



**SECTION 4000 – STUDENT SERVICES
INCLUSIVE EDUCATION**

Lord Selkirk School Division supports the philosophy of inclusion, as developed by Manitoba Education. Lord Selkirk School Division complies with standards of practice as outlined in the document Standards for Appropriate Educational Programming in Manitoba: (Manitoba Education, and Early Childhood Learning, 2022); The Education Administration Act (Manitoba); The Public Schools Act (Manitoba); and existing Constitutional and provincial Human Rights legislation.

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. Lord Selkirk School Division has adopted Universal Design for Learning as a framework to support student participation in both the academic and social life of schools. The concept of universal design means that teachers and other members of the school team, work towards developing inclusive plans for full diversity of their student population. Universally designed schools provide all students with access to the resources they require, regardless of their diverse learning needs.

Appropriate Educational Program Planning

Lord Selkirk School Division acknowledges that the standards for appropriate educational programming and Manitoba’s philosophy of inclusion sustain equal access to educational opportunity. Efforts shall be made to remove barriers to learning and access to school-related activities such as field trips, assemblies, and sports days that reasonably accommodate the needs of all students. The standards are developed in accordance with Manitoba Education and Early Childhood Learning’s regulation, policies, and Philosophy of Inclusion. They reflect the base or minimum practices and services that must be available to all students in Manitoba.

Principals are responsible for the AEP of all students in their school and for the staff under their supervision. Each school in the Lord Selkirk Division has a school-based student services support team to assist the core school team in planning for all students, including those with special learning needs.

School-Based Student Services Support Teams

Student services teams support students in a variety of ways. Any student may require student-specific planning, programming, and documentation, including those that have identified learning needs and abilities. The in-school team has an important role in planning, developing, and monitoring, student-specific plans for students. A member of the in-school team must be designated as the case manager for all students requiring an SSP. In-school teams have access to school division-level supports such as school clinicians. School clinicians may become active members of a student’s support team through the school division referral process.

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Students with special learning needs and abilities are:

- those who require specialized services or programming when deemed necessary by the in-school team because of cognitive/intellectual, social/emotional, behavioural, sensory, physical, communication, academic, or special-health care needs that affect their ability to meet curricular learning expectations; and
- those who are working well beyond subject or course specific provincial curricular learning expectations in one or more subjects/courses.

Access

All students in the Lord Selkirk School Division are entitled to have access to an education under The Public Schools Act. The first consideration in the placement of all students is the right to attend the designated catchment school in a regular classroom with their peers or in a program designated by the school board if the school does not provide it. This includes the four provincially recognized programs: English, French Immersion, Francais, and Senior Years Technology.

Parents/guardians are to register their child in their local catchment school. If the principal and school team determine that the school is not able to meet the individual needs of the student, the principal will contact Student Services Department to explore other programming/placement. The Director of Student Services will meet with the school team and parent(s)/guardian(s) to assist in an appropriate placement for the student. If students are placed in a location other than the catchment school, the placement will be reviewed annually and/or when the students' needs warrant review. The Human Rights Code specifies that there must be reasonable accommodation of students' special needs unless they demonstrably cause undue hardship due to cost, risk to safety, impact on others, or other factors.

Educational Programming must begin within 14 calendar days. Students shall not be denied educational programming pending the transfer of Cumulative files, Pupil support files, specialist reports, or any other pertinent information due to transfer-of-information issues.

Early Identification

Within the Lord Selkirk School Division, all students' learning needs are regularly assessed. Early identification refers to the ongoing assessment process to identify students with special learning needs as early as possible in the students' education. Information is gathered to best plan and identify special learning needs in a timely manner through Kindergarten orientations, screeners, ongoing classroom-based assessments, and early transition meetings using the MB Protocol for Early Childhood Transition to School for Children with Additional Support Needs.

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Classroom-based assessment is critical to the early identification of special learning needs and abilities. Regular assessments of student learning will be conducted and reported to parents/guardians at the regular reporting periods of the school. These assessments shall be used to determine if students are meeting expected learning outcomes in the areas of numeracy, literacy, fine/gross motor skills, phonological awareness, domains of early childhood development, and social and behavioral skills. If the student is not meeting the curricular learning expectations, they will be referred to the in-school student services team to initiate an SSP and to determine next steps; in school assessments specific to their learning needs and / or a referral for specialized assessments.

Assessment

The Lord Selkirk School Division will ensure that qualified professionals and other service providers will conduct specialized assessments. For some students, specialized assessments are required to determine what factors are affecting the students' learning and social growth. Specialized assessments may be required if the in-school team determines that differentiated instruction and adaptations are insufficient to assist the student in meeting the curricular learning expectations. In-school assessments and adaptations/supports must be documented in an SSP prior to accessing specialized services.

The qualified professional completing the indirect / direct services are responsible for ensuring that:

- the divisional referral/informed consent process has been followed and received prior to direct services being initiated;
- they complete the indirect / direct services in a timely manner:
 - o Informal assessments /observations/recommendations will need to be reviewed with the school team on a monthly basis, or until their services are no longer required at which time the referral will be closed.
 - o When specialized assessments must be performed, a report of results and/or a written report must be completed and shared with the school team within 8 weeks of receiving informed consent for the service. (Extensions may be required due to extenuating circumstances; student absences, student needs/skills/abilities cold days, etc.)
 - Follow-up meetings will occur every 6 weeks to update the recommendations as needed or until the services are no longer required at which time the referral will be closed.
 - Provide direction on using assessment results to make programming decisions, update SSP's, and assign support services.

