

Inclusive Education: provincial legislation and appropriate educational programming

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Inclusive Education and Community

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Community Living Manitoba

About Community Living Manitoba

- 60 years old
- Founded by parents of children with intellectual disabilities
- Part of Canadian Association for Community Living: Pan-Canadian Federation

Community Living Manitoba

- Motivation: parents recognized the value of their children
- Parents wanted their sons and daughters to live in the community and to be respected as a contributing member

History of the Community Living Movement

- Medical model: strong belief that institutional setting would provide best, safe place for people with disabilities
- Institutions provided centralized services (strong motivation for parents to send their children there)

History continued...

- Initial stand: setting up segregated schools to provide education and training for children with special needs
- Often these schools were in church basements, community halls, private residences
- Also had to develop own services
- Sheltered workshops and groups homes were formed

History...

- 1970s and 80s “Welcome Home Program”
- 1980s “Canadian Charter of Rights and Freedoms”
- Parents brought complaint against provincial government re: decision making powers for parents of children with intellectual disabilities

History

- New Mental Health Act II formed in exchange for dropping suit
- This act now called The Vulnerable Persons Living with a Mental Disability Act
- VPA training available for professionals, families and soon self-advocates

History

- CL-MB strong commitment to community development in which everyone can belong
- Dedicated to full inclusion of persons of all ages living with an intellectual disability
- In striving for this inclusion, CL-MB is working for the inclusion of all people with disabilities

History

Inclusion is a way of thinking
and community is a way of living...

Why Inclusive Education?

- A paradigm shift in our culture begins with the education of our children
- Children with disabilities belong in our public education system
- All children should be educated together to foster inclusive communities

Inclusive Education in Manitoba:

Where have we come from and where are we going?



Manitoba'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.

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."

The philosophy of inclusion goes beyond the idea of physical location and incorporates basic values and a belief system that promotes participation, belonging and interaction.

Manitoba Education Mandate, Mission, Vision, and Overarching Goals

Mandate

To provide direction and allocate resources in support of youth programming and kindergarten to grade 12 education in public and funded independent schools.

Mission

To ensure that all Manitoba's children and youth have access to an array of educational opportunities such that every learner experiences success through relevant, engaging and high quality education that prepares them for lifelong learning and citizenship in a democratic, socially just and sustainable society.

Vision

That every learner will complete a high school education with a profound sense of accomplishment, hope and optimism.

Overarching Goals

To ensure education in Manitoba supports students experiencing and learning about what it means to live in a sustainable manner.

To ensure that education practice and policy in Manitoba is guided by the principle of inclusion.

To significantly increase achievement levels of those students who have been historically less successful.

To continue to increase the overall provincial graduation rate.

Mandate, Mission, Vision and Overarching Goals

Priority Action Areas

Education for Sustainable Development

Education in Low-income Communities

Aboriginal Education

Education in Rural Manitoba

Education in Northern Communities

Changes to the Public Schools Act (Section 41)

- Appropriate educational programming for all students
- Dispute resolution process (both informal and formal)

What: An amendment to the
Public Schools Act, in section 41,
which deals with the
responsibilities of the School
Board

