



Planning in Education

Administrative Procedure 3.B.120

3.0 Programs and Services
3.B Student Services

Board Governance Policy Cross Reference: 1, 2, 3, 14, 16, 17

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.

Further Information: Standards for Appropriate Educational Programming in Manitoba 2023

Date Adopted: June 2009

Date Amended: August 2017, July 2024

Levels of Planning in Education

1. Evergreen School Division and schools annually engage in planning, assessment, monitoring and reporting to parents and the community on school division and school goals. This planning involves staff, parents, the community and students where appropriate.
2. This process also involves student services planning, which includes:
 - a. Supports and services available to students;
 - b. Information on how to access the supports and services;
 - c. Information on expenditures related to student services.
3. Classroom level planning and student specific planning also occur to meet the needs of all students. Teachers plan and use instructional strategies to meet the diverse needs of all students in their classes. For some students who have special learning needs, student-specific planning is necessary. Principals, teachers, parents and students (the in-school team) all have a role to play in student-specific planning. Clinicians and other division and community resource personnel may be called upon to participate in the planning process.
4. 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 learning needs and to develop, 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 learning needs.

Student Specific Planning

5. Student-specific plan (SSP) 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 a student.
 - a. An SSP is a document that functions as a planning, record-keeping, and communication tool.

- b. A wide range of students with different strengths and needs can be served through student-specific planning, and each resulting plan is specific to the student for whom it is designed.
 - c. The format, length, and content of the SSP will reflect the needs of the student, and they range from one or two pages to longer, more detailed and comprehensive SSPs.
 - d. The term student-specific plan replaces the terminology individual education plan (IEP).
 - e. Students learning English as an additional language (EAL) have an EAL learning plan, which is a specific type of SSP.
6. A SSP is required when:
- a. It is determined that a student requires student-specific outcomes in addition to the provincial curriculum.
 - b. In K to Grade 8, it is determined that a student is eligible for the EAL or Litt ratie fran aise designation in a subject, modification of curricular learning expectations in a subject, or individualized programming.
 - c. In Grades 9 to 12, it is determined that a student is eligible for the English as an Additional Language (E) designation, Litt ratie fran aise (L) designation, the Modified (M) course designation, or the Individualized Programming (I) designation.
 - d. It is determined that a student has an identified need and requires adaptations consistently in order to meet or approximate the learning expectations of the provincial curriculum.
 - e. A student has been suspended out of school more than two times during a school year.
 - f. It is determined that a student has special learning needs and abilities that require student-specific planning and documentation.
7. Evergreen School Division will:
- a. Provide parents with the information needed to make informed decisions.
 - b. Provide parents with the opportunity to participate in planning, problem solving, and decision making that affect students' education.
 - c. Require principals to designate a case manager and ensure that SSPs are developed with the assistance of the teacher and other in-school personnel.
 - d. Provide the opportunity for parents and students to participate with teachers and other professionals in the development, implementation, monitoring, and evaluation of students' SSPs.
 - e. Include in each SSP information about the student's current level of performance and adaptations and/or student-specific outcomes that the student can reasonably be expected to meet.
 - f. Ensure that written SSPs are developed, revised, implemented, monitored, and evaluated at least annually for all students identified as having special learning needs and abilities.
 - g. Inform parents of students' progress at the regularly scheduled reporting periods throughout the year, or more frequently if programming changes are deemed appropriate.
 - h. Ensure that students have a transition plan where required, according to interdepartmental protocol agreements respecting students' transition to and from school.
 - i. Ensure that the student support team meet (or be formed) to engage in the student-specific planning process as part of a post-event debriefing process.

- j. Identify school principals as being accountable for the delivery and implementation of educational programming and services for students with special learning needs and abilities.
 - k. Ensure that access to SSPs and student records complies with the Manitoba Pupil File Guidelines, *The Freedom of Information and Protection of Privacy Act*, *The Personal Health Information Act*, and *The Protecting and Supporting Children (Information Sharing) Act*.
 - l. Provide educators with access to professional learning opportunities that assist them in supporting students with a full range of strength and needs.
 - m. Ensure that schools have access to the necessary supports to provide consultation, planning, and problem solving related to appropriate educational programming for all students.
 - n. Obtain written parental confirmation on SSP to indicate involvement in the SSP development process.
 - o. 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 student-specific planning process.
8. Principals are responsible for
- a. Ensuring that an SSP is prepared for a student when:
 - i. It is determined that a student requires student-specific outcomes in addition to the provincial curriculum.
 - ii. In K to Grade 8, it is determined that a student is eligible for the EAL programming designation in a subject, modification of curricular learning expectations in a subject, or individualized programming.
 - iii. In Grades 9 to 12, it is determined that a student is eligible for the English as an Additional Language (E) designation, the Modified (M) course designation, or the Individualized Programming (I) designation.
 - iv. It is determined that a student has an identified need and requires adaptations consistently in order to meet or approximate the learning expectations of the provincial curriculum.
 - v. A student has been suspended out of school more than two times during a school year.
 - vi. It is determined that a student has special learning needs or abilities that require student-specific planning and documentation.
 - b. Ensuring that the SSP:
 - i. Is prepared and updated collaboratively with parents, the student, teacher(s), other school and/or division personnel, and outside agency support personnel.
 - ii. Is consistent with provincial protocols respecting a student's transition to and from school.
 - iii. Is updated annually, or sooner if required by a change in the student's needs.
 - c. Ensuring that a student's parents and the student have the opportunity to be accompanied and assisted by a person of their choosing during the student-specific planning process.