



Appropriate Educational Programming Administrative Procedure 3.B.10

3.0 Programs and Services
3.B Student Services

Board Governance Policy Cross Reference: 1, 2, 3, 14

Legal Reference: The Public Schools Act (Manitoba); The Public Schools Amendment Act (Appropriate Educational Programming) S.M. 2004, proclaimed October 28, 2005; Appropriate Educational Programming Regulation 155/2005. Standards for Appropriate Educational Programming in Manitoba 2022

Date Adopted: June 2007

Date Amended: January 2015. February 2019, July 2024

1. Evergreen School Division supports a philosophy of inclusion where all students are provided with the supports and opportunities needed to become participating members of their school communities.
2. Our school communities develop plans for the full diversity of the student population. Our schools provide learning environments that are accessible to all students; places where students can learn, grow, experience acceptance and belonging, and where they can enjoy all the benefits of citizenship.
3. Appropriate educational programming begins with the provincial curricula with consideration of the student's individual learning needs and abilities and may include differentiated instruction, adaptations and student-specific plans (SSPs) for students.

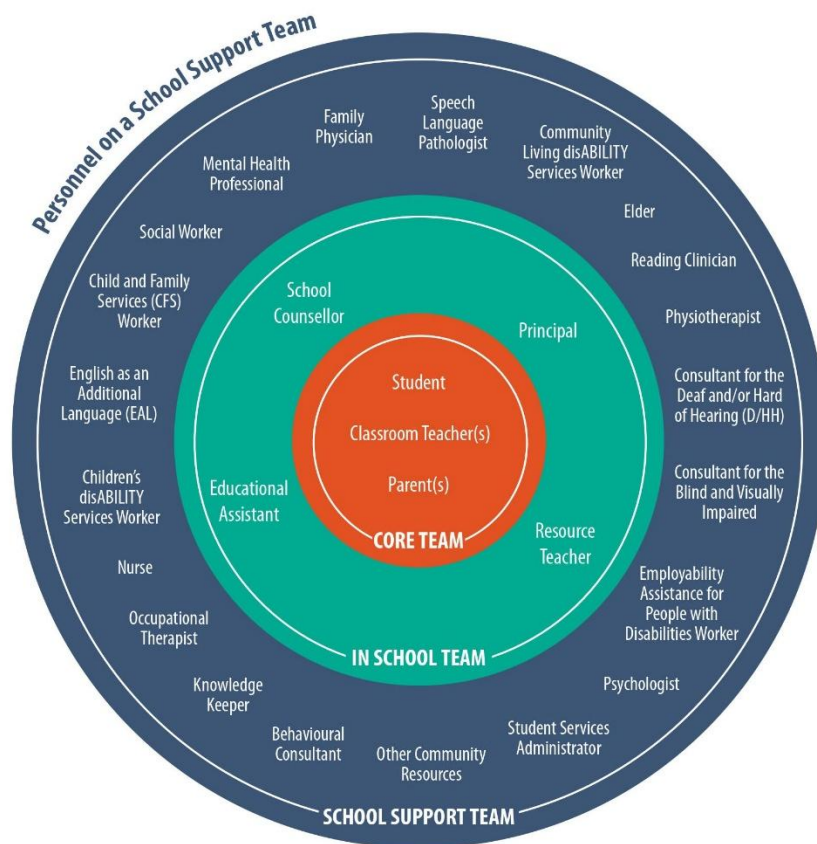
School Based Support Teams

4. School staff engage in practices that allow students with a wide range of learning needs to be taught together effectively and enhance students' abilities to respect diversity.
5. Any student may require student-specific planning, programming, and documentation, including those who have identified special learning needs and abilities. Students with special learning needs and abilities are:
 - a. Those who require specialized services or programming when deemed necessary by the in-school team because of cognitive/intellectual, social/ emotional, behavioural, sensory, physical, communication, academic, or special healthcare needs that affect their ability to meet curricular learning expectations; or
 - b. Those who are working well beyond subject- or course-specific provincial curricular learning expectations in one or more subjects/courses or specific skill areas.
6. Appropriate educational programming is the result of collaborative decision making of the student's educational support team, including parent(s) or guardian(s).
7. The in-school team includes the student, parent/guardian, classroom teachers, school principal, resource teacher, guidance teacher, and may include the educational assistant

or others who support students with special learning needs and abilities. For students who require an SSP, a member of the in-school team is designated as case manager.

Division Based Support Teams

8. In-school teams have access to division level support, including specialized teachers and clinicians.
9. Clinicians (such as a School Psychologist and Speech and Language Pathologist) provide consultative-collaborative services with school personnel and parents and may become active members of a students' support team through the division's referral process.
10. The division's student services administrator plays a key role in supporting the efforts of school teams. The division staff person assigned these responsibilities coordinates supports and services across the school division, and in some cases, participates directly in planning for students with special learning needs and abilities in schools.
11. A wide range of other professionals may be involved in student specific planning as members of the school support team. See School Division Student Services Supports graphic below from Standards for Appropriate Educational Programing in Manitoba (2022).



* Student services administrators may have different titles in different school divisions. Examples include student services coordinator, student services consultant, director of student services, principal of student services, and assistant superintendent of student services.

Specialized Assessments/ Interventions

12. Some students may require services beyond those available within the school. These services include specialized assessment and interventions.
13. The school principal is responsible for the development of specific plans for any student who cannot achieve the expected learning outcomes through differentiated instruction or adaptations or accommodations to the learning environment.
14. Students can be referred for specialized assessment or further intervention if information from school-based assessments, differentiated instruction, adaptations and other school-based interventions are found to be insufficient in assisting the student in achieving the expected learning outcomes.

Specialized Programming

15. As far as reasonably practicable, appropriate educational programming is provided to students with specific plans in a regular class of his or her peers at the school whose catchment area includes his/her residence.
16. In consultation with parent(s)/guardian(s) and school teams, division student services staff may designate programming in another school in the division if the catchment school does not provide or is not appropriate for the specialized program required by a student with special learning needs and abilities.
17. The placement of students in locations other than the catchment school for their residence will be reviewed annually or when the students' need warrant such a review.