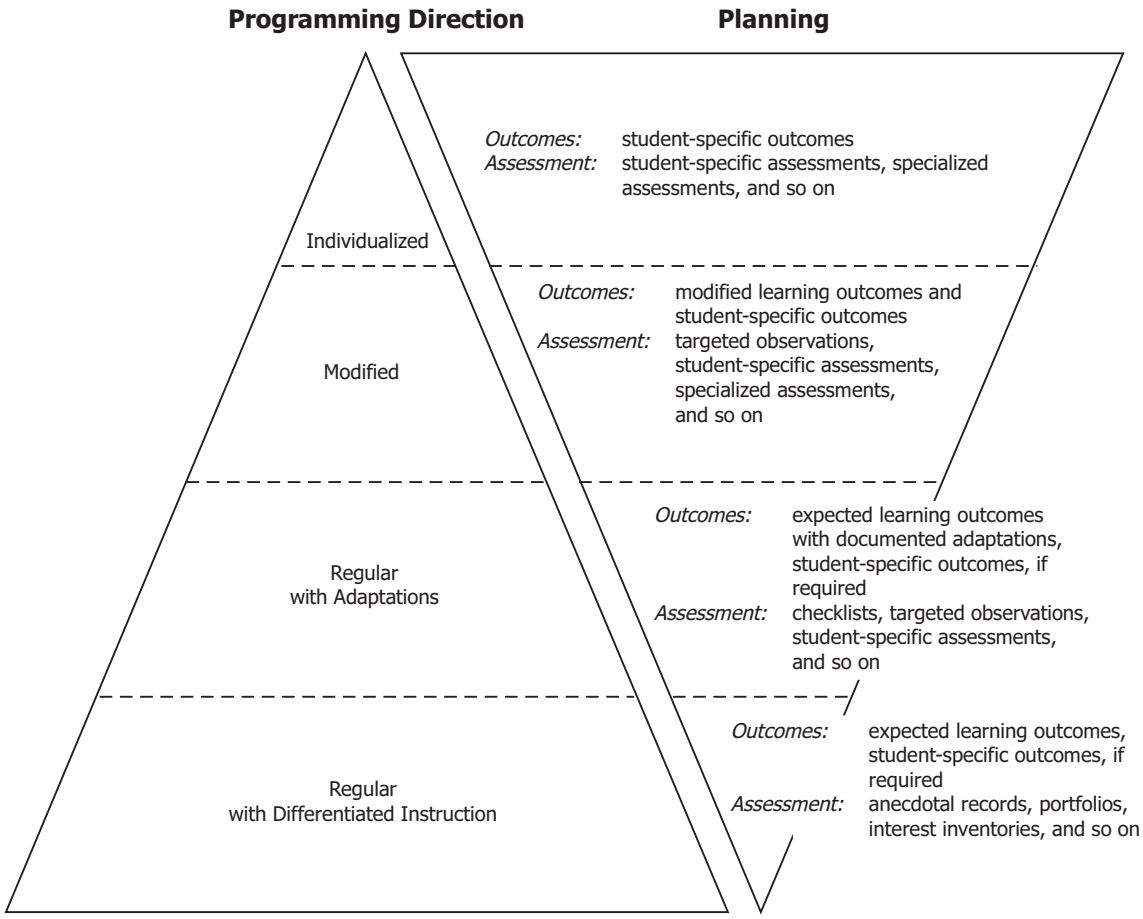
- a record of the educational programming for the student
- a tool for tracking individual student learning in terms of agreed-upon outcomes
- a basis for reporting the student's progress

The format, length, detail, and comprehensiveness of the IEP will reflect the needs of the student. Most students who require student-specific planning will require supports, such as adaptation, within regular programming and will be working to achieve expected learning outcomes. These supports can often be documented in one or two pages. A smaller number of students with more involved needs will require more detailed and comprehensive plans.

A student's specific needs and the comprehensiveness of the IEP they require are related. Most students achieve the expected learning outcomes in provincial curricula with the support of differentiated instruction. The teacher plans instruction according to the class profile. Very few students require individualized programming; those who do, have unique needs and require detailed IEPs describing functional outcomes (refer to Figure 1.5).

Figure 1.5

Programming Direction and Related Comprehensiveness of Planning



Chapter Summary

- ❑ At its core, the educational planning process is the same for all students.
- ❑ Parents and classroom teachers are the first source of information regarding student learning.
- ❑ Student-specific planning occurs when a student requires support.
- ❑ Collaborative planning allows the student support team to identify, coordinate, and implement resources and strategies to address a student's unique needs.
- ❑ Student-specific planning is a process; an IEP is a written document.

Chapter 2: Documenting Student-Specific Planning: The IEP

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Chapter 2: Documenting Student-Specific Planning: The IEP

Key Ideas in This Chapter

- ❑ Student-specific planning is a collaborative team process that occurs when a student is identified as requiring support.
- ❑ Documenting student-specific planning facilitates communication and record keeping; an IEP can be an effective tool for doing so.
- ❑ An IEP is not a legal document; it is a tool for documenting and communicating student-specific planning.
- ❑ Provincial legislation and regulations and Manitoba Education standards and policies require that IEPs be developed for some students.

Initiating and Documenting Student-Specific Planning

Students vary widely in their ability to think abstractly or understand complex ideas. They have different learning preferences, unique backgrounds and interests, and different strengths and needs. Teachers use differentiated instructional and assessment strategies, activities, and materials to address the diverse needs of their students. When an educator working with a student becomes aware that he or she continues to have difficulty meeting expected learning outcomes, the student-specific planning process is initiated. A student's current level(s) of performance and required supports are documented in an IEP. The IEP is not a legal document; it functions as a planning, record-keeping, and communication tool.

Student-specific planning is the process through which student support teams, including educators and parents, collaborate to meet the unique needs of individual students. The student-specific planning process is sufficiently broad-based to address, in a systematic way, a wide range of exceptional learning needs. It is important that the student support team documents the planning process, including the student information gathered, the strategies implemented, the effectiveness of the decisions made, and the planned revisions. An IEP can be an effective tool to facilitate programming, communication, and record keeping.

For further information, see

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/specedu/aep/pdf/Standards_for_Student_Services.pdf.

Who Must Have an IEP?

Provincial legislation and regulations and Manitoba Education standards and policies require that IEPs be developed for some students.

An IEP must be developed for a student when

- it is not reasonable to expect the student to meet or approximate the expected learning outcomes of provincial curricula
- the student receives Special Needs Categorical Funding (Level II or III)
- the student is determined to be eligible for the English as an Additional Language (E) course designation, the Modified (M) course designation, or the Individualized Programming (I) designation in Grades 9 to 12

Who Must Have an IEP?

A student must have an IEP when	References
■ a specialized assessment identifies that he or she requires support to meet the expected learning outcomes	■ *Appropriate Educational Programming Regulation 155/2005*, Section 5(1)
■ a specialized assessment identifies that he or she requires support to meet student-specific learning outcomes	■ *Appropriate Educational Programming Regulation 155/2005*, Section 5(1)
■ transitioning into or out of school and requiring supports to meet the expected learning outcomes or to meet student-specific learning outcomes	■ *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community* (Healthy Child Manitoba 17) ■ *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al. 3–4) ■ *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al. 3)
■ enrolled in a Modified (M) designated course in high school	■ *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4* (Manitoba Education, Training and Youth 2)
■ receiving the Individualized Programming (I) designation in high school	■ *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years* (Manitoba Education, Training and Youth 2)
■ receiving Special Needs Categorical Support (Level II or III)	■ *Appropriate Educational Programming in Manitoba: Standards for Student Services* (Manitoba Education, Citizenship and Youth 16)
■ reading aloud outside the classroom is requested as an adaptation for English language arts and *Français* standards tests	■ *Policies and Procedures for Standards Tests* (Manitoba Education, Citizenship and Youth 7)

Chapter Summary

- ❑ An IEP can be an effective tool to document the student-specific planning process.
- ❑ An IEP must be developed for a student when indicated by provincial regulation and/or departmental policy.

Chapter 3: A Student-Specific Planning Process

Key Ideas in This Chapter 29

An Overview of Student-Specific Planning and IEP Development 29

- Develop or Revise the Student Profile 32
- Develop and Write the IEP 38
- Implement the IEP 47
- Review, Evaluate, and Revise the IEP 49

Chapter Summary 51

Chapter 3: A Student-Specific Planning Process

Key Ideas in This Chapter

- ❑ Student-specific planning is a collaborative team process.
- ❑ Student-specific planning involves four essential and overlapping steps/components.
- ❑ Effective student-specific planning is based on a comprehensive understanding of the student.

This chapter explores the steps in the student-specific planning process. Each step is presented separately and in a sequence; however, when actually planning for a student, the steps and activities will overlap and blend. Teams will participate in the planning process in different ways, depending on the needs of the students with whom they work.

An Overview of Student-Specific Planning and IEP Development

When an educator working with a student becomes aware that the student continues to struggle to meet the expected learning outcomes, the student-specific planning process is initiated.

Student-specific planning involves four essential and overlapping steps/components:

- Develop or revise the student profile.
- Develop and write the IEP.
- Implement the IEP.
- Review, evaluate, and revise the IEP.

Together, these components constitute a continuous and flexible process, rather than a series of separate and discontinuous steps. Whenever possible, this planning process should be integrated into the regular routines of planning, instruction, assessment, evaluation, and reporting that occur for all students.

An educational planning process is illustrated in Figure 3.1. The curriculum-instruction-assessment cycle that occurs in the classroom for all students, as described in Chapter 1, is included as the typical first step in the student-specific planning process, followed by the four planning components that follow after the core team has determined that the student has a specific need. Figure 3.2 lists activities that typically comprise each planning component.

