



Inclusion

Administrative Procedure 3.B.110

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

Legal Reference:

- The Public Schools Act (Manitoba)
 - The Public Schools Amendment Act (Appropriate Educational Programming), S.M. 2004, proclaimed October 28, 2005
 - Appropriate Educational Programming Regulation 155/2005
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Date Adopted: June, 2007

Date Amended: January, 2015

Evergreen School Division supports the philosophy of inclusion, as developed by Manitoba Education, 2001.

“Manitoba Education, Citizenship and Youth 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.”

In an inclusive school, all students are provided with the supports and opportunities they need to become participating members of a democratic society.

Beliefs which underpin this philosophy:

- Each child has unique, individual strengths and competencies.
- A child with special needs will have a variety of placements along a continuum from the regular classroom to a segregated setting. The placements will vary according to his/her strengths and needs, which will continually change as growth and development changes. The goal will always be to return a student to the classroom with supports wherever it is appropriate.
- Each child’s diverse family unit and culture is recognized and valued as an integral support for the child.

- Successful inclusion has positive benefits for all children. Potential benefits include: increased comfort and awareness as well as decreased fear of human differences, growth in social cognition and tolerance, improved self-esteem, development of personal principles and development of warm, caring friendships.
- To successfully meet the needs of each child, professionals and the family must work together as a team within the consultative/collaborative model.
- Wherever and whenever possible, the child will be placed in the most enabling/least restrictive environment in the community school. A child will be transported to another school if the local school is not physically accessible for that child.
- The goal of special education is consistent with the goal of regular education. Structured learning experiences / environments will develop the intellectual, physical, personal and social skills and abilities for children.
- Individual programs for students with special needs will include direct preparation for the activities of daily life (life skills). As curriculum demands increase, additional life skills programming will occur in alternate, community settings.

Evergreen School Division Educational Beliefs, 2014.

1. Students Come First

- a. success for every student every day is the goal of our work
- b. every student is capable of learning
- c. every student has individual strengths and learns in a unique way
- d. a strength based approach will be used to support student learning and socio-emotional development
- e. every student is respected and in turn respects others
- f. the diversity of our students will be acknowledged, recognized and celebrated
- g. student learning is the basis for all school system decision making and leadership
- h. resources will be used effectively and responsibly to meet students learning needs
- i. student voice informs decision making

2. Learning is Our Core Purpose

- a. learning empowers people to achieve their potential
- b. learning requires relevance and engagement
- c. learning requires a safe, caring and respectful environment
- d. positive relationships are critical to the learning process
- e. every person has responsibility for his/her own learning
- f. learning requires a balance between social, institutional and intellectual engagement

- g. learning requires clean, well maintained and aesthetically pleasing physical environments
- h. learning and engagement is enhanced through the infusion of information and communication technologies in conjunction with effective pedagogy

3. Public Education Serves the Common Good

- a. public education is essential for a vibrant democracy and a sustainable future
- b. public education develops citizens who work toward the betterment of their family, community and the world
- c. public education is a shared responsibility of the home, school, and community
- d. public education requires a balance between academic, personal/social and physical development
- e. public education provides a foundation for life-long learning and responsible citizenship
- f. public education must be responsive to the changing needs of society