



**MINISTER
OF EDUCATION, TRAINING AND YOUTH**

Room 168
Legislative Building
Winnipeg, Manitoba R3C 0V8
CANADA

Dear Colleagues,

Manitoba Education, Training and Youth is pleased to provide school divisions/districts with Supporting Inclusive Schools, A Handbook for Student Services. It is a compilation of existing policies and procedures in student services. The handbook represents a starting point and provides a framework for the many changes in legislation, policy and practice that are on the horizon in special education.

This handbook will serve as a single point of reference for policy, procedures and service standards. It will help school divisions/districts develop programs and services. As a resource guide, information has been cross-referenced to other departmental manuals, handbooks and policies. You will receive copies of any revisions or additions and notice of any deletions to keep your handbook current.

We invite readers to provide feedback on ways this publication can be improved to clarify information and expectations for students with special needs.

Copies in English and French are available from:

*Program and Student Services Branch
Manitoba Education, Training and Youth
206-1181 Portage Avenue
Winnipeg, MB R3G 0T3*

*Yours sincerely,
Honourable Drew Caldwell*

TABLE OF CONTENTS

Introduction

- Preface
- Purpose
- Using the Handbook
- Philosophy of Inclusion

Section A: Policies

- A-1 Addressing Diversity Through a Continuum of Instructional Supports
- A-2 Special Education in Manitoba: Policy and Procedural Guidelines for the Education of Students with Special Needs in the Public School System

Section B: Planning

- B-1 The Planning Process
 - Divisional Planning
 - Planning at the School Level
 - Planning at the Classroom level
- B-2 Individual Planning
 - Individual Education Planning
 - Behaviour Intervention Planning
 - Multisystem Planning
 - Planning for Students with Complex Medical Needs
- B-3 Transition Planning
 - Beginning School
 - Transition between Activities and Settings
 - From Secondary School into Adult Life
 - Registering Children in Care of Child Welfare Agencies

Section C: Determining Student Needs

- C-1 Screening
 - Hearing
 - Vision

Section D: Roles and Responsibilities

- D-1 Record Keeping
 - Student Records

Section E: Resources

E-1 Human Resources

- Special Education Certificate
- Special Education Co-ordinator Certificate
- School Clinician Certificate

E-2 Fiscal Resources

- Special Needs Categorical Funding
- Application Process for Special Needs Funding Levels II and III
- Guidelines for Submitting Multisystem Applications

Section F: Quick Reference

F-1 Transportation

F-2 Special Education Support

F-3 Referral Process

F-4 Individual Education Planning

F-5 Guidance and Counselling

F-6 Speech

F-7 Language

F-8 Deaf and Hard of Hearing

F-9 Central Auditory Processing (CAP)

F-10 Vision Screening

F-11 Visual Impairments

F-12 Special Materials Services (SMS)

F-13 Augmentative and Alternative Communications (AAC)

F-14 Learning Disabilities

F-15 Autism

F-16 Supporting the Behaviour of Students with Cognitive or Neurological Disabilities

F-17 Fetal Alcohol Syndrome (FAS)

F-18 Student Services Document List

Section G: Glossary

Section H: Appendix

H-1 Unified Referral and Intake System (URIS) Application

H-2 The Freedom of Information and Protection of Privacy Act (FIPPA) and The Personal Health Information Act (PHIA)

H-3 Special Needs Categorical Funding Levels II and III

H-4 Policy Guidelines for Transportation of Students with Special Needs

PREFACE

This manual is a response to two recommendations of *The Manitoba Special Education Review* (1999). The review recommended:

A.3.i: Manitoba Education and Training revise the policy document *Special Education in Manitoba*.

B.1.i: Manitoba Education and Training revise its special education policy document to become a comprehensive handbook on policy and procedures including:

- statement of philosophy and policy (including minimum standards);
- definitions of terminology; detail regarding administrative practices and procedures;
- expectations regarding identification and assessment processes, including IEPs;
- detail on the appeal process;
- an outline of roles, responsibilities and expectations of all stakeholders (including Manitoba Education and Training, other government departments, agencies, the division/district, the school as well as parents and students);
- expectations regarding the qualifications of educators, paraprofessionals and other service providers.

Supporting Inclusive Schools: A Handbook for Student Services provides information on current and future policies and procedures as they are developed. As research, practise and policy in education continue to develop, this manual will be updated.

Manitoba Education, Training and Youth thanks the Special Education Review Initiative (SERI) Advisory Committee, educational stakeholders and partner government agencies for their significant contributions.

Questions or comments about this manual can be directed to:

Program and Student Services Branch
Manitoba Education, Training and Youth
206 - 1181 Portage Avenue
Winnipeg, MB R3G 0T3
204-945-7912 or 1-800-282-8069 ext 7912

Purpose

This handbook was written as a resource guide for student services. It contains current policies and procedures and will incorporate new ones as they are developed. It is intended primarily for use by administrators, school teams and special-needs professionals. Other professionals, parents and community members may also find it useful.

Using the Handbook

Policy and procedures in student services change as research and practice evolve and new policy is developed. This handbook will be updated periodically and pages are marked with the release date. **Readers are urged to check that the manual they are using is up-to-date.**

The handbook is divided into 9 main sections:

Section A: Policies: the policies and procedures, including minimum service standards for delivering student services in Manitoba.

Section B: Planning: the components required to address the diverse needs of students.

Section C: Determining Student Needs: current practices in screening and assessment.

Section D: Roles and Responsibilities: the key student services functions.

Section E: Resources: funding sources, qualifications and certification.

Section F: Quick Reference: student programs and services.

Section G: Glossary: terms used in the handbook and other departmental manuals, policies and documents.

Section H: Appendix: supporting information on various student services areas.

Section I: Divisional Policies: information relevant to local divisional policy.

To make the handbook easier to update, the sections have been paginated separately. Cross-references have been included where appropriate.

Philosophy of Inclusion

Students with special needs should experience school as much as possible like their peers without special needs.

Manitoba Education, Training and Youth 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.

To make inclusion applicable in Manitoba schools, educators will:

- foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement
- identify and foster practices by which students with a wide range of learning needs can be taught together effectively
- enhance, through modelling and instruction, student abilities to deal with diversity
- offer students an environment that provides potential for dignified, meaningful relationships
- provide each student with appropriate supports, including instructional placements, to develop their personal best in a setting that respects their abilities
- help each student contribute to the classroom and school community
- develop and maintain competencies for achieving these principles.