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CHAPTER 2: DECIDING WHO NEEDS AN IEP

Educators are encouraged to consider the potential benefits of individual planning for a wide range of students. An IEP will be developed for a student when it is

- mandated through Manitoba Education and Training policy documents for the student's course or programming designation
- required to communicate information to other jurisdictions involved with the student
- indicated as the best way for school staff and family to collaborate in meeting the student's individual needs

When Are IEPs Mandated?

The chart on pages 2.4 to 2.6 summarizes Manitoba Education and Training's current policy and practice regarding the use of IEPs.

Policy	Implications for IEPs
<p>Individualized Programming (I)</p> <p><i>Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years (1995)</i></p> <p>Senior Years students with significant cognitive disabilities who benefit from a highly-individualized and functionally-appropriate learning experience outside curricula developed or approved by Manitoba Education and Training. Eligibility is determined by the programming team.</p>	<p>IEPs must be developed and implemented for Senior Years students receiving the individualized (I) programming designation.</p>
<p>Modified Course Designation (M)</p> <p><i>Towards Inclusion: A Handbook for Modified Course Designation, Senior 1 to Senior 4 (1995)</i></p> <p>Senior Years students with significant cognitive disabilities who benefit from curricula developed or approved by Manitoba Education and Training, provided that the curricular outcomes have been modified significantly to meet the student’s unique learning requirements. Eligibility is determined by the programming team.</p>	<p>IEPs must be developed and implemented for Senior Years students receiving a modified (M) course designation on an individual course basis.</p>
<p>English as a Second Language Course Designation (E)</p> <p><i>Towards Inclusion: A Handbook for English as a Second Language Course Designation, Senior 1 to Senior 4 (1995)</i></p> <p>Senior Years ESL students who benefit from curricula developed or approved by Manitoba Education and Training that have been adapted to facilitate their acquisition of English and to assist the student in transitioning to regular Senior Years programming. Eligibility is determined by the programming team.</p>	<p>IEPs must be developed and implemented for Senior Years students receiving an English as a Second Language (E) course designation on an individual course basis.</p>

Policy	Implications for IEP
<p>Adaptations and Exemptions to Provincial Examinations and Standards Tests</p> <p><i>Policies and Procedures for Provincial Examinations and Standards Tests</i></p> <p>Students are eligible for adaptations and exemptions to provincial examinations and standards tests. Such cases should be well-documented and requests made in writing to Assessment and Evaluation Branch at the time of student registration for the examination or test. Exemptions are granted at the local level in consultation with parents.</p> <p>Special Needs Categorical Support</p> <p>Categorical funding for students with special needs beyond the usual clinician and Level I support.</p> <p>Unified Referral and Intake System (URIS)</p> <p><i>Unified Referral and Intake System Manual</i></p> <p>The URIS protocol is an interdepartmental mandate (Departments of Family Services, Health, and Education and Training) created to support children living with special health care needs to live safely at home and to participate to the fullest extent possible in community life (e.g., school). The protocol also applies to the eligibility of a student for Level III Special Needs Categorical Support.</p>	<p>For some students, this documentation will take the form of an IEP.</p> <p>An IEP by itself does not imply that a student will require adaptations or be exempt from writing provincial examinations or standards tests.</p> <p>Requests for adaptations and exemptions are granted for each specific provincial examination or standards test.</p> <p>IEPs must be developed and implemented for students receiving Level II and Level III Special Needs Categorical Support.</p> <p>IEPs must be developed by a multisystem team and contain multisystem interventions that are developed around the student's special health care and learning needs.</p> <p>IEPs are a component of the information submitted to the URIS committee in Group A applications.</p>

Continued

Policy	Implications for IEP
<p>Emotional/Behavioural Difficulties</p> <p><i>Interdepartmental Protocol Agreement for Children/Adolescents with Severe to Profound Emotional/Behavioural Disorders</i></p> <p>The protocol acts as a mandated basis for multisystem cooperation in the development of systems of care for children and adolescents who are experiencing severe to profound emotional/ behavioural difficulties.</p> <p>The protocol also applies to the eligibility of the student for Level III Special Needs Categorical Support.</p>	<p>IEPs must be developed by a multisystem team and contain multisystem interventions that are developed around shared service goals and implemented in all of the student’s living/learning environments and educational interventions that are implemented by the school.</p>

When Are IEPs Indicated?

Within each classroom, students learn at different rates and in different ways. *A Foundation for Excellence* (1995) states that the needs of the majority of students can be met through differentiation—using a variety of strategies, techniques, and approaches to support the range of students within the classroom. IEPs may be indicated when students are not attaining their learning potential within a classroom that utilizes differentiated instruction strategies. Whether a student’s learning needs can be met through differentiating instruction or whether he or she needs individual planning is a decision the team makes through ongoing assessment.

IEPs are valuable for a range of students who require adaptations to support them in meeting the outcomes of the provincial curriculum. These may include alternative instructional strategies (e.g., use of interpreters, visual cues, and aids), formats (e.g., Braille, books-on-tape), and assessment procedures (e.g., oral examinations, additional time).

In requesting adaptations to provincial examinations and/or standards tests or post-secondary programs, students may require documentation to show that adaptations are long-standing. The IEP provides this documentation.

How Are Students Identified for IEPs?

Some of the students involved in the planning process will be students who have long-standing needs and have had an IEP in the past. Others will not have had an IEP. Identifying students who may need an IEP begins when someone who works with them observes that they have needs that are not being met through programming related to the provincial curriculum.