Figure 3.1 THE STUDENT-SPECIFIC PLANNING PROCESS WITHIN EDUCATIONAL PLANNING

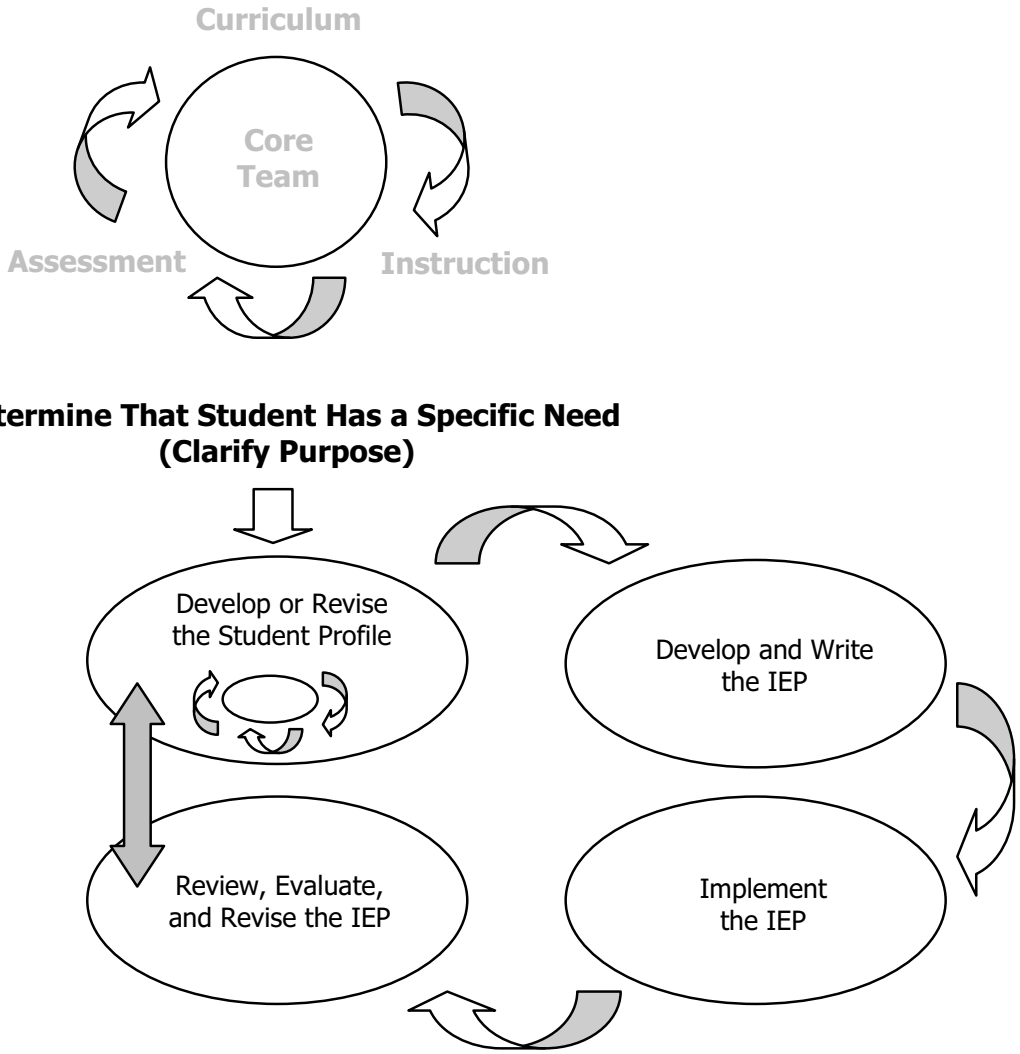
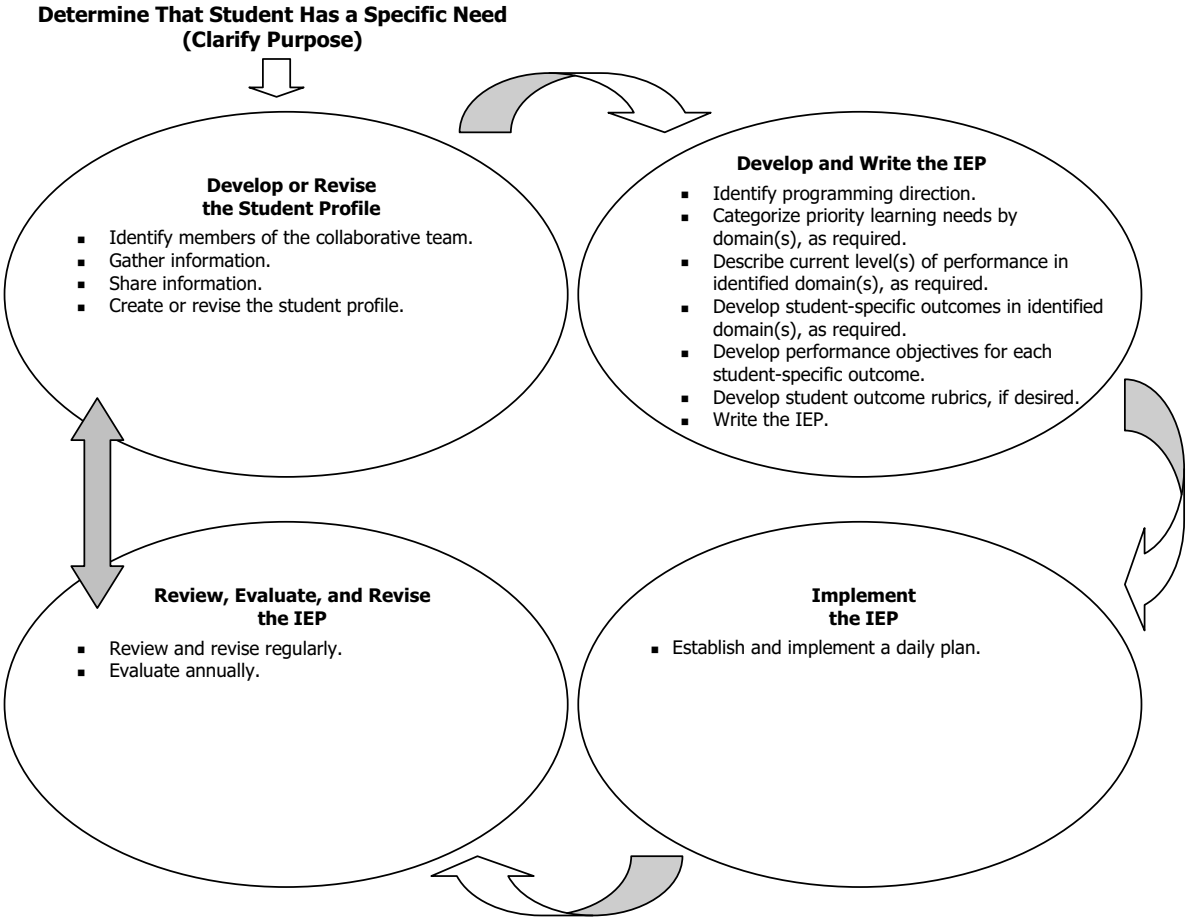


Figure 3.2 THE STUDENT-SPECIFIC PLANNING PROCESS (EXPANDED)



Develop or Revise the Student Profile

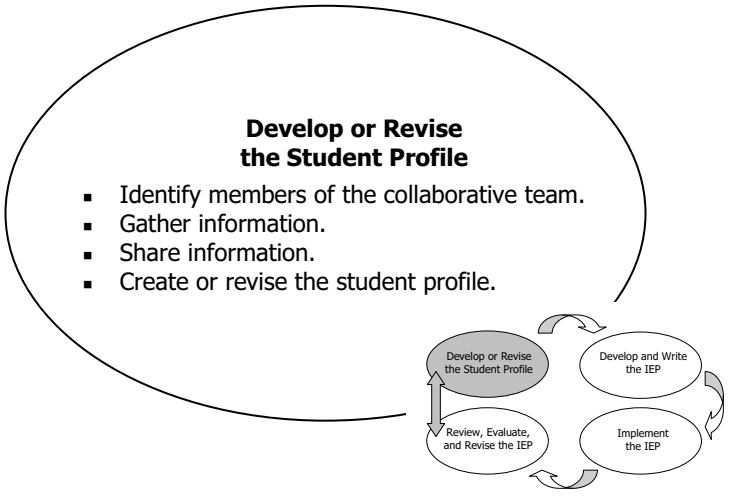
The purpose of student-specific planning is to identify and address the unique learning needs of students. The student-specific planning process is initiated when someone working with a student identifies a concern. A student's needs will most effectively be met if the IEP that results from the student-specific planning process is based on a solid understanding of the student and is grounded in the student's profile.

A student profile

- is a summary of what the student support team knows about a student
- identifies priority learning needs
- guides the team in determining appropriate educational programming and developing the student-specific plan

A student profile should include

- history and background information
- a summary of assessment and diagnostic information
- a summary of the student's interests, strengths, preferences, and learning styles
- clear descriptions of the student's current levels of performance
- priority learning needs identified and agreed upon by the student support team



☑ **Identify members of the collaborative team.**

For student-specific planning to be effective and efficient, it is essential that the student support team work with a clear sense of direction from the outset. Team members involved in implementing programming benefit from participating in the planning process.

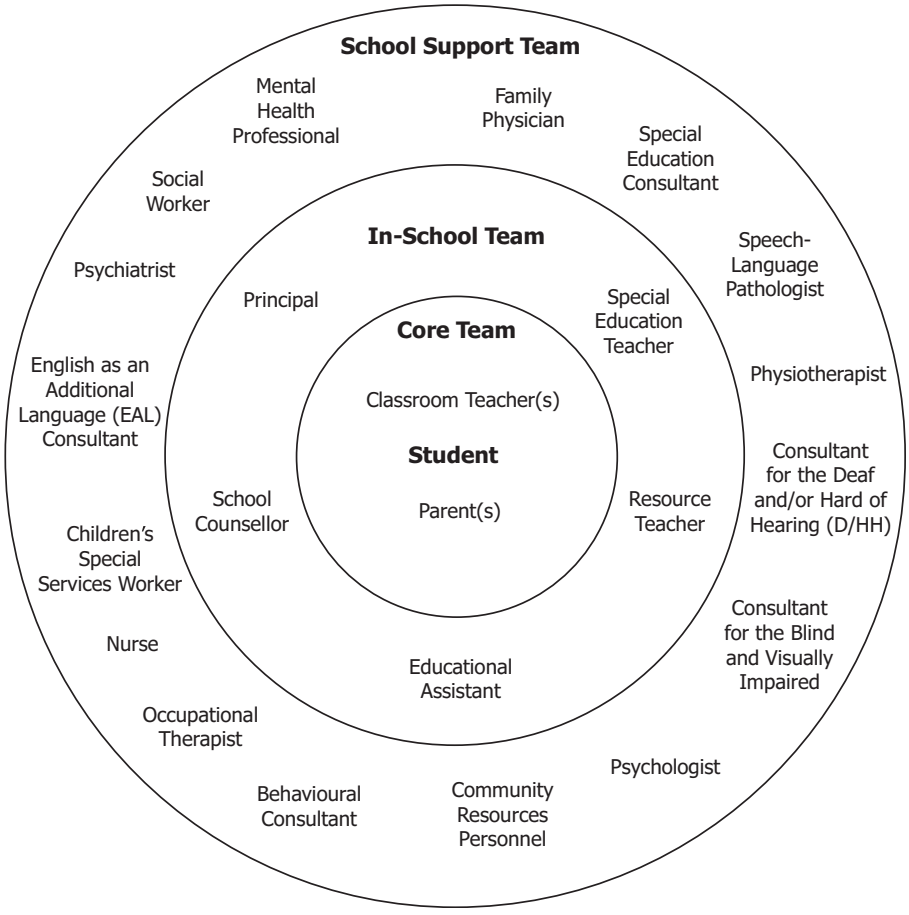
The Student Support Team

A **student support team** consists of people who have the knowledge and skills to identify the student's needs and to develop and implement a plan to meet those needs. The composition of the team will vary according to the unique needs of each student and the resources available in the school and/or school division.

- Every student's **core team** will consist of the student, the student's parent(s), and the student's teacher(s).
- The **in-school team** will consist of the core team and other school staff, as required.
- Members of the **school support team**, such as clinicians and consultants, will become involved as needed when the in-school team requires consultation and collaboration.