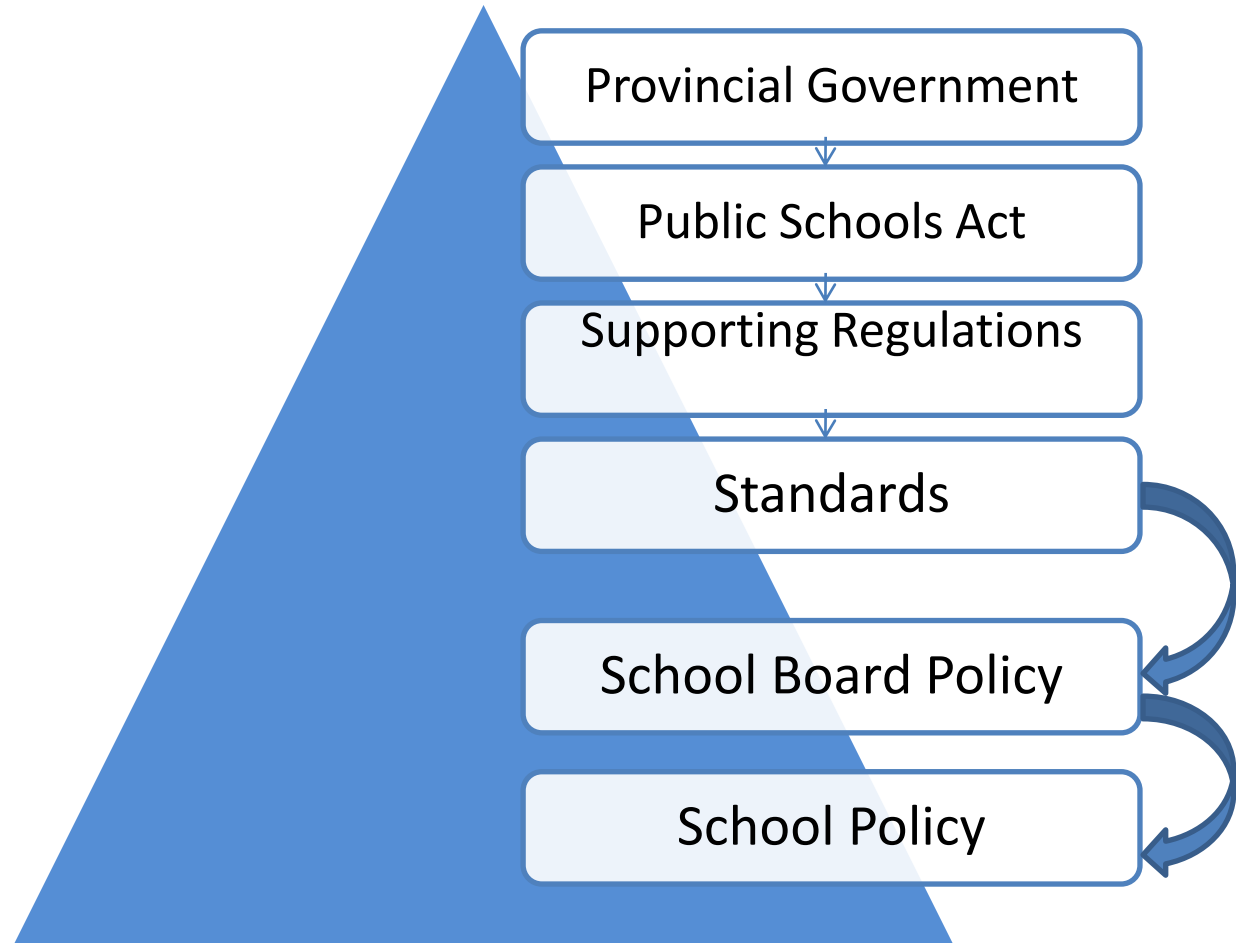
Why: To align the Public Schools Act with both the Canadian Charter of Rights and Freedoms and the Manitoba Human Rights Code.

When: The amendment was given Royal Assent in 2004.

It was Proclaimed (with supporting regulations) in November 2005.

How: The amendment must have supporting regulations which provide direction to school boards that will align school board policies with the changes in legislation.

How Do Changes in Regulations Affect Us?



General Obligations

- To teach the **provincial curriculum**.
- To teach pupils in a regular classroom of his or her peers at their neighbourhood school or a school designated by the school board.

“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...”

Expected learning outcomes:

- *social/emotional,*
- *behavioural,*
- *sensory,*
- *physical,*
- *cognitive/intellectual,*
- *communication,*
- *Academic,*
- *health.*

School-Related Activities

- Assemblies, sports days and field trips must reasonably accommodate the needs of all students.

Assessment

- School divisions have an obligation to conduct regular assessments of student learning and report to parents at regular periods.
- When a student is not able to meet expected learning outcomes, the school principal must ensure that the student is assessed as soon as practicable.

Assessment (continued)

- The student's parents must be informed of the need for referral and give consent prior to any specialized assessment.
- Specialized assessments are to be conducted by qualified practitioners.
- Specialized assessments must identify what the pupil requires to meet or approximate the expected learning outcomes, or what learning outcomes the pupil can reasonably be expected to achieve.

Individual Education Plans (IEP)

“Students with exceptional learning needs are those who **require specialized services or programming** when deemed necessary by the in-school team because of exceptional learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, communication, academic or special health care needs that **affect their ability to meet the learning outcomes...**

Manitoba Education requires individual education plans when...

- It is not reasonable to expect the student to meet or approximate the expected learning outcomes
- A student receives Special Needs Funding Level II or III,
- A student is determined to be eligible for the English as a Second Language (E) designation, the Modified (M) course designation or the Individualized Programming (I) designation in grades 9 to 12.

...Student-specific outcomes differ from curricular outcomes” (Appropriate Educational Programming in Manitoba Standards for Student Services 2006).

- The school principal is ultimately responsible for ensuring that IEPs are prepared for an identified pupils (see previous slide).
- An IEP must be updated at least annually.
- An IEP must be prepared with the assistance of teachers and other in-school personnel.

