ALTERNATIVE PROGRAMMING & SPECIAL CLASS PLACEMENT

A. ALTERNATIVE PROGRAMMING

Manitoba Education and Training has stated that the educational needs of most students in Manitoba can be met in the regular classroom using “Foundation” courses that can be “modified”, “adapted” or “individualized” by the teachers. A small number of students, even with individualized, modified or adapted programs, may require alternative placements in classrooms with low pupil-teacher ratios for all or part of their school day. In addition, some students for whom English is not a first language, may also require English as a Second Language (ESL) experiences specifically designed to assist them in making the transition into the English program.

“Adaptations” are available to all students who require a wider range of teaching strategies in order to be successful in completing the provincial subject area curriculum outcomes. Although the approach used with the students or the length of time allowed for the learning to take place may be altered, the minimal outcomes for each curriculum remain the same.

“Modified” courses are intended for students with specific cognitive disabilities. The provincial subject area curriculum outcomes in these courses have been modified by 50% or more to take into account the learning requirements of the student. An Individual Education Plan (IEP) is required for each student with the “modified” course credits.

“Individualized” courses are intended for students with significant cognitive disabilities. The educational outcomes are developmentally and age appropriate and highly individualized to take into account the learning requirements of the student. An Individual Education Plan (IEP) is required for each student with “individualized” course credits.

“ESL” courses specifically designed to assist students for whom English is not a first language in making the transition into the English program must be identified as such for credit purposes. An Individual Education Plan (IEP) is required for each student enrolled in an “ESL” course.

B. SPECIAL CLASS PLACEMENT

Students who are experiencing difficulty with the provincial subject area curriculum outcomes will be referred to the school support team which should include the parent(s), the classroom teacher, the resource teacher, the school guidance counselor and/or other professionals closely involved with the student’s education program. Discussions may focus on appropriate adaptations or modifications that may be required.

Students who continue to function below the expectations of the school support team, even after adaptations and modifications have been implemented, may require other education alternatives. These alternatives may include, but are not limited to:
1. retention in the present grade with resource teacher assistance with an adapted or modified program

2. retention in the present grade with resource teacher assistance or educational assistant support in specified areas

3. promotion to the next grade with an adapted or modified program and/or resource teacher assistance

4. transfer to an alternative school that offers a different classroom program or a different resource program

5. placement in a Special Education program

In cases where it appears that a Special Class Placement is appropriate and acceptable to the parent, the following steps shall be taken:

1. The principal will arrange a meeting with the parents, the school support team and others closely involved with the student to explore the options available for supporting this student, including the possibility of placement in a special needs program. This discussion will assist the parent in understanding that:

   a) special class placement involves removal from the regular classes for a significant part of each school day

   b) special class enrollments are limited, and placement may not be possible at that time

   c) as parents, they have the right to decline placement in a special class

2. If the school support team and the parent are in agreement that placement in a special education class appears to be the best option, the “Referral for Special Class Placement” form should be completed as required. (At the primary and intermediate grade levels a psychological assessment of the student’s intellectual potential is required prior to consideration for Special Class Placement.) Completed forms should be forwarded as follows:

   a) Application for Primary or Intermediate Learning Assistance programs should be sent to the Student Services Coordinator who will arrange a meeting of the divisional Special Class Placement Review Committee

   b) Applications for Jr. High Learning Assistance programs are reviewed by an admissions team organized at each of the K-S1 schools. Applications for students from Oakville School should be forwarded to the Principal at Crescentview School.

   c) Applications for the Early Years and Jr. High Behavioral programs should be forwarded to the Assistant Superintendent who will arrange a meeting of the appropriate divisional placement committee.
d) Applications for the Pre-Employment Program and the Senior Life Skills Program are reviewed by an in-house admissions team and should be forwarded to the Principal at Portage Collegiate Institute.

3. After the decision for Special Class Placement has been made, the chairperson of the committee involved will advise the principal of the applying school and request that the following actions be taken:

a) The principal of the applying school will advise the parents and staff of the decision. If the decision indicates that a placement at this time is recommended, the parents will be asked to indicate, in writing, their intention to have their child included in the program.

b) If the parents accept the placement, the principal of the applying school will arrange for the transfer of all relevant documentation from the sending school and will also arrange for transportation, if required.

c) If the decision indicates that a placement at this time is not recommended, the principal of the applying school will arrange a meeting with the parents and the school support team involved to plan an alternate course of action for addressing the child’s educational needs.

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