



# Inclusion

## Administrative Procedure 3.B.05

3.0 Programs and Services  
3.B Student Services

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**Board Governance Policy Cross Reference:** 1, 2, 3, 14

**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; Standards for Appropriate Educational Programming in Manitoba 2022

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**Further Information:** Standards for Appropriate Educational Programming in Manitoba 2023

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**Date Adopted:** June 2007

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**Date Amended:** January 2015, July 2024

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

1. Definition

“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.”

2. Schools in Evergreen School Division work towards being inclusive school in which all students are provided with the supports and opportunities they need to become participating members of a democratic society. See also Appropriate Educational Programming Administrative Procedure 3.B. 40.
3. Beliefs which underpin this philosophy:
- i. Each child has unique, individual strengths and competencies.
  - ii. A child with special learning needs and abilities 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.
  - iii. Each child’s diverse family unit and culture is recognized and valued as in integral support for the child.
  - iv. 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.

- v. To successfully meet the needs of each child, professionals and the family must work together as a team within the consultative/collaborative model.
- vi. 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.
- vii. 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.
- viii. 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.