Who is involved in creating an IEP?



IEP goals

- Take into account:
 - The learning outcomes the pupil can reasonably be expected to meet.
 - How the requirements for meeting these outcomes are to be addressed.
 - The pupil's behavioural and/or healthcare needs.
- Are consistent with provincial protocols respecting transitions to and from school.

The IEP and Parents

- The principal must ensure that the parents and the pupil (if appropriate) can participate in preparing and updating the IEP.
- The parents may be accompanied and assisted by a person of their choosing when doing so.

What is in an IEP?

Is not...

- A description of everything that will be taught to the student.

Is...

- A summary of the student specific outcomes and performance objectives that have highest priority for a student's learning during a school year, with concrete plans for how these outcomes and performance objectives can be reached.

Is not...

- Restricted to: curricular/curriculum issues and concerns.
- Just for students with severe disabilities.
- Restricted to the use of classroom resources.

Is...

- Able to address social or cultural adjustments, adaptive behaviours, and transitions from one environment to another.
- Used to plan for students whose needs are not being met through the provincial curriculum.
- Able to involve other services.

Developing and Writing the IEP

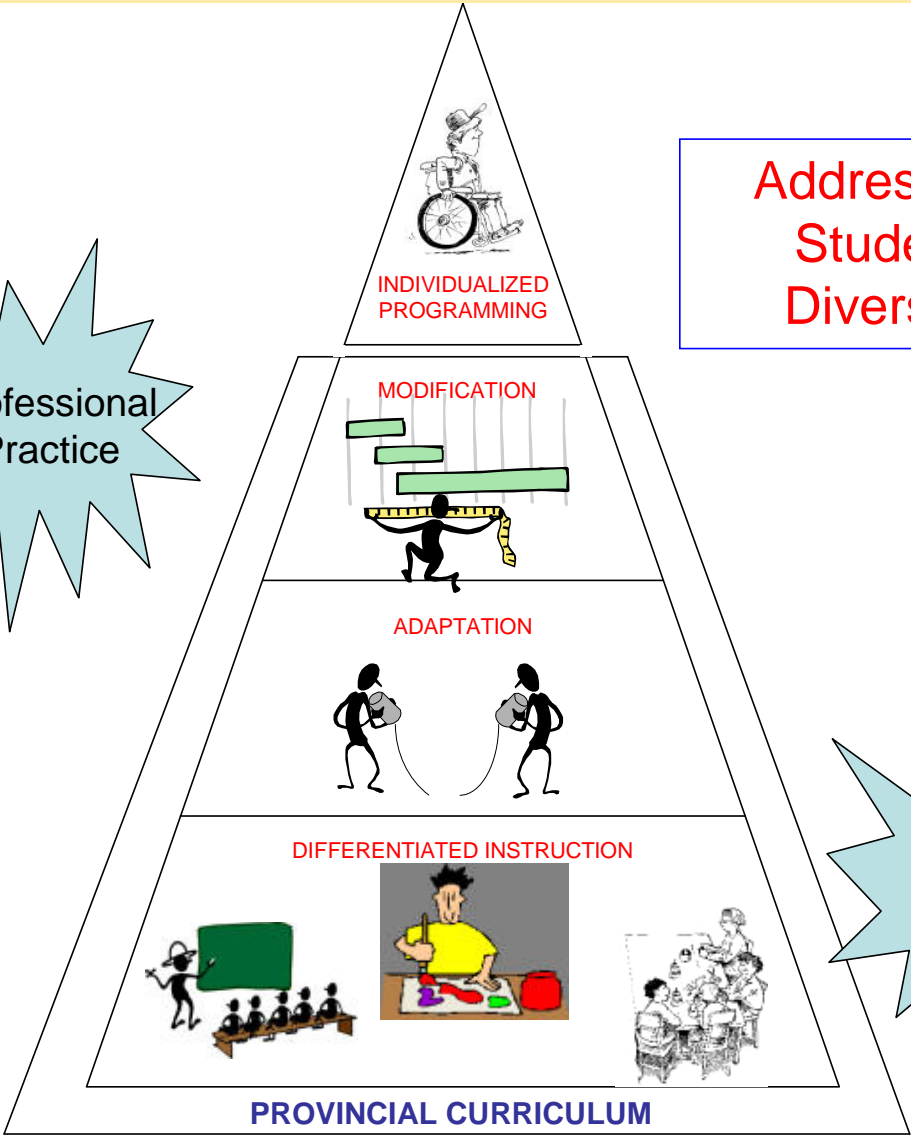
- **Adapted programming:** maintains the curricular goals but alters the way in which they are attained or measured
- **Modified programming:** alter the curricular goals that the student is expected to meet
- **Individualized programming:** no participation in the curriculum - highly individualized learning experiences that are functionally appropriate.