Figure 3.3 identifies some personnel who may be part of the student support team, depending on the needs of the student and available school division and community resources.

Figure 3.3 PERSONNEL ON A STUDENT SUPPORT TEAM (SAMPLE)



The Core Team

The **core team**, consisting of the student, the student's parent(s), and the student's teacher(s), is the fundamental educational planning team.

- **Students** may be involved in their educational planning in many ways. They can express their interests, preferences, and needs, and may benefit by discussing the strategies and activities that enhance their learning. This information could be gathered during classroom interactions and activities and does not require that the students attend formal meetings if this does not seem appropriate. Students' engagement in learning is enhanced by their sense that educational programming goals reflect their aspirations.
- **Parents** are advocates for their child, and have the right to participate in the student-specific planning and IEP process. They contribute valuable information about their child's interests and learning approaches, and about ways to avoid potential problems. The information they provide helps ensure continuity in educational programming. Parents also play an important role in reinforcing student-specific outcomes at home.
- **Teachers** use whole-class and student-specific assessment to become aware of the knowledge, skills, and values that their students bring to a learning task. Teachers also use the data gathered both as a starting point for new instruction and to monitor each student's changing perceptions as instruction proceeds. Teachers need to be aware of each student's learning styles and preferences and of the instructional strategies that are most effective.

The In-School Team

When the core team requires consultation and collaborative support, they are joined by school-based personnel to become an in-school team. Members of the **in-school team** are the key decision makers in the student-specific planning process.

An **educational assistant** is a person hired to support the work of professional staff, such as teachers and clinicians. While not key decision makers, educational assistants are valued members of the school community. They make a significant contribution to the work of the school and toward the education of all students.

The School Support Team

Members of the **school support team** can assist the in-school team by

- further developing the student profile by providing additional assessment data
- identifying additional appropriate strategies and materials
- developing strategies for incorporating therapy into the classroom routine
- training staff to implement strategies
- providing technical assistance and advice about materials and resources
- accessing community-based resources and supports, as required

The Case Manager

One of the first tasks of the student support team is to identify the **case manager**. Case management is a collaborative process of assessment, planning, facilitation, and advocacy for options and services to meet an individual student's needs. During the student-specific planning process and the development of the IEP, the case manager oversees the work of the team.

School divisions shall:

- require principals to designate a case manager and ensure that IEPs are developed with the assistance of the teacher and other in-school personnel (MR 155/05)

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 16)

Responsibilities of case managers generally include

- coordinating the development and ongoing revision of the IEP
- facilitating group decision making
- maintaining communication among team members, including parents
- ensuring that a process to monitor student progress and achievement is established
- organizing and chairing student-specific planning meetings
- distributing a written and timed agenda prior to meetings
- ensuring meeting minutes are kept and distributed
- documenting and distributing revisions of the IEP
- initiating and maintaining contact with external agencies, as required

Encouraging Parental Participation

Parents are more likely to participate actively in student-specific planning when they understand the process and are equal team members. The in-school team can encourage the participation of parents by

- providing a comfortable, welcoming, non-intimidating environment
- establishing and maintaining communication
- valuing parents' contributions and priorities
- arranging meetings when it is possible for parents to participate
- discussing the purpose of each meeting and providing an agenda
- avoiding jargon and explaining all terms and data clearly

Principals are responsible for:

- 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

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 17)

☑ **Gather information.**

When gathering information about a student, the student support team focuses on determining the following:

- What do we know about the student?
- What do we need to know about the student?
- What are the gaps in our knowledge?

School divisions shall:

- use assessment results to guide programming decisions (MR 155/05)

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 13)

To optimize the student's opportunities to learn, it is essential that the student support team profits from and builds on existing information. Information can be gathered and provided by various members of the student support team, according to their knowledge of and interaction with the student, and their background and training.

Information about the student may be gathered from a variety of sources and in a variety of ways, including

- discussions with the student about his or her preferences and personal perceptions of own strengths and needs
- discussions with parents to learn their perspectives of their child's development, preferences, strengths, and needs
- discussions with previous teachers about strategies that have been effective or ineffective with the student
- a review of the student's pupil file
- student portfolios and work samples
- current classroom assessment and performance records
- focused observations that provide objective information on how the student functions in a variety of situations, including managing his or her daily routine and responding to specific activities, cues, and instructional strategies
- formal assessment tools

☑ **Share information.**

Sharing information allows the student support team to create a profile of the student that is more complete than any one individual could create alone. After considering the information available, team members may decide that further assessment is necessary to help them understand the challenges the student is experiencing, or to identify ways these challenges may be addressed.

☑ **Create or revise the student profile.**

The student profile provides a comprehensive and concise written description of the student's current level(s) of performance, and serves as a reference for the student support team in determining strengths and priority learning needs.

Appendix G:
Student Profile (Sample Form)

Student Name _____ Date _____

History and Background	
Diagnostic Summary (e.g., medical, cognitive, adaptive)	
Interests, Preferences, Learning Styles	
Current Level(s) of Performance	Domain
	Domain
	Domain
Priority Learning Needs	

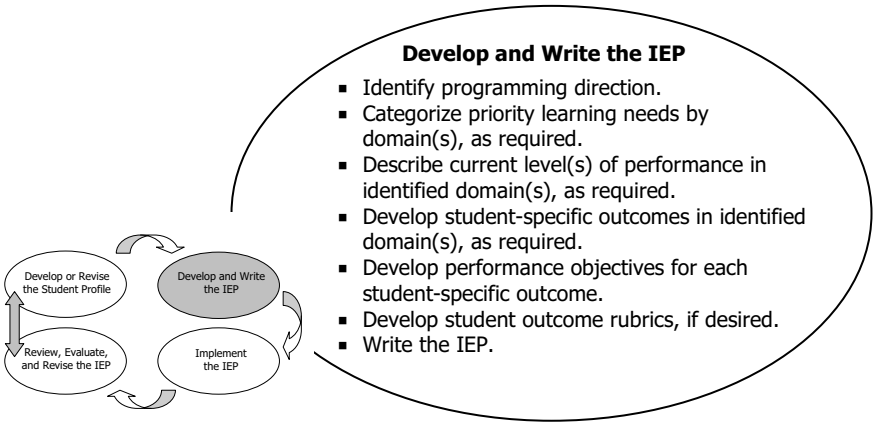
The student support team should attempt to agree upon a manageable number of priority learning needs. Reaching consensus on priority learning needs allows team members to focus their attention and effort. While agreement is the goal, agreement may not always be possible. Disagreement offers an opportunity for team members to explore and gather additional information through

- further observation
- additional assessment
- involvement of others to provide a fresh perspective

A sample form for creating a student profile is provided in Appendix G.

Develop and Write the IEP

The student's strengths, needs, and current level(s) of performance identified in the student profile serve as the basis for developing the IEP.



☑ Identify programming direction.

All students can learn, but not all students learn the same things, at the same rate, or in the same way. Identifying programming direction requires that a student support team consider the student's profile to determine the extent to which the student will work to achieve expected curricular learning outcomes and/or student-specific outcomes, and the supports required to do so.

If a student requires specific support to meet the expected curricular learning outcomes, it is appropriate to document this requirement, the supports provided, and the effectiveness of the supports. A written record serves as a planning and communication tool. It is important to document not only the adaptations being provided, but also the student's current level(s) of performance (from the student profile) in order to establish clear links between the student's needs and the supporting strategies and materials. It is also important to review the adaptations regularly to ensure that they are effective and beneficial to the student.

> **Adaptation** means a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes.
>
> *Appropriate Educational Programming Regulation 155/2005*

If a student requires adaptations only, it is not necessary to develop student-specific outcomes, as the student will be working to achieve the expected learning outcomes in provincial curricula. Some students, however, may be working to achieve the expected curricular learning outcomes but also have specific needs in other domains, such as behaviour or motor skills. These students require student-specific outcomes only in the target domain(s).

> An IEP that documents academic adaptations only does not include student-specific outcomes.

☑ **Categorize priority learning needs by domain(s), as required.**

The student profile provides the basis for the student support team to determine strengths and priority learning needs (i.e., those general areas that require focus and attention). Priority learning needs can generally be grouped in domains. The broader the range of student needs, the more domains the IEP will address.

Domains

Domains identify specific areas of development, including

- communication (verbal and non-verbal)
- cognitive/academic
- vocational
- recreation/leisure
- social skills and relationships (e.g., play skills, sensitivity to others, responsibility taking)
- self-help (e.g., dressing, feeding, toileting)
- independent living (e.g., use of money, time management, telephone skills)
- physical (e.g., mobility, gross and fine motor skills)

☑ **Describe current level(s) of performance in identified domain(s), as required.**

A *current level of performance* is a specific description of the student's achievement. This information is available in the student profile and will both guide the student support team in selecting appropriate student-specific outcomes and serve as a baseline for measuring student growth.

☑ **Develop student-specific outcomes in identified domain(s), as required.**

Student-specific outcomes (SSOs) are concise descriptions of what the student will know and be able to do by the end of the school year. It is important for the student support team to agree on a manageable number of SSOs in each target domain, to ensure that educational programming remains focused and effective.

Student-Specific Outcomes

Student-specific outcomes (SSOs) are concise descriptions of what the student will know and be able to do by the end of the school year.

Each student-specific outcome should

- address a priority learning need identified in the student profile
- be derived from the student's current level of performance
- take into consideration the student's past rate of progress
- challenge the student
- be achievable
- focus on what the student will learn (rather than on what teachers will teach)
- identify what the student will do (rather than what he or she will stop doing)

Writing appropriate student-specific outcomes is a fundamental component of the student-specific planning process. Effective SSOs should be SMART.

SMART SSOs

Specific:	written in clear, unambiguous language
Measurable:	allow student achievement to be described, assessed, and evaluated
Achievable:	realistic for the student
Relevant:	meaningful for the student
Time-related:	able to be accomplished within a specific time period, typically one school year

The following sample template can be used to facilitate writing SMART SSOs.

Sample Template for Writing SMART SSOs

[The student] will [action] [how/what] [where] [by what criteria] [by what date].

A Vague SSO

Caitlin will improve her functional reading skills.

A SMART SSO

Caitlin will read independently to locate requested information in the daily newspaper with 90% accuracy within the Grade 9 English Language Arts class by June 2010.

A Vague SSO

Simon will improve his social skills.

A SMART SSO

Simon will take three turns independently when playing a board game with peers from his circle of friends at school for 10 minutes a day over five consecutive days by June 2010.

☑ **Develop performance objectives for each student-specific outcome.**

Student-specific outcomes should be achievable within one school year. To facilitate student achievement, each student-specific outcome is broken down into smaller, more manageable components or steps called *performance objectives.* Performance objectives provide greater detail regarding the what, where, and how of instruction and assessment. The achievement of performance objectives should culminate in the ultimate achievement of the student-specific outcomes from which they were derived.

Performance Objectives

Performance objectives (POs) are student-specific outcomes broken down into small, manageable components or steps.

