

INCLUSION AND APPROPRIATE EDUCATIONAL PROGRAMMING

Pembina Trails School Division recognizes that today's classrooms reflect our diverse communities and include a combination of student needs, learning styles and cultural backgrounds. The Division is committed to the rights of all students to participate in educational programming that, within available resources, and subject to reasonable limits The Canadian Charter of Rights and Freedoms will maximize the opportunity for students to achieve their individualized learning outcomes.

The Division supports Manitoba Education and Early Childhood Learning Standards For Appropriate Educational Programming in Manitoba commitment to fostering inclusion for all people and endorses its definition of Inclusion as presented in the document.

“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 Division upholds its obligation under the Canadian Charter of Rights and Freedoms and The Human Rights Code (Manitoba), which state that one cannot discriminate on the basis of physical or mental disability or any other protected characteristic.

“To make inclusion applicable in Manitoba schools, educators will:

- foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement.
- identify and foster practices by which students with a wide range of learning needs can be taught together effectively.
- enhance, through modelling and instruction, student abilities to respect and appreciate diversity.
- offer students an environment that provides potential for dignified meaningful relationships.
- provide each student with appropriate support, including instructional placements, to develop their personal best in a setting that respects their abilities.
- help each student contribute to the classroom and school community.
- develop and maintain competencies for achieving these principles”

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The previously mentioned Manitoba’s Philosophy of Inclusion enables meaningful involvement of parents/guardians/caregivers, school teams, and students to collaborate to provide appropriate educational and safe programming through the development and review of an Individual Education Plan or Student-Specific Plan.

ACCESS

The first and foremost consideration in the placement of all students is the right to attend the designated catchment school for their residence in a regular classroom with their age appropriate peers Policy JG Assignments of Students to Classes and Grade Level or in a program designated by the school board if the school does not provide it. This includes the three provincially recognized programs: English, French Immersion, and Senior Years Technology Education.

All students in Pembina Trails School Division will have timely access to education. Accommodations, adaptations, modifications, and individualized programming will be implemented based on the diverse needs of all learners.

If absolutely necessary, school placement outside of the catchment school will be determined collaboratively by the school team and parents/guardians/caregivers and will be reviewed annually or as student needs warrant.

Students will not be denied educational programming for more than two weeks pending the transfer of the cumulative files and other relevant information.

Cumulative files will be forwarded within one school week.

Field trips, assemblies and related activities will be safe and will be planned to be as accessible to all students as possible.

UNIVERSAL DESIGN

Research on universally designed instruction continues to inform effective practice in meeting student needs.

As outlined in Manitoba Education and Early Childhood Learning Standards For Appropriate Educational Programming in Manitoba, school divisions must provide reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis. The Human Rights Code (Manitoba) specifies that there must be reasonable accommodation of students’ special needs unless there is demonstrably cause of undue hardship due to cost, risk to safety, impact on others, or other factors.

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EARLY IDENTIFICATION

The Pembina Trails School Division recognizes that timely and relevant assessments for the early and ongoing identification of students' strengths, interests, and needs facilitates decision-making and guides teaching practice to support students in achieving their full potential. Classroom-based assessments that are student centered, holistic and strengths-based provide valuable information that guides classroom and student-specific outcomes for engaging learning and enhancing instructional strategies. There are times when formalized screeners and assessments are required. Classroom teachers and/or student support teams may carry out these assessments based on their qualifications. Assessments are an important tool in providing data that informs instruction and student specific planning.

Information required for planning and implementing a student's educational programming upon school entry will be gathered using various methods, including but not limited to:

Early Learning Needs – Classroom Assessments and Specialized Assessments

- Classroom-based assessment
- Classroom Profile Reviews
- Strong Beginnings
- Early Years Evaluation- Teacher Assessment (EYE-TA)
- Grade 3 assessment
- Early Literacy Screener
- Kindergarten registration
- Pupil file review
- Specialized assessment

School Entry

- Protocol for Early Childhood Transition to School for Children with Additional Support Needs
- Guidelines for School Registration of Students in Care of Child Welfare Agencies

PROCEDURES

A. As outlined in Manitoba Education and Early Childhood Learning Standards For Appropriate Educational Programming in Manitoba, Principals are responsible for:

1. ensuring that a SSP is prepared for a student when:
 - a. it is determined that a student requires student-specific outcomes in addition to the provincial curriculum.
 - b. in K-Grade 8, it is determined that a student is eligible for the EAL programming designation in a subject, modification of curricular learning expectations in a subject, or individualized programming.
 - c. in Grades 9-12, it is determined that a student is eligible for the EAL (E) designation, the modified (M) course designation, or the individualized

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- programming (I) designation.
- d. it is determined that a student has an identified need and requires adaptations consistently to meet or approximate the learning expectations of the provincial curriculum.
 - e. a student has been suspended out-of-school more than two times during a school year.
 - f. it is determined that a student has special learning needs or abilities that require student-specific planning (SSP) and documentation.
2. designating a case manager.
 3. providing all students with the same minimum number of hours of instruction, and always while ensuring safety for the community members while documenting in the SSP any reduction or alterations in the school day as well as a plan to return to full-time instruction.
 4. involving community agencies, organizations and associations, other education authorities, and regional health and children’s services authorities, as deemed appropriate and where parents/guardians/caregivers’ consent, to plan collaboratively in support of appropriate educational programming for students.
 5. ensuring that the SSP:
 - a. is developed, implemented, monitored, evaluated, and updated with the assistance of the student’s teacher(s) and other members of the School Support Team.
 - b. considers the student’s behavioural and health-care needs (if any).
 - c. is consistent with provincial protocols respecting a student’s transition to and from school.
 - d. is updated annually, or sooner if required by a change in the student’s needs.
 6. ensuring that a student’s parents/guardians/caregivers and the student, if appropriate, are given the opportunity to participate in planning, problem-solving and decision-making, including preparing, implementing, monitoring, evaluating, and updating the student’s SSP with said participation documented in the SSP.
 7. ensuring that a student’s parents/guardians/caregivers are provided the information needed to make informed decisions.
 8. ensuring that a student’s parents/guardians/caregivers are given the opportunity to be accompanied and assisted by a person of their choosing during the SSP process.
 9. ensuring that the reasons for refusal and/or actions undertaken by schools to obtain consent and/or resolve concerns are documented in cases when parents/guardians/caregivers refuse to participate in the SSP process.

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B. Adaptation Plans:

1. are used when changes to teaching processes, materials, assessments, learning experiences, assignments or products are required for the student to achieve expected grade level outcomes.
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are not formally indicated on the Provincial Report Card but may be referred to in the comments.

C. Curriculum Modification Plans:

1. are used when a student:
 - a. meets Criterion A of an Intellectual Disability diagnosis according to the DSM-5; and
 - b. would benefit from provincial curriculum, if modified.
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are reported on the Provincial Report Card in relevant subject areas at regularly scheduled reporting periods throughout the year in accordance with [Policy IK – Academic Achievement: Assessment and Evaluation of Student Learning](#) (see also [Manitoba Provincial Report Card Policy and Guidelines Partners for Learning Grades 1 to 12](#)).

D. Individual Education Plans:

1. are used when a student has specific goals that relate to domains outside of curriculum.
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are reported on using the IEP-R reporting document at regularly scheduled reporting periods throughout the year in accordance with [Policy IK – Academic Achievement: Assessment and Evaluation of Student Learning](#).

E. Transition to Education Plans:

1. are used when a student has exceptional needs, is 14 years of age or older, and will require government supports when they move from school life to community;
2. are stored in the Pupil File (see [Policy JRA – Pupil Files/Student Records](#)); and
3. are reviewed at least once per year to ensure appropriate adult service providers are involved.

F. The School Support Team may require time to gather information about a student to develop an appropriate intervention plan. When such time is necessary, strategies to maintain the student’s attachment to their school need to be implemented to minimize disruption to schooling and maintain important student-adult relationships. Educational programming

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remains the responsibility of the school even when the student is not in attendance. The Principal, Classroom Teacher and/or Student Services Teacher will provide learning materials appropriate to the individual student and their supports while not in attendance.

- G. At such time when there is a complaint or grievance involving instruction, discipline or learning materials, please refer to Policy KE: Public Concerns and Complaints for process or channeling of communication and Manitoba Education and Early Childhood Learning Standards for Appropriate Educational Programming in Manitoba Dispute Resolution.

References

- Manitoba Education and Early Childhood Learning Standards For Appropriate Educational Programming in Manitoba
- Manitoba Provincial Report Card Policy and Guidelines Partners for Learning Grades 1 to 12
- Supporting Inclusion Modification and Individualized Programming in Manitoba Schools, Manitoba Education & Early Childhood Learning 2023.

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