Addressing Student Diversity

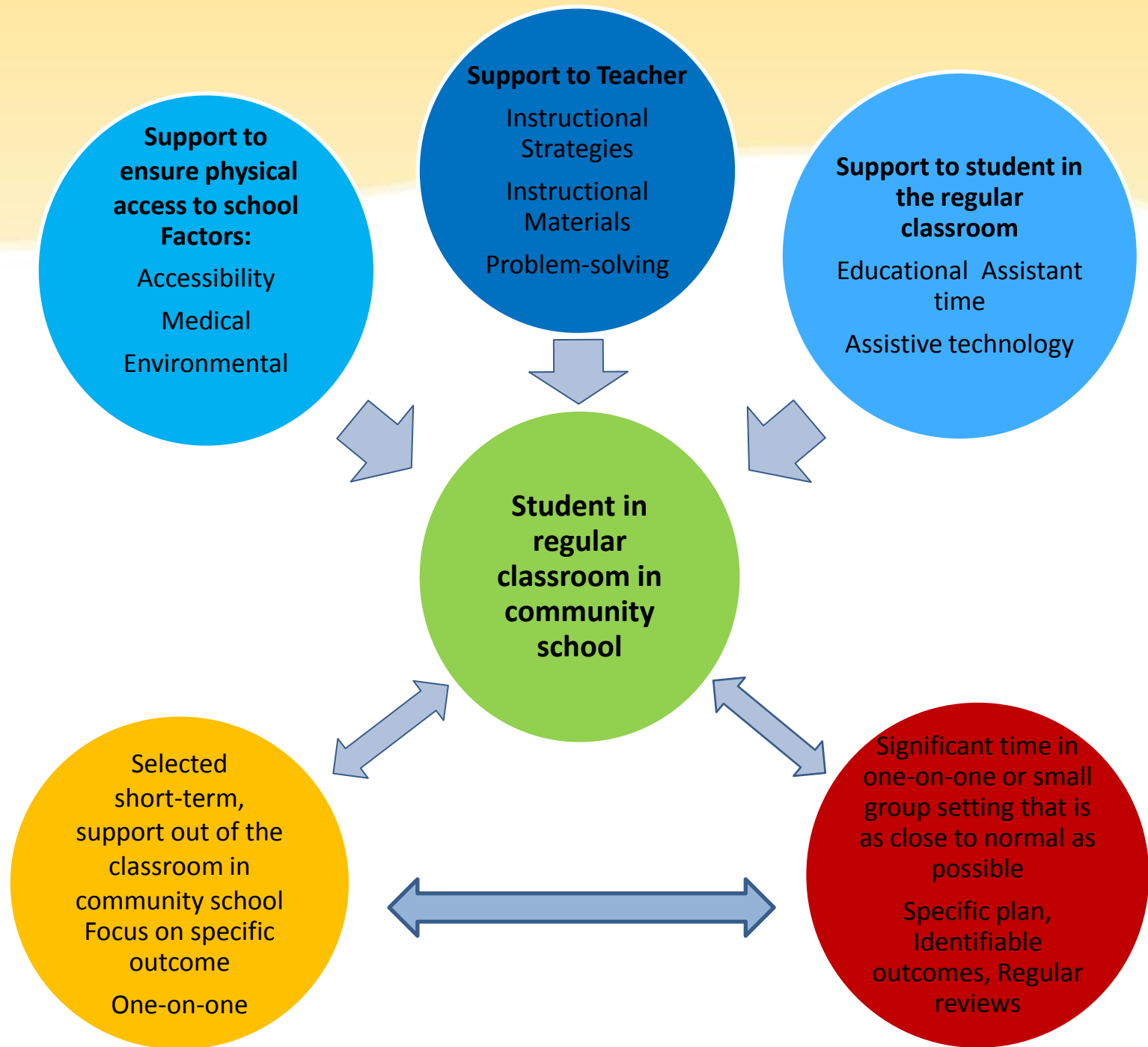
Professional Practice

Collegial/ team Support

Inclusion



Inclusion Process



Student Services Planning and Reporting

- A student services plan shall be developed by each school division as part of a school division's annual planning and reporting process.
- School divisions shall provide to parents, not less than annually, a listing of the continuum of supports available.