Performance objectives, like student-specific outcomes, describe observable and measurable behaviours. When writing a performance objective, the student support team will

- identify the essential components involved in achieving the student-specific outcome
- organize the component tasks into sequences
- describe how the student will demonstrate that the performance objective has been achieved
- identify the date when achievement is expected
- specify the conditions under which the student will perform the task (e.g., relevant environmental factors, level of assistance required, equipment needed)
- determine the criteria (e.g., accuracy, duration, rate, standard of performance) for attainment of the performance objectives

Performance objectives should be attainable within a reasonable period of time, typically six to eight weeks, and should be reviewed, assessed, and revised regularly. It may be practical to write performance objectives so that the expected date of achievement corresponds to the standard reporting periods of the school.

Performance Objectives (Sample)

Student-Specific Outcome

Caitlin will read independently to locate requested information in the daily newspaper with 90% accuracy within the Grade 9 English Language Arts (ELA) class by June 2010.

Performance Objectives

- By October 2009, Caitlin will locate four pieces of information in the daily newspaper independently with 90% accuracy, as measured using a checklist. The pieces of information are
  - name of paper
  - date
  - day in the school cycle
  - day in the recycling cycle
- By January 2010, Caitlin will independently use the above four pieces of information to answer scripted questions posed by her peers within the Grade 9 ELA class with 90% accuracy.
- By March 2010, Caitlin will locate six pieces of information in the daily newspaper independently with 90% accuracy, as measured using a checklist. The pieces of information are
  - name of paper
  - date
  - day in the school cycle
  - day in the recycling cycle
  - weather forecast
  - daily television schedule
- By June 2010, Caitlin will independently use the above six pieces of information to answer scripted questions posed by her peers within the Grade 9 ELA class with 90% accuracy.

☑ **Develop student outcome rubrics, if desired.**

A *student outcome rubric (SOR)* is a tool that can be used at the end of the school year to evaluate and report a student's level of achievement of his or her student-specific outcome(s). Each SOR specifies the behaviour that must be exhibited to be assigned an evaluative rating of 1 to 5.

Rubrics

Rubrics specify the qualities or processes that must be exhibited in order for a performance to be assigned a particular evaluative rating.

STUDENT OUTCOME RUBRIC (SAMPLE FORMAT)		
Domain _____ **Target Skill** _____		**Level at Year End**
Current Level of Performance		
1 Much less than expected		
2 Somewhat less than expected		
3 Expected (SSO)		
4 Somewhat more than expected		
5 Much more than expected		

A sample form is provided in Appendix O.

The process of developing an SOR derives directly from the student-specific planning process. The first three steps of the process (emphasized below in bold type) will have been completed during the student-specific planning process and can be transferred directly to the SOR.

Steps in Developing a Student Outcome Rubric

1. **Identify the target domain and behavioural indicator** (i.e., the observable behaviour that is to be measured).
2. **Summarize the current level of performance.**
3. **Identify the student-specific outcome** and set this as the student's expected level of achievement (Level 3).
4. Specify achievement that is somewhat more (Level 4) and somewhat less (Level 2) than expected.
5. Specify achievement that is much more (Level 5) and much less (Level 1) than expected.

The possible levels of achievement (Levels 1, 2, 4, 5) may vary according to

- accuracy
- frequency of response
- use of supports (e.g., material, technical)
- level of independence (e.g., independent, verbal cue, physical prompt)
- transfer to other settings

An SOR should

- use clear, non-technical language
- have a continuous scale (i.e., distinct levels with no gaps between levels)

Student Outcome Rubric (Example)		
Domain **Responsibility/Independence/Citizenship** **Target Skill** **Reporting to homeroom**		**Level at Year End**
Current Level of Performance	Jim arrives at school at 8:45 a.m. daily. He avoids going to his homeroom an average of three days a week. Instead of going to his homeroom, he wanders the halls or goes to the resource room.	
1 Much less than expected	Jim will report to his homeroom at 9:00 a.m. with verbal reminders and physical prompts 75% of the time by the end of June 2010.	
2 Somewhat less than expected	Jim will report to his homeroom at 9:00 a.m. with a verbal reminder 75% of the time by the end of June 2010.	
3 Expected (SSO)	Jim will independently report to his homeroom at 9:00 a.m. 50% of the time by the end of June 2010.	
4 Somewhat more than expected	Jim will independently report to his homeroom at 9:00 a.m. 70% of the time by the end of June 2010.	
5 Much more than expected	Jim will independently report to his homeroom at 9:00 a.m. 90% of the time by the end of June 2010.	

☑ **Write the IEP.**

At this point, the student support team will have developed and documented

- ☑ a clear and complete student profile, which includes current level(s) of performance
- ☑ student-specific outcomes that address priority learning needs
- ☑ performance objectives that detail the steps required to achieve the student-specific outcomes
- ☑ student outcome rubrics, if desired

The team will now determine and record

- instructional strategies and materials to be used
- the setting(s) where the student will work to achieve the student-specific outcomes
- appropriate assessment strategies
- the names of team members who will be implementing the student-specific plan
- the role and responsibilities of each team member

It is the case manager's responsibility to ensure that the student's IEP is written and that copies are distributed to all team members. While all members of the student support team will have been (and will continue to be) involved in the student-specific planning process, the team may find it more efficient to choose one member to put the decisions of the team into written format.

An effective team strives for consensus throughout the student-specific planning process. Meaningful agreement means that team members see themselves as respected participants in the planning process and are committed to the part they will play in implementing the IEP.

Privacy Protection

School and school division personnel need to be aware of their responsibilities concerning *The Freedom of Information and Protection of Privacy Act* (FIPPA) and *The Personal Health Information Act* (PHIA) during the student-specific planning process. Gathering and recording information, as well as distributing and storing the IEP, will need to be done in accordance with local school division policy related to these acts. The *Manitoba Pupil File Guidelines* document is an informative reference.

For additional information, refer to

The Freedom of Information and Protection of Privacy Act (Manitoba), available online at <http://web2.gov.mb.ca/laws/statutes/ccsm/f175e.php>. Information about FIPPA is available on the Culture, Heritage, Tourism and Sport website at www.gov.mb.ca/chc/fippa/index.html.

The Personal Health Information Act (Manitoba), available online at http://web2.gov.mb.ca/laws/statutes/ccsm/p033-5e.php. Information about PHIA is available on the Manitoba Health website at www.gov.mb.ca/health/phia/index.html.

Appropriate Educational Programming: A Handbook for Student Services (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/specedu/aep/handbook_ss/index.html.

Guidelines on the Retention and Disposition of School Division/District Records (Manitoba Education and Training), available online at www.edu.gov.mb.ca/k12/docs/policy/retention/index.html.

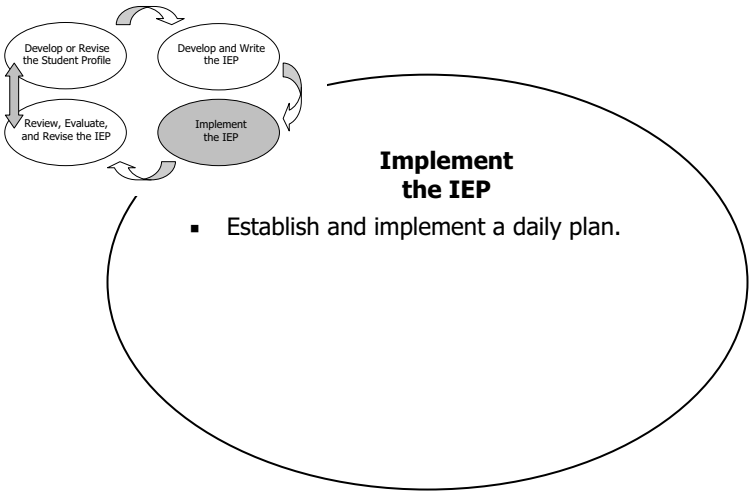
Manitoba Pupil File Guidelines (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/docs/policy/mbpupil/index.html.

Implement the IEP

The student-specific planning process does not end when an IEP is documented in writing. Systematic implementation of the plan facilitates student learning.

Effective implementation of a student's IEP is a dynamic process that involves

- providing the student with opportunities to develop and practise skills
- ongoing assessment of the student's progress and achievement
- identification of changing student needs
- review and revision of the daily plan



☑ **Establish and implement a daily plan.**

A daily plan links the IEP explicitly to ongoing daily instruction. It specifies how, when, and by whom each strategy and support is put into action. A daily plan is designed to

- serve as an instructional guide
- provide a mechanism for recording student progress and achievement
- help the student support team make decisions about the effectiveness of strategies and materials
- facilitate communication among team members
- provide accountability

Effective daily plans are consistent with the student's classroom and/or individual timetable and include a concise description of

- the student's performance objectives
- environments where each performance objective will be taught and practised
- strategies to be used
- equipment and materials required
- team member responsibilities
- evaluation criteria and record-keeping tools

Each team member involved in implementation should have a copy of the daily plan. It may be useful to provide space on the plan for team members to record observations and assessment data. Retaining completed implementation plans provides a valuable record of instruction and student progress.

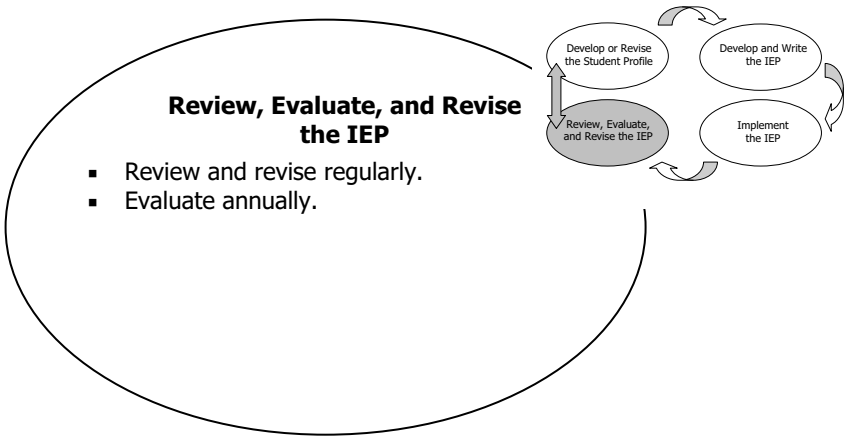
Establishing a Daily Plan

1. Identify the events, activities, and environments in the student's day that provide opportunities for the student to demonstrate his or her performance objectives. (It is often appropriate to start with the existing classroom timetable. An individualized timetable may be required for a student receiving individualized programming.)
2. List the specific supports, strategies, and materials required for the student to participate in the identified events and activities.
3. Determine evaluation criteria (e.g., accuracy, duration, rate, standard of performance).
4. Identify the team members responsible for instructing, assisting, and/or supervising the student during the specified times or activities.

A daily plan should provide sufficient detail to ensure that consistent and effective instruction and assessment occurs each day. However, the term *daily plan* does not mean that a new plan needs to be developed for each student each day. A daily plan should reflect the student's timetable and daily activities, and be revised as these change.

Review, Evaluate, and Revise the IEP

As part of the ongoing instruction-and-assessment cycle, the student support team meets to review, evaluate, and revise a student's educational programming.



☑ Review and revise regularly.

Student-specific planning and the resulting IEP are intended to be flexible enough to accommodate changes in a student's needs and circumstances. As team members implement the daily plan, they make observations, communicate regularly, and collect data on an ongoing basis. Ongoing assessment allows teachers to determine not only the student's level(s) of performance (assessment *of* learning), but also whether various instructional strategies and classroom practices are effective in furthering the student's learning (assessment *for* learning).

The team may decide to revise performance objectives, strategies, and/or resources if the existing course of action is not effective. If the student is progressing more slowly than anticipated, or does not appear to be making progress, the team should ask:

- Are the strategies being implemented as planned? If not, are there difficulties that can be addressed?
- Are there alternative strategies and resources that would be more effective?
- Do the assessment strategies and opportunities enable the student to demonstrate the performance objectives?
- Should the performance objectives be broken into smaller components or steps?

School divisions shall:

- inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (*The Public Schools Act* [*PSA*] 58.6, MR 468/88)
- involve parents, students (when appropriate), teachers, and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (MR 155/05)
- document, in the IEPs, the formal review of students' progress at the schools' regular reporting periods (*PSA* 58.6, MR 155/05, MR 468/88)

Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 16–17)

In addition to meeting for ongoing review and revision, the student support team may also meet formally to review a student's educational programming on dates identified in the IEP. For convenience, these dates may correspond with school reporting periods. This formal programming review may take the team back to any of the previous steps in the student-specific planning process.

Team members need to prepare for review meetings in the same way that they prepare for the initial planning meeting. The case manager chairs the meeting. All team members share information on successful strategies they have used and on assessment results.

After sharing information, discussion should focus on the following questions:

- Is the IEP still an accurate reflection of the student's educational needs?
- How effective are the selected strategies and resources in supporting the student's learning?
- How much progress has the student made toward achieving the student-specific outcomes and performance objectives?
- Is there any new information that suggests that changes should be made in the student's programming?

If the student is attaining the performance objectives, the student support team may decide to continue with the plan. If the student is learning at a faster rate than anticipated, the team may develop additional student-specific outcomes and performance objectives. If the student is making unsatisfactory progress after teaching and learning strategies and resources have been reviewed and revised, the team may consider changing the performance objectives. The student support team will also consider whether the other priorities need greater emphasis. All changes are recorded in the IEP.

For further information, see

Rethinking Classroom Assessment with Purpose in Mind: Assessment for Learning, Assessment as Learning, Assessment of Learning (Manitoba Education, Citizenship and Youth), available online at www.edu.gov.mb.ca/k12/assess/wncp/index.html.

☑ **Evaluate annually.**

The assessment data initially collected while developing or revising the student profile serves as the baseline for measuring student growth. At the end of the school year the student support team again reviews the IEP, documents the student's achievement, and reports this achievement through the school reporting process. If student outcome rubrics have been developed, the team will use the assessment data collected to evaluate the student's progress toward achieving the student-specific outcomes.

Individual Education Plans

5(2) The principal must ensure that a pupil's individual education plan (d) is updated annually or sooner if required by a change in a pupil's behaviour or needs

Appropriate Educational Programming Regulation 155/2005

The annual review helps to ensure continuity of the student's learning and provides the foundation on which the following year's educational programming will be developed. An effective student-specific planning process is dynamic and ongoing. It should not end in June; rather, the planning that has occurred and the IEP that has been developed should facilitate continuous, uninterrupted educational programming as the student transitions from grade to grade and from school to school. The student-specific planning process should minimize the need to develop IEPs "from-scratch" each year; rather, an ongoing instruction-assessment-review-revision process should ensure that an effective plan is continuously in place to facilitate appropriate educational programming for a student.

Chapter Summary

- ❑ Student-specific planning is a dynamic, ongoing process.
- ❑ Student-specific planning and an established IEP facilitate seamless educational programming and student support.

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Appendix A:
Appropriate Educational Programming Regulation 155/2005

THE PUBLIC SCHOOLS ACT
(C.C.S.M. c. P250)

Appropriate Educational Programming Regulation

Regulation 155/2005
Registered October 26, 2005

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20 Previous determinations of board may be reviewed
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Appendix A *(continued)*

PART 1

INTRODUCTORY PROVISIONS

Definitions

1 The following definitions apply in this regulation.

"**Act**" means *The Public Schools Act.*

"**adaptation**" means a change in the teaching process, materials, assignments or pupil products to assist a pupil to achieve the expected learning outcomes.

"**curriculum**" means the curriculum prescribed or approved by the minister.

"**deputy minister**" means the deputy minister of the Department of Education, Citizenship and Youth.

"**differentiated instruction**" means a method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests and strengths of pupils.

"**expected learning outcomes**" means the learning outcomes consistent with the curriculum.

"**minister**" means the minister responsible for the administration of the Act.

"**parent**" includes a legal guardian.

"**pupil file**" has the same meaning as in section 42.2 of the Act.

PART 2

APPROPRIATE EDUCATION

General obligation

2(1) The appropriate educational programming that a school board must provide is the curriculum.

2(2) A school board must ensure that, as far as reasonably practicable, appropriate educational programming is available to a pupil in a regular class of his or her peers at

(a) the school whose catchment area includes his or her residence; or

(b) another school that provides the program, as designated by the board, that the pupil is to be enrolled in, if the school described in clause (a) does not provide that program.

School-related activities

3 A school board must ensure that school-related activities such as assemblies, sports days and field trips reasonably accommodate the needs of all students.

Assessment

4(1) A principal must ensure that a pupil is assessed as soon as reasonably practicable if he or she is having difficulty meeting the expected learning outcomes.

4(2) A principal must ensure that a pupil is referred for a specialized assessment if the pupil's teacher and resource teacher, guidance counsellor or other applicable in-school personnel are

(a) unable to assess why the pupil is having difficulty meeting those outcomes; or

(b) of the opinion that differentiated instruction and adaptations are insufficient to assist the pupil in meeting those outcomes.

4(3) A principal must ensure that the pupil's parent is informed before the pupil is referred for a specialized assessment, and no interviewing or testing as part of the assessment may occur without the parent's consent.

(continued)

Appendix A *(continued)*

4(4) A specialized assessment must be

(a) coordinated by a person who has been designated by the school board or, if the board has not designated such a person, by the principal; and

(b) conducted by one or more qualified practitioners, as designated by the person coordinating the assessment, who may, if relevant in the circumstances, take into account reports and other information obtained

(i) from the pupil's pupil file, or

(ii) from or with the consent of the pupil's parent.

4(5) A specialized assessment must identify the following, as applicable:

(a) other methods of differentiated instruction and adaptations that can be used to assist the pupil in meeting the expected learning outcomes, if it is determined that such methods or adaptations will be sufficient to assist the pupil in meeting those outcomes;

(b) if it is determined that differentiated instruction and adaptations will be insufficient to assist the pupil in meeting the expected learning outcomes, what the pupil requires to meet or approximate

(i) the expected learning outcomes, or

(ii) the learning outcomes the pupil can reasonably be expected to achieve.

Individual education plans

5(1) A principal must ensure that an individual education plan is prepared for a pupil who has requirements identified under clause 4(5)(b). The plan must identify

(a) how the pupil's requirements for meeting or approximating the expected learning outcomes are to be addressed, where it is reasonable to expect the pupil to meet or approximate those outcomes; or

(b) where it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes,

(i) the learning outcomes the pupil can reasonably be expected to meet, and

(ii) how the pupil's requirements for meeting those learning outcomes are to be addressed.

5(2) The principal must ensure that a pupil's individual education plan

(a) is prepared with the assistance of the pupil's teacher and other in-school personnel, as directed by the principal;

(b) takes into account a pupil's behavioural or health care needs, if any;

(c) is consistent with provincial protocols respecting a pupil's transition to and from school; and

(d) is updated annually or sooner if required by a change in a pupil's behaviour or needs.

5(3) The principal must ensure that the pupil's parents, and the pupil if appropriate, are given opportunity to

(a) participate in preparing and updating the pupil's plan; and

(b) be accompanied and assisted by a person of their choosing when doing so.

5(4) The content of a pupil's individual education plan may be inconsistent with the requirements of section 2. In that case, the requirements of section 2 do not apply to the pupil.

(continued)

Appendix A *(continued)*

Transition into school

6(1) In this section, "**eligible person**" means a person who

(i) is eligible to be enrolled as a pupil but who has not yet begun attending school; or

(ii) will be transferring into a school.

6(2) When differentiated instruction methods and adaptations are likely to be insufficient to assist an eligible person in meeting the expected learning outcomes,

(a) a principal must ensure that the person is referred for a specialized assessment; and

(b) if required, the principal must ensure that an individual education plan is prepared for the person;

and sections 4 and 5 apply, with necessary changes, to the assessment and plan to be done under this section.

Educational programming not to be unduly delayed

7(1) A school board must ensure that a pupil is not denied educational programming in the following circumstances:

(a) for more than 14 days after the pupil seeks to be enrolled in a school within the division or district, regardless of whether that school has received the pupil's pupil file;

(b) pending

(i) the conduct of any assessment, or

(ii) the preparation of an individual education plan for the pupil.

7(2) A school board's obligation to provide educational programming under clause (1)(a) does not limit or restrict it from taking reasonable steps to address any significant risks to safety which a pupil may present to himself or herself, or to others.

Other assessments and reports not limited

8 An assessment, including a specialized assessment, of a pupil conducted under this Part does not limit or restrict a school board's obligation to ensure that

(a) any other required assessment of the pupil is carried out; and

(b) the pupil's progress is evaluated and progress reports are provided to parents.

PART 3

DISPUTE RESOLUTION

Appointment of review coordinator

9 The minister must appoint a person as the review coordinator.

Complaint may be made to the review coordinator

10(1) A parent of a pupil, or a pupil who is over the age of 18, may complain to the review coordinator about the appropriateness of the following, as identified in the pupil's individual education plan:

(a) how the pupil's programming requirements for meeting or approximating the expected learning outcomes, or the outcomes the pupil can reasonably be expected to meet, are addressed;

(b) where a pupil is placed in relation to his or her receiving educational programming.

10(2) A complaint must be in writing and must specify

(a) the complainant's name and address;

(b) the name of the pupil, where the complaint is made by the pupil's parent; and

(c) the reason or reasons why the complaint is made.

(continued)

Appendix A *(continued)*

Preliminary inquiries by review coordinator

11(1) The review coordinator must, as soon as reasonably practicable after receiving a complaint, make any preliminary inquiries that he or she considers necessary to determine if

(a) the complaint relates to a matter set out in subsection 10(1); and

(b) the complainant has attempted to resolve the matter

(i) with the pupil's principal,

(ii) with the superintendent, and

(iii) by following the appeal process established by the school board, if any.

11(2) The review coordinator must decline to take any further action in respect of the complaint, and advise the complainant in writing of the reason for doing so, if he or she determines

(a) the complaint does not relate to a matter set out in subsection 10(1);

(b) where the school board has established an appeal process,

(i) that appeal process has not been completed, or

(ii) more than 30 days have passed since the matter complained of was finally determined by the school board;

(c) a review committee has previously considered a complaint respecting the same pupil, and there has been no material change in the pupil's circumstances since that previous complaint was determined; or

(d) the complaint is frivolous, vexatious or made in bad faith.

Alternative dispute resolution

12(1) The review coordinator may, if he or she considers it appropriate in the circumstances, offer the complainant and the school board an alternative process for resolving the complaint.

12(2) Where a complaint is resolved through an alternative process,

(a) the school board must advise the review coordinator of the resolution in writing; and

(b) the review coordinator must confirm the resolution with the complainant.

Establishment of review committee

13(1) The minister must appoint a review committee when advised by the review coordinator that a complaint has been received and that

(a) in the circumstances, it is not appropriate to offer an alternative process for resolving the complaint;

(b) the complainant or the board do not agree to an alternative process to resolve the complaint; or

(c) the alternative process was unsuccessful in resolving the complaint.

13(2) A review committee must consist of three members, and the minister must designate one of the members as chair of the committee.

13(3) The minister may appoint a review committee for more than one complaint where the minister is satisfied

(a) the complaints are substantially similar in nature; and

(b) it would be fair and reasonable in the circumstances for the complaints to be dealt with at the same time and by the same committee.

13(4) If a member of a review committee dies or is otherwise incapacitated, the minister must appoint a new review committee.

(continued)

Appendix A *(continued)*

Role of review committee

14(1) Where a review committee is appointed in respect of a complaint, the committee must

(a) investigate the complaint; and

(b) prepare a written report that sets out

(i) the nature of the complaint and the respective positions of the complainant and the school board, and

(ii) the committee's recommendations for meeting the pupil's requirements, placement of the pupil, or both.

14(2) A review committee may investigate a complaint in any manner that the committee considers suitable in the circumstances, and may

(a) request any person, including the school board, to answer any questions and to produce for the committee any documents, papers, notes, records and other material relevant to the complaint or to appropriate education programming within the division or district; and

(b) copy and keep copies of any of the material that is produced under clause (a).

14(3) A school board must comply with a request of a review committee described in subsection (2).

Hearing is optional

15(1) A review committee may hold a hearing but is not required to do so.

15(2) A review committee that decides to hold a hearing

(a) is not bound by the rules of evidence that apply to judicial proceedings; and

(b) may establish its own rules of practice and procedure for the hearing.

Parties to be provided report and recommendation

16(1) After preparing its written report and recommendation, the review committee must provide the complainant and the school board an opportunity to review and comment on it.

16(2) On receiving comments from the complainant, the school board or both, the review committee may confirm or amend its recommendation.

16(3) A recommendation of the review committee must be in accordance with the enactments of Manitoba.

16(4) The review committee must file a copy of its report and final recommendation with the deputy minister.

Final recommendation is decision

17(1) The final recommendation of a majority of the committee's members is the decision of the committee. Where there is no majority, the recommendation of the committee's chair is the decision of the committee.

17(2) The review committee must give the complainant and the school board a copy of the final decision and inform them of their right to appeal to the deputy minister.

17(3) The final decision must be given to the complainant and the school board personally, by regular lettermail or by another method acceptable to the review committee, the complainant and the school board.

(continued)

Appendix A *(continued)*

Appeal to deputy minister

18(1) A complainant or a school board may appeal the review committee's decision to the deputy minister.

18(2) An appeal to the deputy minister must be made within 30 days after the date of the review committee's decision. The appeal must be made in writing and the party making the appeal must give a copy of it to the other party.

18(3) The parties may file submissions respecting the appeal with the deputy minister. Submissions must be in writing and must be filed within 14 days of the appeal being filed but, at the request of a party, the deputy minister may grant an extension.

Deputy's decision is final

19(1) After receiving the review committee's report and final recommendation, and after considering any submissions made by the parties to the appeal, the deputy minister may make any decision he or she determines appropriate regarding meeting the pupil's requirements, placement of the pupil, or both.

19(2) The deputy minister's decision is final and, if applicable, the school board must implement the decision as directed by the deputy minister.

19(3) For certainty, the deputy minister is not bound by the recommendation of the review committee and may make any decision that is in accordance with the enactments of Manitoba.

PART 4

TRANSITION AND COMING INTO FORCE DISPOSITIONS

20 Repealed

Coming into force

21 This regulation comes into force on the same day that *The Public Schools Amendment Act (Appropriate Educational Programming),* S.M. 2004, c. 9, comes into force.

October 25, 2005 **Minister of Education, Citizenship and Youth**
Peter Bjornson

Appendix B:
Planning in Education*

- *The Freedom of Information and Protection of Privacy Act* (Manitoba)
- *The Public Schools Act (PSA)* (Manitoba)
- *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)
- *Working Together: A Handbook for Parents of Children with Special Needs in School* (Manitoba Education, Citizenship and Youth)

Student Services Planning

Manitoba school divisions and schools are required to engage in a process of planning in education and reporting progress toward meeting identified outcomes annually. It is important to involve the community, parents and students in planning. Planning in education includes school division, school, classroom and student-specific planning.

Planning in school divisions and schools to meet the needs of all students in the school division is a priority. Teachers plan to meet the needs of students in their classes and use instructional practices for a diverse group of learners. For a small number of students who have exceptional learning needs, the teacher, parents, students (when appropriate) and school team plan specifically for the individual students.

A. School divisions shall:
    1. annually engage in planning, assessment, monitoring and reporting to parents and the community on school division and school goals (*PSA* 41[1], 58.1, 58.6), including
        - 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

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.

(continued)

* **Source:** Manitoba Education, Citizenship and Youth. *Appropriate Educational Programming in Manitoba: Standards for Student Services*. Winnipeg, MB: Manitoba Education, Citizenship and Youth, 2006. 15–17.

Appendix B *(continued)*

- *The Education Administration Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.)
- *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.)

Manitoba Education, Citizenship and Youth requires an individual education plan (IEP) when

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes
- a student receives Special Needs Funding Level II or III
- a 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 [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).

A. School divisions shall:

1. provide parents with the opportunity to participate in decisions that affect students' education (*PSA* 58.6, MR 155/05)
2. provide parents with the information needed to make informed decisions (*PSA* 58.6)
3. involve parents in planning, problem solving and decision-making related to student-specific outcomes (*PSA* 58.6, MR 155/05)
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 (MR 155/05)
5. ensure that written IEPs are developed, revised, implemented, monitored and evaluated at least annually for all students identified as having exceptional learning needs (*PSA* 58.6, MR 155/05)
6. inform parents of students' progress at the regularly scheduled reporting periods throughout the year or more frequently if programming changes are deemed appropriate (*PSA* 58.6, MR 468/88)
7. involve parents, students (when appropriate), teachers and other professionals in the development, implementation, monitoring and evaluation of students' IEPs (MR 155/05)
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 (MR 155/05)

(continued)

Appendix B *(continued)*

- *The Education Administration Act* (Manitoba)
- *The Freedom of Information and Protection of Privacy Act* (Manitoba)
- *The Personal Health Information Act* (Manitoba)
- *The Public Schools Act* (Manitoba)
- *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth)

9. ensure that students who have reached the age of 16 have a 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 (*PSA* 58.6, MR 155/05, MR 468/88)
12. 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*

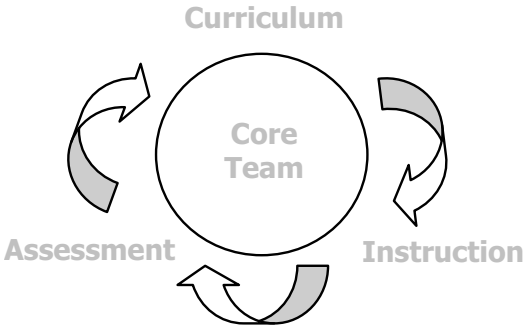
B. School division policy on **planning in education** should:

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

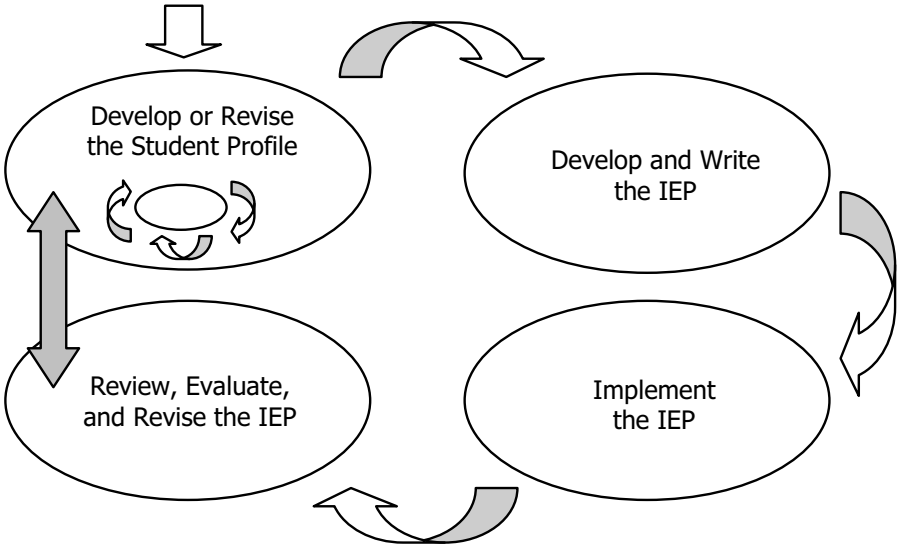
Principals are responsible for:

1. ensuring that an IEP is prepared for a student who is unable to access the regular curriculum
2. ensuring that the IEP
   - 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
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

Appendix C:
The Student-Specific Planning Process within Educational Planning



Determine That Student Has a Specific Need (Clarify Purpose)



