

 <p style="text-align: center;"> <small>DIVISION SCOLAIRE</small> LOUIS RIEL <small>SCHOOL DIVISION</small> </p>	<h2>Student Specific Planning</h2>
<p>ADMINISTRATIVE PROTOCOL Revised June 4, 2019 Further Revised April 20, 2021</p>	<p>Supporting Policies ADD & JK</p>

The term “Student Specific Plan” (SSP) is a global term referring to a written document developed and implemented by a team and outlining a plan to address the individual learning needs of a student when current programming is unable to result in a student’s success. Where possible, classroom programming should be inclusive, differentiated, or adapted to accommodate student needs. When this is not sufficient to remove barriers to student success, a Student Specific Planning process should be initiated.

The identification, programming and review process shall have as its goal education for the student which is commensurate with the student’s potential and relevant to his/her individual needs.

Parents/guardians with children whose learning is guided by a Student Specific Plan will receive information about their child’s progress and development on an ongoing basis in accordance with [Policy JK](#): Academic Achievement: Assessment, Evaluation and Reporting of Student Learning.

Protocol:

1. An SSP will be developed for a student when it is
 - mandated through Manitoba Education policy documents for the student’s course or programming designation;
 - required to communicate information to other jurisdictions involved with the student;
 - indicated as the most effective method for a school staff and a family to collaborate to meet the student’s individual needs.

2. The stages of Student Specific Plan development and implementation are:
 - Collaborating with the student’s team to create a Student Specific Plan Profile for the student
 - Identifying the need for a Student Specific Plan(s) and the type of plan(s) needed
 - Gathering and sharing information with the school support team including assessments, prior response to interventions, and programming recommendations.
 - Developing and writing
 - Implementing and reviewing

3. The team will identify a case manager who is responsible for:
 - a. Reviewing [Planning and Programming for Students with Special Learning Needs](#)
 - b. All communication with parents/guardians and other stakeholders
 - c. Arranging meetings and keeping a written record of decisions made by the team.
 - d. Writing and updating Student Specific Plans
 - e. Maintaining necessary information in student records.

4. A consultative / collaborative protocol for referral, assessment, programming, and evaluation will occur. This consultative / collaborative process can be initiated by parent(s)/guardian(s), student(s), school personnel or outside service providers.
5. The Student Specific Plan and Student Specific Plan Profile shall be reviewed regularly and revised as needed.
6. School administration will ensure the planning process is collaborative with parents/guardians and staff, review and sign the Student Specific Plan and maintain a record of the date(s) the plan was provided to parent/guardians.