



Access to Learning and Universal Design Administrative Procedure 3.B.20

3.0 Programs and Services
3.B Student Services

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.

Further Information: Standards for Appropriate Educational Programming in Manitoba 2023; Standards for Appropriate Educational Programming in Manitoba (2022); Policy Guidelines for Transportation of Students with Special Needs; Supporting Inclusive Schools: School-Based Planning and Reporting; Guidelines for Early Childhood Transition to School for children with Special Needs; Guidelines for School Registration for Students in Care; Interdepartmental Protocol Agreement for Children and Adolescents with Severe to Profound Emotional/Behavioural Disorders.

Date Adopted: June 2009

Date Amended: January 2015, July 2024

Access

1. Evergreen School Division is committed to ensuring all students have access to an education by appropriately accommodating students with special needs and abilities with adaptations, curricular modifications or individualized programming to enable and improve learning.
2. The first and foremost 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. This includes the four provincially recognized programs: English, French Immersion, Français and Senior Years Technology Education.
3. If parents do not wish to register their child in the local catchment school, the registration process is administered according to the Administrative Procedure School of Choice, 1.A.140.
4. Placement of students in locations other than the catchment school for their residence shall be reviewed annually or when students' needs warrant review. See also Appropriate Educational Programming Administrative Procedure 3.B.10 section Specialized Programming.
5. No student shall be unreasonably denied admittance to school due to transfer of information issues.

6. Students shall not be denied educational programming for more than 14 calendar days, pending the transfer of the cumulative file and pupil support file components of the pupil file.
7. 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.
8. Parent(s)/guardian(s) who seek additional information regarding how to access information including division procedures, roles and responsibilities, the continuum of programming available in the school or division or transportation are asked to speak with the school principal.
9. Parent(s)/guardian(s) who have a question or concern regarding the needs of their child are asked to contact the classroom teacher or case manager responsible for their child's student specific plan.
 - a. If questions remain, or if the parent/guardian has concerns, they are asked to contact the principal.
 - b. If matters are not resolved, the next level of involvement is the division Student Services Administrator.
 - c. If matters are still not resolved they can be addressed to the Superintendent.
 - d. Ultimately, if the issue is still unresolved it can be brought to the Board of Trustees.
 - e. See also the following administrative procedures:
 - i. Concerns and Complaints 1.A.40
 - ii. Dispute Resolution, 3.B.90.
10. Parent(s)/guardian(s) have the right to be accompanied by a support person to meetings.

Universal Design

11. In Evergreen School Division, students' access to learning is enhanced by consideration of universal design principles in planning processes. Consistent with Manitoba expectations regarding universally designed schools, classrooms, curricula and materials, schools provide all students with access to the resources they need, regardless of their diverse learning needs.

This may include the design of:

- I. Flexible curricular materials and experiences that make curricular learning expectations achievable by students with diverse abilities
- II. Technologies that support inclusive teaching practices and allow the greatest number of learners to participate in the curriculum
- III. Open, adaptable classroom spaces and recreational facilities
- IV. Schools with elevators and ramps
- V. Visual schedules, floor-to-ceiling bulletin boards and whiteboards
- VI. Blended or remote learning situations

12. Evergreen School Division provides reasonable accommodation for all students based on identified needs. Students requiring such accommodation shall be assessed and reasonably accommodated on an individual basis in keeping with *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.

Principles/Practices

13. Evergreen School Division will provide access to learning through universal design as follows:

- a. Provide all students with the same minimum number of hours of instruction, and document in the SSP any reduction or alterations in the school day, including a plan to return to full time instruction.
- b. Recognizing that the school board's obligation to provide educational programming does not limit or restrict it from taking reasonable steps to address any significant risks to safety which a pupil may present to himself or herself, or to others. [Appropriate Education Programming Regulation 155/2005, Section 7(2)].
- c. 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).
- d. Address transportation needs by:
 - i. Providing parent(s)/guardian(s) with the transportation policy for students who are attending school outside the catchment area.
 - ii. Developing 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 and ESD Admin Procedure 7.20 Transportation of Students with Special Needs. The forms will be completed by the designated case manager for the student in collaboration with the parents.
 - iii. Develop a personalized transportation plan (PTP) for students who require transportation to ensure that school-related activities such as assemblies, sports days and field trips reasonably accommodate the needs of all students.
- e. Reasonably consider barrier-free access and universal design principles in planning for all new construction and significant renovation.
- f. Provide parents new to the school division with the accessibility information they request on each school in the division.
- g. Manage pupil files by transferring:
 - i. Pupil record information according to existing Manitoba Pupil File Guidelines

- ii. The cumulative file and pupil support file components of the pupil file within one school week of receiving such a request from the receiving school
- h. Arrange for programming:
 - i. With a transition to school plan in a timely manner according to the interdepartmental transition protocols and provincial transition protocols
 - ii. That is responsive to the social, emotional and learning needs of the students within 14 calendar days after the students' completed registration has been received by the school, regardless of whether the school has received the pupil file