

FORT LA BOSSE SCHOOL DIVISION

TITLE – **INDIVIDUAL PROGRAMS**

POLICY - **IIJ**

Approval Date - 25/03/13

Cross Reference -

Resolution # - 90/13

Implementation - 25/03/13

Legal Reference -

Last Reviewed - 25/03/13

In keeping with the policy of the school division regarding student placement, Individual Education Plans (IEP) are written for students when:

- * The student has exceptional learning needs requiring student specific outcomes that are additions to, different from, or exceed the curricular outcomes;
- * The student receives Special Needs Funding Level II or III;
- * The student is determined to be eligible for English as an Additional Language (E) designation, the Modified (M) course designation, or the Individual Programming (I) designation in Grade 9 to Grade 12.

The need for an IEP is determined through a process of observation and informal and specialized assessment in consultation with parents and the school division team.

IEP's are developed, revised, implemented, monitored and evaluated at least annually by a team including parents, students (when appropriate), teachers, and other professionals. Should family wish and in consultation with the school team, they may invite an additional team member to accompany them to IEP meetings.

The school division will obtain parent or guardian signatures on IEP's to indicate involvement in the IEP process. In cases where the school division is unable to obtain parent signatures, reasons for refusal and actions undertaken by the school to resolve concerns will be documented.

Students with IEP's who have a reduction or alteration in the school day must have such information documented in the IEP. Students will not be denied educational programming pending the development of an IEP.

Expected learning domains and outcomes may include regular curriculum, social/emotional, behavioral, sensory, physical, cognitive/intellectual, communication, academic and health. Current levels of progress will be noted with each outcome.

Schools will implement transition protocols according to Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching the Age of 16 (Children and Youth Secretariat, et al) for eligible students.

