



The principal is responsible for the organization and supervision of the school to create optimal learning conditions for all students that ensures equitable participation of students with special learning needs.

This organization and supervision is guided by PRSD policies and administrative procedures, the Public Schools Act, and the Education Administration Act.

The Amendment to the Public Schools Act: [Appropriate Educational Programming](#) provides the regulation to guide policy and programming for all students, particularly those with special learning needs, in receiving the appropriate educational programming they require. The regulations confirm in legislation that all students in Manitoba are entitled to receive appropriate educational programming that fosters student participation in both the academic and social life of the school. The legislation supports Manitoba’s [philosophy of inclusion](#).

Students with special learning needs include giftedness and learning disabilities of an intellectual, physical, sensory, emotional, or behavioural nature.

ASSESSMENT

If the school team is unable to assess why a student is having difficulty meeting the learning outcomes and is of the opinion that the student cannot meet learning outcomes even with differentiated instruction and adaptations; the principal shall:

- ensure that a student is assessed as soon as reasonably practicable and referred for a specialized assessment.
- ensure that the student’s parent/guardian is informed before the student is referred for a specialized assessment. No interviewing or testing as part of the assessment may occur without the parent’s written consent.

INDIVIDUALIZED EDUCATION PLANS (IEP’S) & STUDENT SPECIFIC PLANS (SSP’S)

Principals shall:

- designate a case manager and ensure that an IEP or SSP is developed with the assistance of parents, student (when appropriate), teachers, clinicians and other professionals for any student who is unable to access the regular curriculum.
- be accountable for the implementation and delivery of educational programming and services for students with exceptional learning needs.
- ensure that the IEP or SSP process:



- is prepared and updated with the assistance of the parents/guardian, student (when appropriate), teachers, clinicians and other professionals;
- offers the parents/guardian or student the opportunity to be accompanied and assisted by a person of their choosing;
- takes into account the student’s behavioural and health care needs (if any);
- is consistent with provincial protocols respecting a student’s transition to and from school and;
- Is updated annually, or sooner, if required by a change in the student’s behaviour or needs.

The annual review helps to ensure continuity of the student’s learning and provides a foundation on which the following year’s educational programming will be developed. The IEP or SSP will facilitate continuous, uninterrupted educational programming, as the student transitions from grade to grade and from school to school.