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- Identify a process for using assessment data to evaluate individual progress and programming decisions for students with special learning needs.
- The assessment results are written and interpreted for parents/guardians in a way that is clear, concise, respectful of language and literacy needs after a meeting with the school team has taken place.

Principals are responsible for ensuring that:

- a student is assessed as soon as reasonably possible by directing staff to prioritize the need for specialized assessments based on individual needs or requirements;
- the school division referral / informed consent is followed;
- the student’s parent (or the student, if 18+ years old) is informed before the student is referred for a specialized assessment; and
- the assessment results / program recommendations / interventions from the assessment are documented in the SSP, implemented, and regularly reviewed.

Planning in Education

Planning in education includes the school division, school, classroom, and student specific planning. The student services administrator has responsibility for coordinating support and services across the school division and plays a key role in supporting the planning efforts of school teams.

Appropriate educational programming is the result of collaborative decision making of the student’s educational support team. Programming begins with the provincial curricula with consideration of individual learning needs and abilities. Parents/guardians, and students, when appropriate, are included in the planning. Progress must be monitored, documented, and reported to parent(s)/guardian(s). A Student Specific Plan will be implemented for students requiring supports to access the provincial curriculum and / or requiring and Individualized Education Plan.

Student Specific Planning is the process through which members of student support teams collaborate to meet the unique needs of individual students. Through the student specific planning process, the student support team works to identify a students’ learning needs and develop, implement, and evaluate appropriate educational interventions. A Student Specific Plan (SSP) is a document that functions as a planning, record keeping, and communication tool. Parent/guardian written consent needs to be obtained on the SSP. Documentation of parent/guardian refusal or inability to gain consent must be documented on the SSP.

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An SSP is required when:

- it is determined that a student requires student-specific outcomes (SEL/ Behavioral / Safety, etc.) in addition to the provincial curriculum;
- in K to 8, it is determined that a student is eligible for modification of curricular learning expectations, or individualized programming;
- in grades 9 to 12, it is determined that a student is eligible for the Modified (M) course designation, or the Individualized Programming (I) designation;
- it is determined that a student has an identified need and requires adaptations consistently to meet the learning expectations of the provincial curriculum;
- a student has been suspended more than 2 times during a school year;
- a student has been deemed to have severe to chronic absenteeism; and/or
- it is determined that a student has special learning needs and abilities that require student-specific planning, and documentation.

Principals are responsible for ensuring that:

- an SSP is prepared for any student requiring the additional supports;
- SSPs are prepared and updated collaboratively with parent(s)/guardian(s), the student, teacher, other school and / or divisional personnel, and outside agency support personnel;
- SSPs are updated annually, or sooner if required by a change in the student’s needs; and/or
- any students accessing Individualized programming receive an IEPr, in place of the Provincial report card, to report on the student specific goals.

Student Discipline

Lord Selkirk School Division focuses on building positive relationships along with a learning approach to discipline. It is the intent of any disciplinary action that students can learn from and change their behaviour. All disciplinary actions support a safe and caring learning environment. The Divisional Code of Conduct is

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located on the divisional web page. Appropriate interventions and disciplinary consequences are applied, appropriate to context, with reasonable consideration and accommodation for students with exceptional learning needs or visible/invisible disabilities. Students that are suspended for more than five days, or students expelled under the age of 16, will be offered alternative programming.

Dispute Resolution

In the event of a disagreement over appropriate programming for a student, a timely, fair and open dispute resolution and appeal process is available. Parent(s)/guardian(s) with concerns may initiate an informal resolution process by communicating their concerns to the teacher(s) directly or through the principal of the school. Teacher(s) and/or principal will review the student’s plan with the parent/guardian and explain/answer questions regarding the objective, use of materials, goals, criteria and method. If the concern remains unresolved, the principal must inform the parent(s)/guardian(s), within 14 days of the right to initiate a formal review process.

The formal review process starts with a written complaint addressed to the Director of Student Services. The Director of Student Services will inform the principal of the complaint and within two weeks, conduct a review of the complaint and communicate with the parents/guardians the decision regarding the grievance. If the parent(s)/guardian(s) do not accept the decision, they may appeal to the Superintendent.

If the parent(s)/guardian(s) do not accept the decision of the Superintendent, they may appeal the decision to the Board of Trustees. The Board may accept or reject to hear the appeal. Should the Board agree to hear the appeal, it shall be considered in camera.

The parent(s)/guardian(s) will then submit a written complaint to the Board Chair and may also choose to present information to the Board during an in-camera session. If such a request is made, senior administration will communicate with the parents/guardians as to the time and date of the presentation. The Board will advise parent(s)/guardian(s) of their right to request formal dispute resolution through Manitoba Education when efforts to resolve the issues locally at the school and school division level have been unsuccessful. In the event the parents/guardians are not comfortable with the dispute resolution process or due to cultural differences, they may identify a support person to work with them through the process to ensure their understanding.

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