



POLICY:

REGULATION: JEC - Access to School

EXHIBIT:

Seine River School Division's first 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 peers or in a program designated by the school board if the school does not provide it.

Access to learning will be maximized in consideration of universal design principles in all planning processes. The division strives to provide education for all its students bearing in mind universally designed schools, classrooms, curricula and materials for all students, with access to the resources they need, regardless of their diverse learning needs.

Seine River School Division will provide reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis. Seine River School Division follows *The Human Rights Code* which 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

Guidelines:

Seine River School Division shall:

1. provide all students with the same minimum number of hours of instruction, and document in the IEP any reduction or alterations in the school day (Manitoba Regulation [MR] 101/95)
2. make reasonable efforts to modify structures, remove barriers or arrange appropriate transportation to an accessible educational setting if a placement cannot be made because of physical barriers (*The Human Rights Code*)
3. provide parents with the transportation policy for students who are attending school outside the catchment area (MR 155/05)
 - i. develop a personalized transportation plan (PTP) for students who require transportation due to exceptional needs according to the *Policy Guidelines for Transportation of Students with Special Needs* {this form will be completed by the designated case manager for the student in collaboration with the parents.}

APPROVED: June 2013

REVISED:

SOURCE: Appropriate Educational Programming in Manitoba; *The Education Administration Act* (Manitoba); *The Human Rights Code* (Manitoba); *The Public Schools Act* (Manitoba)

OTHER REFERENCE: *Guidelines for Early Childhood Transition to School for Children with Special Needs* (Healthy Child Manitoba, et al.); *Guidelines for School Registration of Students in Care of Child Welfare Agencies* (Healthy Child Manitoba, et al.); *Policy Guidelines for Transportation of Students with Special Needs* (Manitoba Education, Citizenship and Youth); *Manitoba Transition Planning Process Support Guidelines for Students with Special Needs Reaching Age 16* (Children and Youth Secretariat, et al.); *Manitoba Pupil File Guidelines* (Manitoba Education, Citizenship and Youth); *Interdepartmental Protocol Agreement for Children/ Adolescents with Severe to Profound Emotional/ Behavioural Disorders* (Manitoba Education and Training, et al.); *Information Sharing Protocol under the Youth Criminal Justice Act (Canada) for the Sharing of Youth Criminal Justice Information with Manitoba Schools by Manitoba Justice and Police Officers* (Manitoba Justice, and Manitoba Education, Citizenship and Youth)



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4. reasonably consider barrier-free access and universal design principles in planning for all new construction and significant renovation (MR 164/98)
5. provide parents new to the school division with the accessibility information they request on each school in the division (*The Public Schools Act [PSA]* 58.6, MR 468/88)
6. transfer pupil record information according to existing *Manitoba Pupil File Guidelines* and forward pupil files (school records) within one school week of receiving such a request from the receiving school (MR 468/88)*
7. implement a transition to school plan in a timely manner according to the interdepartmental transition protocols (MR 155/05, provincial transition protocols)
8. ensure that school-related activities such as assemblies, sports days and field trips reasonably accommodate the needs of all students (MR 155/05)
9. begin educational programming within 14 days after the student seeks to be enrolled, regardless of whether that school has received the student's pupil file (MR 155/05)

B. Access (refer to Regulations JECA Admission of resident students)

1. Parents register their child in their local catchment school.
 - If a parent wishes to exercise their school of choice right, they follow the process designated in existing regulation JECA.
2. If a school is not able to meet the appropriate programming needs of the student, in consultation with the parents and school team, the principal contacts the Assistant Superintendent of Student Services. The Assistant Superintendent of Student Services then meets with the school's team and parents of the child to determine an appropriate placement for the student.
 - If a student has an appropriate placement other than their local school, that placement is reviewed annually (or as needs arise) to determine that the placement is still appropriate and to ensure that the local school is still not able to accommodate the needs of that student for the upcoming school year.
3. No student shall be unreasonably denied admittance to school due to transfer of information issues

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- students shall not be denied educational programming for more than two weeks pending the transfer of cumulative files, specialist reports, IEPs and other pertinent information
4. School-related activities such as field trips, assemblies and sports days shall be accessible and planned to manage risk and reasonably accommodate the needs of all students*
 - If additional supports are required beyond the school’s ability to support the student in said school-related activities, the principal shall contact the Assistant Superintendent of Student Services to plan on how to reasonably accommodate the needs of all students.
 5. Complete information on Access to Information, Procedures, Role and Responsibilities, Continuum of Programming and Transportation are found in the Student Services Handbook which can be accessed on our website.
 6. If a dispute arises regarding the access to school or access to appropriate programming the parent(s) the following process is in place:
 - Parent meets with classroom teacher/resource teacher/counsellor/principal (school) to resolve issues
 - If parent is not satisfied, they may discuss the concerns with the student services consultant and/or Assistant Superintendent of Student Services to find a solution
 - If a resolution is not attained, the parent contacts the Superintendent
 - If the parent is not satisfied with the actions of the Superintendent, a formal complaint may be lodged with the School Board.
 - If no solution is reached at the board level, the provincial review coordinator may be called upon to assist in the resolution process

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