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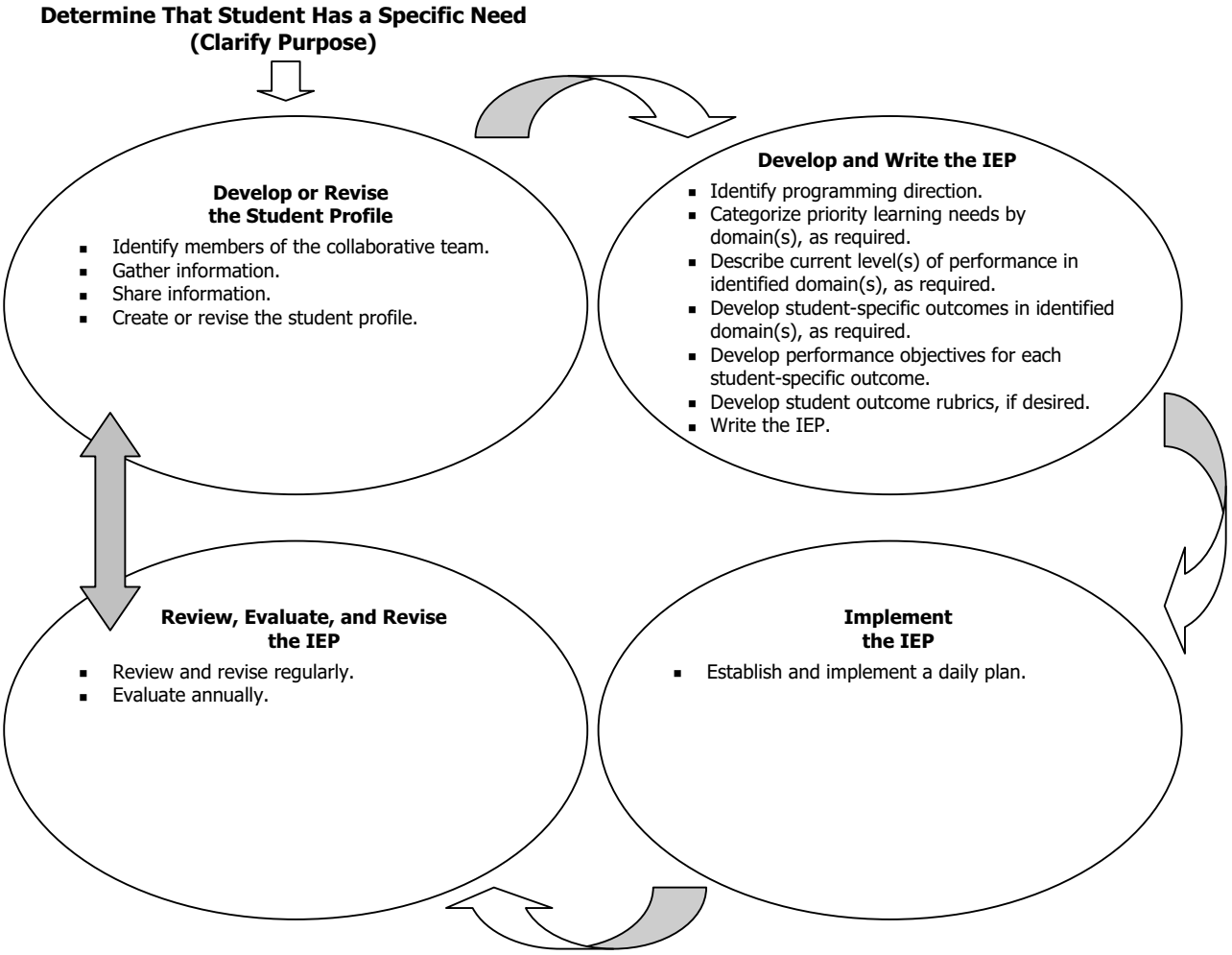
Appendix C *(continued)*

The Student-Specific Planning Process (Expanded)



Appendix D:
Responsibilities of Student-Specific Planning Team Members

This matrix can be used as an organizational and communication tool throughout the student-specific planning process.

- List team members across the top.
- Check the responsibilities assigned to each member. Team members may have more than one responsibility, and the responsibilities may be shared.

Student-Specific Planning	Team Members				
Develop or Revise the Student Profile	Identify members of the collaborative team.				
	Act as case manager.				
	Share student-specific information.				
	Conduct systematic classroom-based assessment.				
	Conduct systematic student-specific assessment.				
	Conduct specialized student-specific assessment.				
	Identify priority learning needs.				
	Document the student profile.				
Develop and Write the IEP	Identify programming direction.				
	Collaborate in developing student-specific outcomes (SSOs) in priority domain(s), as required.				
	Collaborate in developing performance objectives for each SSO.				
	Collaborate in developing a student outcome rubric for each SSO.				
	Document the IEP.				
Implement the IEP	Collaborate in developing a daily plan.				
	Document the daily plan.				
	Maintain ongoing communication with the student support team.				
	Assist in implementing the plan.				
	Select appropriate materials.				
Review, Evaluate, and Revise the IEP	Monitor and record student progress toward achieving outcomes.				
	Evaluate and record level of achievement of outcomes.				

Appendix E:
Conducting a Student-Specific Planning Meeting

☑ **Initiate the meeting by**
- inviting participants
- indicating time and place of meeting
- identifying agenda items for discussion
  - agenda items will be determined by the team members
  - the tasks listed in Appendix D: Responsibilities of Student-Specific Planning Team Members may be useful in guiding agenda development
- distributing agenda prior to the meeting

☑ **Open the meeting by**
- welcoming participants
- introducing everyone present, as necessary
- stating the purpose of the meeting and its timelines
- reviewing the agenda and making changes, as required
- choosing a recorder
- encouraging participants to contribute openly and respectfully

☑ **Move through the agenda by**
- discussing each agenda item
- encouraging collaboration and consensus
- facilitating problem-solving when necessary
- recording the discussion of and follow-up required for each agenda item (What is to be done? Who will do it? By when?)

☑ **Close the meeting by**
- summarizing the decisions the team has made and follow-up actions required
- identifying and recording items for the agenda of the next meeting
- setting the date, time, and location for the next meeting
- thanking the participants for their time and contributions

☑ **Follow up the meeting by**
- distributing a copy of the minutes of the meeting, including the agenda for the next meeting
- discussing the minutes of the meeting with any team members who were not present

Appendix F:
Parent Handout

Parents and Student-Specific Planning

Student-specific planning is the process through which members of student support teams collaborate to meet the unique needs of students. The purpose of student-specific planning is to help students attain the skills and knowledge that are the next logical step beyond their current level of performance.

Parents are valuable members of this process. You have the right to participate in the individual education planning process for your child. As a parent, you provide a unique understanding of your child's past experience and his or her interests, goals, and aspirations. The work you can do with your child at home is often important in meeting the outcomes identified in the individual education plan (IEP).

As a parent, you can take part in the student-specific planning process by

- having regular contact with the school
- taking an active role in the decisions made for your child
- asking about the services and resources available

Before going to a student-specific planning meeting, you may want to

- ask the case manager for a copy of the meeting agenda
- ask how your child may be a part of the process of planning the IEP
- write down the thoughts and questions you want to talk about in the meeting
- think about your goals and hopes for your child
- think about the concerns you would like to address
- consider inviting someone to assist you with this process—if you invite someone, inform the case manager

At the student-specific planning meeting, feel free to

- make it clear how long you can stay for the meeting
- provide information about your child and how he or she learns and behaves outside school
- ask questions if anything is unclear
- ask how you can help work on some of the outcomes of the IEP at home

After meetings, you can help by

- keeping in touch with the teacher(s) and/or case manager
- working on the outcomes of the IEP at home
- telling the teacher(s) of any change at home that may affect your child at school

Appendix G:
Student Profile (Sample Form)

Student Name _____ Date _____

History and Background	
Diagnostic Summary (e.g., medical, cognitive, adaptive)	
Interests, Preferences, Learning Styles	
Current Level(s) of Performance	Domain
	Domain
	Domain
Priority Planning Needs	

Appendix H:
Components of an IEP

An IEP contains

- student identification and background information
- current level(s) of performance, reflecting team consensus on the student's abilities and needs
- student-specific outcomes (if the student is working to achieve outcomes that are outside expected curricular learning outcomes)
- performance objectives (if the student is working to achieve student-specific outcomes)
- instructional strategies, materials, and environments
- names of team members who will implement the IEP
- plans for evaluation and review, with dates for meetings to examine student progress

The following questions may help in developing the components of an IEP. These questions are intended as suggestions only.

1. Student Identification and Background Information

- Student name
- Date of birth
- Provincial student number
- School
- Parent/guardian name
- Address
- Phone (home/work/cell)
- Email
- What is the student's first language?
- What other language(s) does the student speak?
- Is there any pertinent health care information that the student support team should be aware of?
  - Is there a current individual health care plan (IHCP)?
  - What impact does this medical information have on the student's programming?
- Are any agencies or additional supports actively involved?
- Pupil file information
  - What school(s) has the student attended?
  - What grades/courses has the student completed? repeated?
  - What is the student's attendance record?
  - Has the student received support from the following?
    - the in-school team (e.g., resource teacher, school counsellor, behaviour-intervention teacher)
    - the school support team (e.g., psychologist, speech-language pathologist, social worker, others)

(continued)

Appendix H *(continued)*

2. **Current Level(s) of Performance**
   - What is the student able to do?
     - Have various sources of information been considered?
     - Is the information organized according to domains?
     - Is each current level of performance written in precise, objective, and measurable terms?
     - Are the student's needs identified and prioritized?
3. **Student-Specific Outcomes (if required)**
   - Are the outcomes derived from the student's current level(s) of performance and needs?
   - Are the outcomes stated in positive terms?
   - Is the number of outcomes achievable and manageable?
   - Do the outcomes indicate what the student will do to demonstrate learning?
4. **Performance Objectives (if required)**
   - Are the performance objectives written in small, manageable units or steps?
   - Will the performance objectives lead to achievement of the student-specific outcomes?
   - When is achievement expected?
   - Is each performance objective observable or measurable?
   - What are the conditions under which the student will perform each objective?
   - What are the criteria for successful achievement of each outcome?
5. **Instructional Strategies, Materials, and Environments**
   - What instructional strategies, assessment processes, and resources will be used?
   - Where will the outcomes be addressed, practised, and assessed?
6. **Team Members**
   - Who are the team members who will implement the IEP?
7. **Evaluation and Review**
   - How will the IEP be evaluated?
   - What are the dates and times of review meetings?

Appendix I:
Verbs and Student-Specific Outcomes

SMART (specific, measurable, achievable, relevant, and time-related) student-specific outcomes clearly describe what the student will do.

When writing student-specific outcomes, choose verbs that state how students will demonstrate what they know or are able to do. The chosen verbs should refer to a skill sequence and describe observable and measurable behaviours.

The following verbs may be useful in writing SMART student-specific outcomes. They are listed in categories corresponding to some of the multiple intelligences identified by Howard Gardner.

