



Administrative Procedure 4510

Appropriate Educational Programming and Inclusion

Board Governance Policy Cross Reference: [1](#), [12](#), [14](#)

Administrative Procedures Cross Reference:

[Dispute Resolution](#)

[Unified Referral and Intake System \(URIS\)](#)

Form Cross Reference:

Legal/Regulatory Reference:

[Charter of Rights and Freedoms](#)

[Manitoba Education - Working Together: A Parent's Guide to Formal Dispute Resolution](#)

[The Appropriate Educational Programming Legislation](#)

[The Public Schools Amendment Act: Appropriate Educational Programming](#)

[The Standards for Student Services 2006](#)

Date Adopted: June 2010

Amended: May 2019

The Brandon School Division is required to provide all students with equitable access to quality educational experiences and services. In doing so, the provincially mandated curriculum of studies is implemented in K-12 classrooms.

[The Appropriate Educational Programming Legislation](#) was enacted with the legislative purpose of ensuring that ALL students are entitled to receive *appropriate educational programming* that fosters students' participation in both the academic and social life of the school.

The Division recognizes Manitoba Education's philosophy of inclusion:

"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."

“To make inclusion applicable in Manitoba schools, educators will:

- foster school and classroom communities where all students, including those with diverse needs and abilities, have a sense of personal belonging and achievement;
- identify and foster practices by which students with a wide range of learning needs can be taught together effectively;
- enhance, through modelling and instruction, student abilities to deal with diversity;
- offer students an environment that provides potential for dignified, meaningful relationships;
- provide each student with appropriate supports, including instructional placements, to develop their personal best in a setting that respects their abilities;
- help each student contribute to the classroom and school community; and
- develop and maintain competencies for achieving these principles.”

The Division supports Manitoba Education’s commitment to fostering inclusion and that “in an inclusive school, all students are provided with the supports and opportunities they need to become participating students and members of their school communities. Collaboration among home, school and community is imperative. Core values and beliefs include:

- All students can learn, in different ways and at different rates.
- All students have individual abilities and needs.
- All students want to feel they belong and are valued.
- All students have the right to benefit from their education.”

[Supporting Inclusive Schools: A Handbook for Student Services, Manitoba Education and Training](#)