



POLICY: **IGB – SPECIAL INSTRUCTIONAL PROGRAMS**
REGULATION:
EXHIBIT:

Seine River School Division supports the philosophy of inclusion, as developed by Manitoba Education and Youth.

Beliefs which underpin this philosophy:

“Manitoba Education 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.”

- 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 strengths and needs, which will continually change as his growth and development changes.
- 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 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.

APPROVED:

REVISED: November 12 2003

SOURCE:

OTHER REFERENCE: