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IHBA

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## APPROPRIATE EDUCATIONAL PROGRAM PLANNING

When a school team has identified that a student has exceptional learning needs requiring student-specific outcomes that are additions to, are different from, or exceed the curricular outcomes, an individual education planning process should occur.

An individual education plan (IEP) [IHBA-E-1] is required when:

- it is not reasonable to expect the pupil to meet or approximate the expected learning outcomes
- a student receives Special Needs Funding Level II or III
- a student is determined to be eligible for the English as Another Language (E) designation, the Modified (M) course designation or the Individualized Programming (I) designation in grades 9 to 12.

School teams may develop student-specific plans where students do not require individualized programming. These plans outline processes for meeting learning outcomes in the regular curriculum. Many students who are able to access the regular curriculum may require a variety of interventions or support in the areas of health care, remediation or technological adaptations. When a student has such needs an Adapted Learning Plan (ALP) may be used (IHBA-E-3).

Other terms used to identify the written document for the individual education planning process may be: Behaviour Intervention Plan (BIP) [IHBA-E-2] or Individual Transition Plan (ITP) [IHBA-E-4].

An individual transition plan is required for students who have reached the age of 16, meet the interdepartmental protocol agreements ([MR 155/05](#), provincial transition protocols) and who will require community based support services. The Individual Transition Plan will be an extension of the IEP and will identify long term goals for each student in four areas: vocational/career, community living, i.e. residential, recreation/leisure skills and community mobility, i.e. transportation. The ITP will be developed at a planning team meeting involving appropriate personnel from Education, Health and Family Services, the parents/guardians, and the student. Circumstances may suggest other agencies/parties be involved as well.

In situations where a student has enrolled in a school and regardless of whether or not the school has received the student's file, the school team will begin educational programming within 14 days of the student enrolling.

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When engaging in the individual education planning process parents will be included in the process and progress will be monitored, documented and reported to the parents. This includes the opportunity to participate in preparing and updating the student's IEP. Parents must also be given the opportunity to be accompanied and assisted by a person of their choosing if they so wish.

The developmental process for an IEP shall follow the guidelines outlined in the Manitoba Education document: [Individual Education Planning, A Handbook for Developing and Implementing IEP's](#).

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