



CHAPTER 2: DOCUMENTING STUDENT-SPECIFIC PLANNING: THE IEP

Key Ideas in This Chapter	23
Initiating and Documenting Student-Specific Planning	23
Who Must Have an IEP?	24
Chapter Summary	25

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
<ul style="list-style-type: none"> ■ a specialized assessment identifies that he or she requires support to meet the expected learning outcomes 	<ul style="list-style-type: none"> ■ <i>Appropriate Educational Programming Regulation 155/2005, Section 5(1)</i>
<ul style="list-style-type: none"> ■ a specialized assessment identifies that he or she requires support to meet student-specific learning outcomes 	<ul style="list-style-type: none"> ■ <i>Appropriate Educational Programming Regulation 155/2005, Section 5(1)</i>
<ul style="list-style-type: none"> ■ transitioning into or out of school and requiring supports to meet the expected learning outcomes or to meet student-specific learning outcomes 	<ul style="list-style-type: none"> ■ <i>Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community (Healthy Child Manitoba 17)</i> ■ <i>Guidelines for Early Childhood Transition to School for Children with Special Needs (Healthy Child Manitoba, et al. 3–4)</i> ■ <i>Guidelines for School Registration of Students in Care of Child Welfare Agencies (Healthy Child Manitoba, et al. 3)</i>
<ul style="list-style-type: none"> ■ enrolled in a Modified (M) designated course in high school 	<ul style="list-style-type: none"> ■ <i>Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4 (Manitoba Education, Training and Youth 2)</i>
<ul style="list-style-type: none"> ■ receiving the Individualized Programming (I) designation in high school 	<ul style="list-style-type: none"> ■ <i>Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years (Manitoba Education, Training and Youth 2)</i>
<ul style="list-style-type: none"> ■ receiving Special Needs Categorical Support (Level II or III) 	<ul style="list-style-type: none"> ■ <i>Appropriate Educational Programming in Manitoba: Standards for Student Services (Manitoba Education, Citizenship and Youth 16)</i>
<ul style="list-style-type: none"> ■ reading aloud outside the classroom is requested as an adaptation for English language arts and <i>Français</i> standards tests 	<ul style="list-style-type: none"> ■ <i>Policies and Procedures for Standards Tests (Manitoba Education, Citizenship and Youth 7)</i>

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.

