



Philosophy of Inclusive Education

Administrative Procedure 3.B.110

Board Governance Policy Cross Reference: 1, 2, 3, 16, 17

Legal Reference:

- The Public Schools Act (Manitoba)
 - Appropriate Educational Programming in Manitoba: Extending Genuine Learning and Social Experiences for All School Experiences for All School Communities, Consultation Summary (Manitoba Education, Citizenship and Youth)
 - Canadian Charter of Rights and Freedoms (Canada)
 - The Education Administration Act (Manitoba)
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Manitoba Philosophy of Inclusion

The School District of Mystery Lake is committed to fostering inclusion for all people.

Inclusion is a way of thinking and acting that allows every individual to feel accepted, valued and safe. An inclusive community consciously evolves to meet the changing needs of its members. Through recognition and support, an inclusive community provides meaningful involvement and equal access to the benefits of citizenship.

In Manitoba, we embrace inclusion as a means of enhancing the well-being of every member of the community. By working together, we strengthen our capacity to provide the foundation for a richer future for all of us.

The Public Schools Amendment Act (Appropriate Educational Programming), S.M. 2004. C.9, proclaimed on October 28, 2005, reflects Manitoba's commitment to providing all students with appropriate programming that supports student participation in both the academic and social life of schools. The legislation and regulations affirm what many school divisions already practice and clarify for parents and school divisions that obligation to provide appropriate educational programming for each student.

Changes to the act have been developed with the input of hundreds of parents, teachers, students and others involved in the province's educational system. Numerous organizations and individual Manitobans contributed significant time and effort to shape this legislation, which sets the framework for appropriate programming for students with diverse needs. It also provides a dispute resolution process if disagreements arise about the appropriateness of the educational programming a school board provides for a student with an individual education plan (IEP) in place.

The consultation process defined appropriate educational programming as:

a collaborative school-family-community process where school communities create learning environments and provide resources and services that are responsive to the lifelong learning, social and emotional needs of all students.

This philosophy of inclusive education is integral to *Appropriate Educational Programming in Manitoba: Standards for Student Services*.

Introduction -

Appropriate Educational Programming in Manitoba: Standards for Student Services embodies the spirit of human rights legislation and regulations, elaborates upon the education regulations and establishes standards for school divisions in the areas addressed throughout the consultation process. The standards provide school divisions with a framework to use in developing a local policy for appropriate educational programming.

Rights and Responsibilities

All policy and practice must comply with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code* of Manitoba, which specify that there must be reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship due to cost, risk to safety, impact on others or other factors.

Rights and responsibilities related to education in Manitoba are defined in *The Public Schools Act* and in *The Education Administration Act*. School boards are required to provide each resident and enrolled student with adequate school accommodation, and are required to provide access to appropriate educational programming for all students within their schools. Appropriate educational programming for most students is the provincial curriculum. Students who are unable to access the regular curriculum require an IEP.

This document promotes consistent and enhanced quality of educational practice within the province, so that irrespective of location, students can access appropriate educational programming and services.

As the educational leaders in schools, principals have, subject to *The Public Schools Act* and the direction of the school board, a responsibility for the education of all students in their schools and for the staff of the school division under their direction.

The standards contained in this document apply to all grades from kindergarten to senior 4 and all educational programming for students who are eligible to attend public and funded independent schools. This document supports Manitoba's goal of providing all learners with appropriate learning opportunities that will meet their needs and improve their success in school and in the community.

Appropriate Educational Programming in Manitoba: Standards for Student Services

Parents* have a right and a responsibility to be involved in their children's education. It is the obligation of schools and parents to make the best educational interest of students the paramount consideration for decision-making and educational programming.

Parents are valued partners in education. To ensure ongoing participation and support of parents in the education of all students, it is important that they are involved in meaningful ways. For some parents, this could mean providing an interpreter or, for others, having a supporting person accompany them to school meetings.**

Inclusive Schools

Inclusive schools provide a learning environment that is accessible to all students as a place to learn, grow, be accepted and enjoy all the benefits of citizenship.

Inclusive schools should be aware of the concept of universal design, originally an architectural term referring to the process of creating systems, environments, materials and devices that are directly and repeatedly useable by people with the widest range of abilities operating within the largest variety of situations.

When applied to the field of education, the concept of universal design means that school communities, including teachers, develop plans for the full diversity of their student population. In education, universally designed schools, classrooms, curricula and materials provide all students with access to the resources they require, regardless of their diverse learning needs.

In an inclusive school, all students are provided with the supports and opportunities they need to become participating students and members of their school communities. Collaboration among home, school and community is imperative. Core values and beliefs include:

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All Students want to feel they belong and are valued.
- All students have the right to benefit from their education.

* The term "parents" refers to both parents and guardians and is used with the recognition that in some cases only one parent may be involved in a child's education. This term may also apply to a student who has reached the age of majority.

** In any meeting that occurs, there is an expectation of civility, and, should the process be undermined by a person's behavior, the meeting could be suspended.

- All students come from diverse backgrounds and want their differences to be respected.
- Students learn in different places and locations
- All students have the right to appropriate educational programming.
- The provincial curriculum should be the starting point for educational programming.
- Parents and students must be involved in the individual education planning process.
- The IEP is the basis for decision-making for students with exceptional learning needs.
- The number of individuals involved in a student's planning will increase as the complexity of the needs increases.

School-Based Student Services Support Teams

Student services in all SDML schools support all students, including those with exceptional learning needs.

Students with exceptional learning needs are those who require specialized services or programming when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health-care needs that affect their ability to meet learning outcomes.

The school-based student services support team typically includes a school administrator, resource teacher(s), counselor(s), classroom teacher(s) and others who have a responsibility for students with exceptional learning needs. The team is important in helping schools develop exemplary practice in inclusion and in promoting the planning, development and monitoring of IEPs for students in all aspects of their school life. In cases where students require an IEP, a member of the school-based student services support team is generally designated as case manager.

Appropriate Educational Programming in Manitoba: Standards for Student Services

Document Content and Organization

Appropriate Educational Programming in Manitoba: Standards for Student Services contains the following components:

- **Standards for Student Services:** This section of the document outlines standards and accepted practices that define appropriate educational programming for Manitoba students.
- **Glossary:** Terms related to appropriate educational programming are defined in the glossary.
- **Appendix:** The appendix outlines Principles of Full Citizenship: A Manitoba Strategy on Disability.
- **References:** Resources used in the development of this document are cited in the references.

The legislation, regulation, policies, protocols, guidelines and documents related to each standards area are referred to on the left-hand side of the pages in this document.*

* This list is subject to revision and is not exhaustive. It is intended to serve as a guide. School divisions are responsible for keeping up to date on changes in requirements.