Figure 2.1 on page 2.8 traces the process educators and families use to decide whether an IEP is warranted.

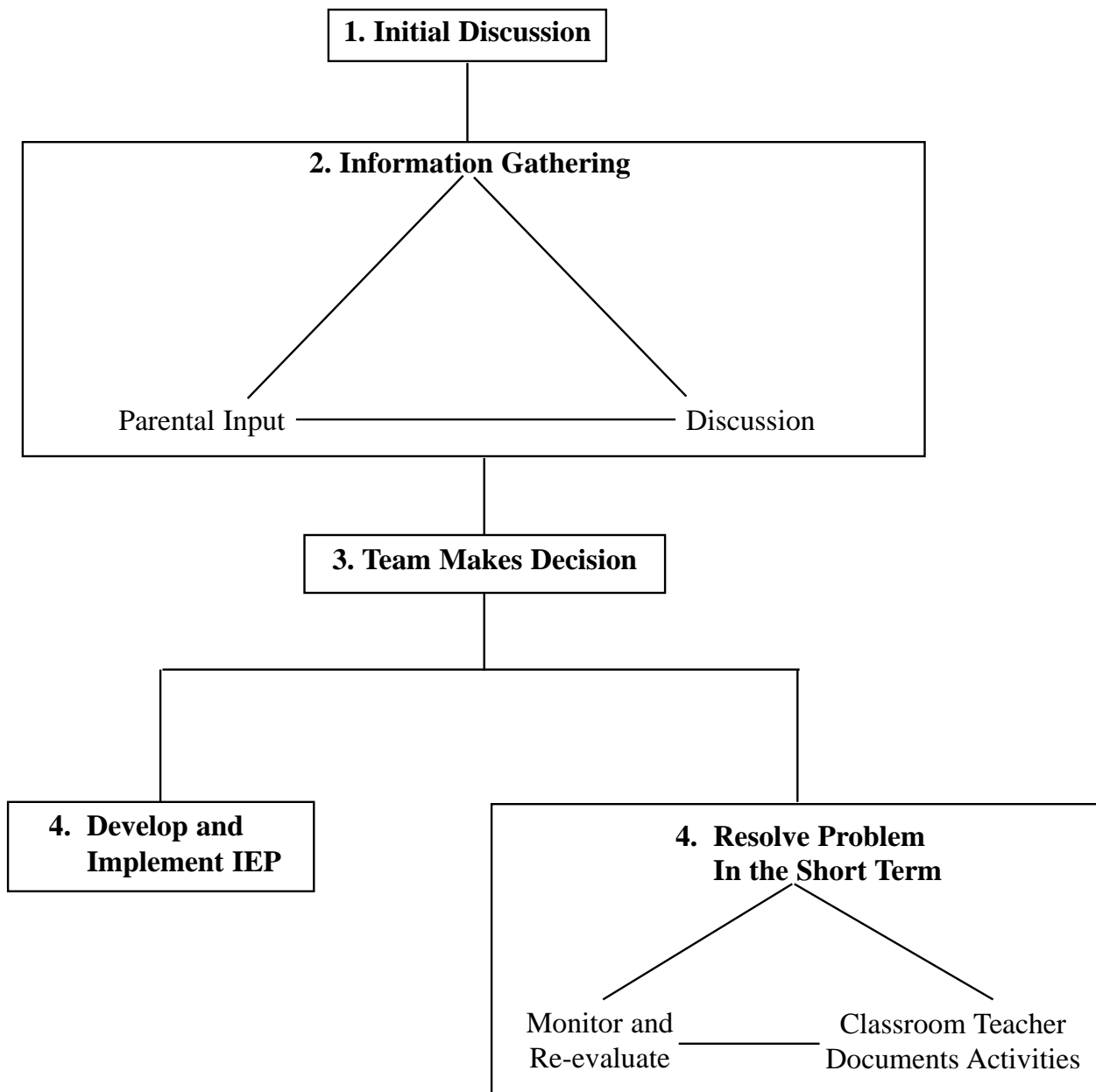


Figure 2.1: This chart traces the process educators and parents use to decide whether an IEP is warranted.

Identifying students who may need an IEP begins when someone who works with them observes that they have needs that are not being met through programming related to the provincial curriculum.

Deciding Who Needs an IEP

1. **Initial Discussion:** Discussions are initiated by parents, students, teachers, resource teachers, other professional staff such as special education consultants, principals, psychologists, speech-language pathologists, audiologists, or agencies. Having this discussion does not necessarily mean students will receive an IEP. It means that a meeting will be held to determine whether concerns need to be addressed through collaboration with others involved in student learning.
2. **Information Gathering:** Once concerns about a student have been identified, staff who work with the student gather information and meet to decide on the most effective course of action. The teacher will want to seek parental input at this stage.
3. **Team Makes Decision:** The team makes a decision based on parental/student input, the information they have gathered, and their discussions concerning the student.
4. In view of these factors, in-school personnel and parents decide on one of the following
 - **Develop and Implement IEP**
The team begins the IEP process.
 - **Resolve Problem in the Short Term**
If specific actions will resolve the problem in the short term (e.g., transferring the student to a different course or placement or making a medical referral), classroom teachers take steps to address the concern, document these steps, and continue to monitor the student's progress. The student may be considered for an IEP later if needs and circumstances change.