Multiple Intelligences	Verbs for Writing SMART Student-Specific Outcomes			
Verbal/ Linguistic	Address Amend Answer Argue Articulate Associate Compose Convert Convince Create Critique Debate Defend Define Demonstrate Describe Devise Discuss Display Distinguish Draft	Elaborate Embellish Enrich Enunciate Expand Explain Express in other terms Extend Form Generalize Generate Give examples Give in own words Indicate Inform Interview Introduce Invent Justify Label	List Listen Make up Memorize Name Paraphrase Point out Predict Prescribe Present Pretend Produce Publish Question Quote Read Recall Recite Recognize Recommend Redirect	Relate Repeat Report Respond Restate Retell Revise Reword Rewrite Specify State Suggest Summarize Synthesize Teach Tell Translate Transmit Use Write
Logical/ Mathematical	Analyze Apply Appraise Arrange Brainstorm Break down Calculate cause/ effect Check Classify Combine Compare/contrast Compute Conclude Convert Count Criticize	Decide Decipher Deduce Demonstrate Derive Detect Determine Develop Devise Differentiate Discern Discover Discriminate Distinguish Estimate Evaluate Examine	Exercise Extrapolate Find examples Find relationships Find unknown Formulate Grasp Hypothesize Infer Integrate Interpret Link Measure Observe Order Outline Plot	Predict Prove Puzzle Rank Resolve Select Separate Sequence Simplify Solve Test Track Translate Unify Verify

(continued)

Appendix I *(continued)*

Multiple Intelligences	Verbs for Writing SMART Student-Specific Outcomes			
Visual/ Spatial	Build Cast Change Chart Convert Compose Copy Create Decorate Demonstrate Design Diagram	Distinguish Divide Draw Elaborate Embellish Enlarge Expand Form Formulate Graph Identify Illustrate	Improve Integrate Interpret Invent Label List Make Mark Mind map Model Organize Originate	Outline Produce Rearrange Recognize Render Reorder Represent Reproduce Show Sketch Transform
Musical/ Rhythmic	Amplify Arrange Blend Classify Compare/contrast Compose Create Demonstrate Elevate	Enhance Explain Express Harmonize Hear Hum Illustrate Incorporate Interpret	Listen Make up Orchestrate Perform Play Practise Present Produce Represent	Retell Select Show Sing Stage Train Write about
Body/ Kinesthetic	Act out Adjust Apply Arrange Bend Blend Build Categorize Change Choose Classify Collect information Combine Compare Compile Complete Conduct Construct Count Create Demonstrate Design Determine Develop Devise Discover Display Divide	Document Dramatize Engage Erect Examine Execute Exercise Experiment Fill in Find Fold Form Fuse Gauge Group Imitate Inspect Interpret Invent Investigate Jump Keep records Leap Locate Make Make up Manipulate Match	Measure Model Move Operate Order Organize Participate Perform Pick Plan Point Post Practise Prepare Present Produce Put Put in order Put to use Put together Rearrange Reconstruct Record Reorder Reorganize Restructure Role-play Rotate	Search Select Separate Shake Show Simulate Sort Spin Spring Stage Stand Stretch Subdivide Survey Tabulate Take apart Touch Trace Track Train Transfer Turn Twist Uncover Underline Use Vault Write

(continued)

Appendix I *(continued)*

Multiple Intelligences	Verbs for Writing SMART Student-Specific Outcomes			
Interpersonal	Advise Articulate Assign Coach Communicate an opinion Compose Contribute Create Demonstrate Design Discuss	Display Educate Empathize Encounter Evaluate Experience Explain Give feedback Identify Illustrate Improve Instruct	Interpret Interview Justify Listen Organize Perceive Plan Play Practise Present Project Receive feedback	Record Relate Role-play Seek Share Show Solve Spell out Teach Train Translate Write
Intrapersonal	Access Advocate Amend Analyze Apply Appraise Assess Assimilate Award Choose Communicate ideas Compare/contrast Concentrate Conclude Contribute Elevate	Create Critique Decide Defend Demonstrate Describe Determine Discriminate Draw Evaluate Explain Explore Focus Illustrate Imagine Interpolate	Interpret Judge List Make Narrate Plan Point out Position Practise Prepare Propose Rank Rate Recognize Recount Redraw	Reflect Report Review Revise Rewrite Select Self-reflect Share Show Suggest Support Tell Track Use Validate Write

Avoid verbs that cannot be demonstrated				
Examples	Acquire Appreciate Be aware of	Believe Consider Feel	Know Learn Remember	Think Understand Value

Appendix J:
IEP Framework for Documenting Adaptations
(Sample Form)

Student Name _____ Date _____

Current Level(s) of Performance (What do we know?)	
Adaptations (What will we try?)	
Assessment (How is it working?)	

Appendix K:
IEP Framework for Documenting Student-Specific Outcomes (Sample Form)

Student Name _____ Date _____

Domain _____

Current Level of Performance _____

_____

_____

Student-Specific Outcome _____

_____

Performance Objectives	**Instructional Strategies, Materials, and Environments**	**Assessment and Evaluation** (Include date and person gathering assessment data.)

Appendix L:
Daily Planner for a Student Who Receives Adaptations (Sample)

Time, Subject/Course, and Location	Expected Learning Outcomes	Instructional Strategies, Materials, and Environments	Assessment and Evaluation
	■ Which curricular learning outcomes is the class working to achieve?	■ Which adaptations are required? ■ Which strategies and resources are required to support the student?	■ Which adaptations are required? ■ Assessment methods? ■ Assessment materials? ■ Environments?

Appendix M:
Daily Planner for a Student Who Receives Modified Programming (Sample)

Time, Subject/Course, and Location	Expected Learning Outcomes	Performance Objectives	Instructional Strategies, Materials, and Environments	Assessment and Evaluation

	■ Which curricular learning outcomes is the student working to achieve?
	■ To what level?
		■ Which performance objectives would best be taught and practised during this time and in this environment?	■ Which strategies and resources are required to support the student?	■ Document observations.
				■ Which assessment tools and strategies will be used?
				■ Environments?
				■ Did the student demonstrate the skill?
				  ■ Independently?
				  ■ Assisted?
				  ■ On what date?

Appendix N:
Daily Planner for a Student Who Receives Individualized Programming (Sample)

Time, Subject/Course, and Location	Performance Objectives	Instructional Strategies, Materials, and Environments	Assessment and Evaluation

■ When?
■ Where?
■ Who?
	■ Which performance objectives would best be taught and practised during this time and in this environment?
	■ List the specific skills the student is expected to demonstrate.
		■ Which strategies and resources are required to support the student?
		  ■ Level of prompting?
		  ■ Adaptive equipment?
		  ■ Specific strategies?
			■ Document observations.
			■ Which assessment tools and strategies will be used?
			■ Did the student demonstrate the skill?
			  ■ Independently?
			  ■ Assisted?
			  ■ On what date?

Appendix O:
Student Outcome Rubric
(Sample Form)

Student Name _____ Date _____

Evaluator _____

Team Members/Positions _____

Domain _____ **Target Skill** _____		**Level at Year End**
Current Level of Performance		
1 Much less than expected		
2 Somewhat less than expected		
3 Expected (SSO)		
4 Somewhat more than expected		
5 Much more than expected		

GLOSSARY

GLOSSARY

accessibility
Removing physical or other barriers or obstacles to ensure access to buildings, facilities, media, materials, electronic systems, and environments, and to ensure equality for all individuals.

accommodation
A process that involves determining what barriers might affect a person, exploring options for removing those barriers, and accommodating to the point of undue hardship.

adaptation
A change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve the expected learning outcomes.

appropriate educational programming
A collaborative school-family-community process through which school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social, and emotional needs of all students.

assessment
A process of gathering information about what, and how, a student has learned in order to make decisions about what to do next to continue the learning.

assistive technology
Any item, piece of equipment, product, or system that is used to increase, maintain, or improve the functional capability of individuals with disabilities.

behaviour intervention plan (BIP)
An intervention plan developed by a team to meet a student's social/emotional and behavioural needs.

clinician
An individual trained in the provision of support services within the school setting who provides services for students with exceptional learning needs and consultative services for school personnel and parents; and certified under the *Teaching Certificates and Qualifications Regulation 515/1988*, as speech-language pathologists, school psychologists, school social workers, occupational therapists, physiotherapists, or reading clinicians.

continuum of supports and services
A range of programming and services designed to support students with exceptional needs.

core team
Consists of the student, the student's parent(s), and the student's teacher(s).

curriculum
The curriculum prescribed or approved by the Minister.

daily plan
A plan that outlines how a student's individual education plan will be carried out each day; outlines a daily timetable for a student and the outcomes to be worked on.

differentiated instruction
A method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of pupils.

early identification
The process used to identify students with exceptional learning needs in preschool, Kindergarten, the Early Years, or as early as possible in students' education before or after their entry into school.

educational assistant
A person hired by the school division to provide support for teachers and/or students and supervised by a teacher.

expected learning outcomes
The learning outcomes consistent with the curriculum.

inclusion
A way of thinking and acting that allows every individual to feel accepted, valued, and safe.

inclusive education
Providing all students with the supports and opportunities they need to become participating members of their school communities.

individual education plan (IEP)
A global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student; the written IEP may range in length from one page documenting student-specific adaptations developed by a student's teacher(s) in consultation with the parent(s), to a lengthier documentation of a student's programming outlining student-specific outcomes developed by a larger team that may also include resource, clinical, and other student services supports; the term IEP is inclusive of other acronyms such as adapted education plan (AEP), behaviour intervention plan (BIP), assisted learning plan (ALP), and so on.

individual health care plan (IHCP)
A written plan of care for a student with special health-care needs; a registered nurse facilitates development of the IHCP.

individual transition plan (ITP)
A formal plan developed to help a student with exceptional learning needs as the student prepares to exit the school system; the plan is developed by a student's IEP team and is reviewed annually.

individualized programming
Programming intended for students whose cognitive disabilities are so significant that they do not benefit from participating in curricula developed or approved by Manitoba Education; it identifies highly individualized learning experiences that are functionally appropriate.

informed consent
An individual's voluntary consent to participate in an activity (assessment, intervention, program) after first being fully advised of the benefits and the risks; can be withdrawn at any time.

in-school team
Consists of the core team (student, parents, teachers) and other school staff, such as the resource teacher and/or school counsellor; the key decision maker in the student-specific planning process.

modification
Changes in the number or the content of the learning outcomes a student with a significant cognitive disability is expected to meet in the provincial curriculum, as determined by the student support team.

performance objectives (POs)
Student-specific outcomes broken down into small, manageable components or steps.

personalized transportation plan (PTP)
A written document recording the individual student's exceptional needs and the requirements for transportation services as part of a student's IEP.

placement
A school or an alternative learning environment chosen for a student; determined by school and school division policy and in consultation with the school team, including parents.

print disability
A situation caused by a sensory, physical, or neural disability that results in a student being unable to use print materials effectively.

reasonable accommodation
The school's obligation to address special needs of students where these needs stem from the protected characteristics specified in *The Human Rights Code* of Manitoba, such as physical or mental disability, and affect the individual's ability to access educational/school services or facilities; the measures to accommodate special needs will be reasonable and required unless they cause undue hardship due to cost, risk to safety, impact on others, or other factors.

resource teacher
A teacher whose principal duties are to determine individual educational difficulties, to identify appropriate strategies for use by teaching staff, to give direct assistance to teachers and students, and to provide school personnel and parents with consultative services.

school support team
Consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

specialized assessment
Individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the exceptional learning needs of students; includes assessment of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual and adaptive, communication, academic, or special health-care needs relevant to students' learning and performance.

student outcome rubric (SOR)
A tool that can be used at the end of the school year to evaluate and report a student's level of achievement of his or her student-specific outcome(s); each SOR specifies the behaviour that must be exhibited to be assigned a specified evaluative rating.

student services administrator
A teacher employed by the school division to coordinate and support the student services needs in schools.

student-specific outcome (SSO)
A concise description of what a student will know and be able to do by the end of the school year.

student with exceptional learning needs
A student who requires specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic, or special health-care needs that affect his or her ability to meet learning outcomes.

transition
Moving a student from one environment to another at key points in his or her development from childhood to adulthood (e.g., entry into the Kindergarten or nursery school years, transition from the Early to Middle Years, from one grade to the next, or from school to post-secondary education or employment).

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Healthy Child Manitoba Documents 92
Manitoba Education Documents 92

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