Student Discipline

- School divisions shall take a student's disabilities into account when making disciplinary decisions.
- School divisions shall send information regarding discipline/suspension policies to parents at the beginning of each school year.
- Schools shall develop written behaviour intervention plans for students who have been suspended more than twice during the school year.
- School divisions shall provide educational programming to students suspended out of school up to 5 days.
- Schools and school divisions have to report annually on suspensions and expulsions (number and reasons why)

Student Discipline (continued)

- School divisions shall develop re-entry plans that involve the student, etc.
- Schools shall keep records on nature and duration of suspensions.
- There shall be an annual review of the above data to ensure that there is no discrimination.
- School divisions who expel a student under 16 y must offer alternate programming.

Dispute Resolution

- A process must be in place to deal with cases where there is disagreement about the appropriateness of the educational programming provided to a student.
- Both a formal and informal process shall be put in place.

Dispute Resolution (continued)

- Informal Process: Manitoba Education has developed a resource for problem solving. (Working Together: A Guide to Positive Problem Solving for Schools, Families and Communities)
- Formal Process: Used to resolve issues that cannot be resolved at the informal level.

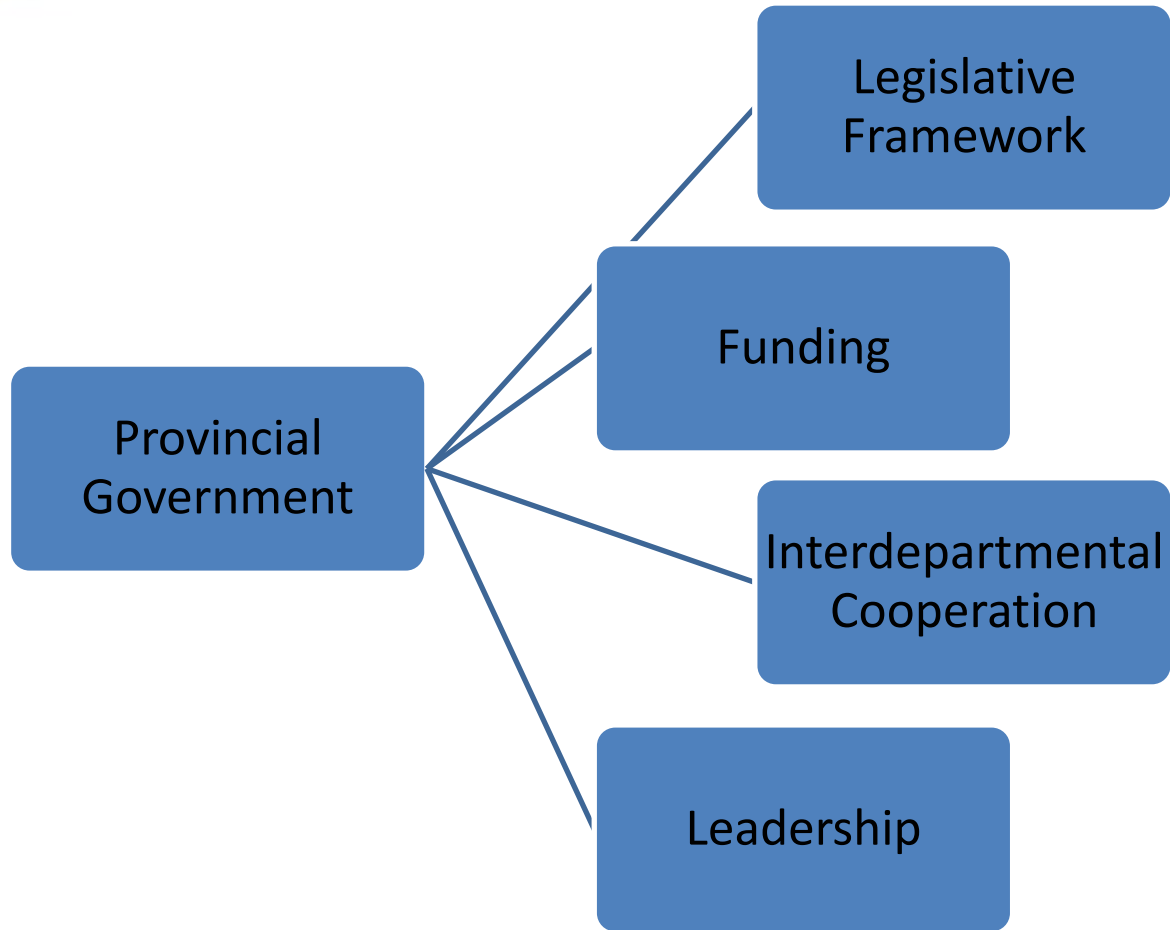
Processes for Resolving Differences

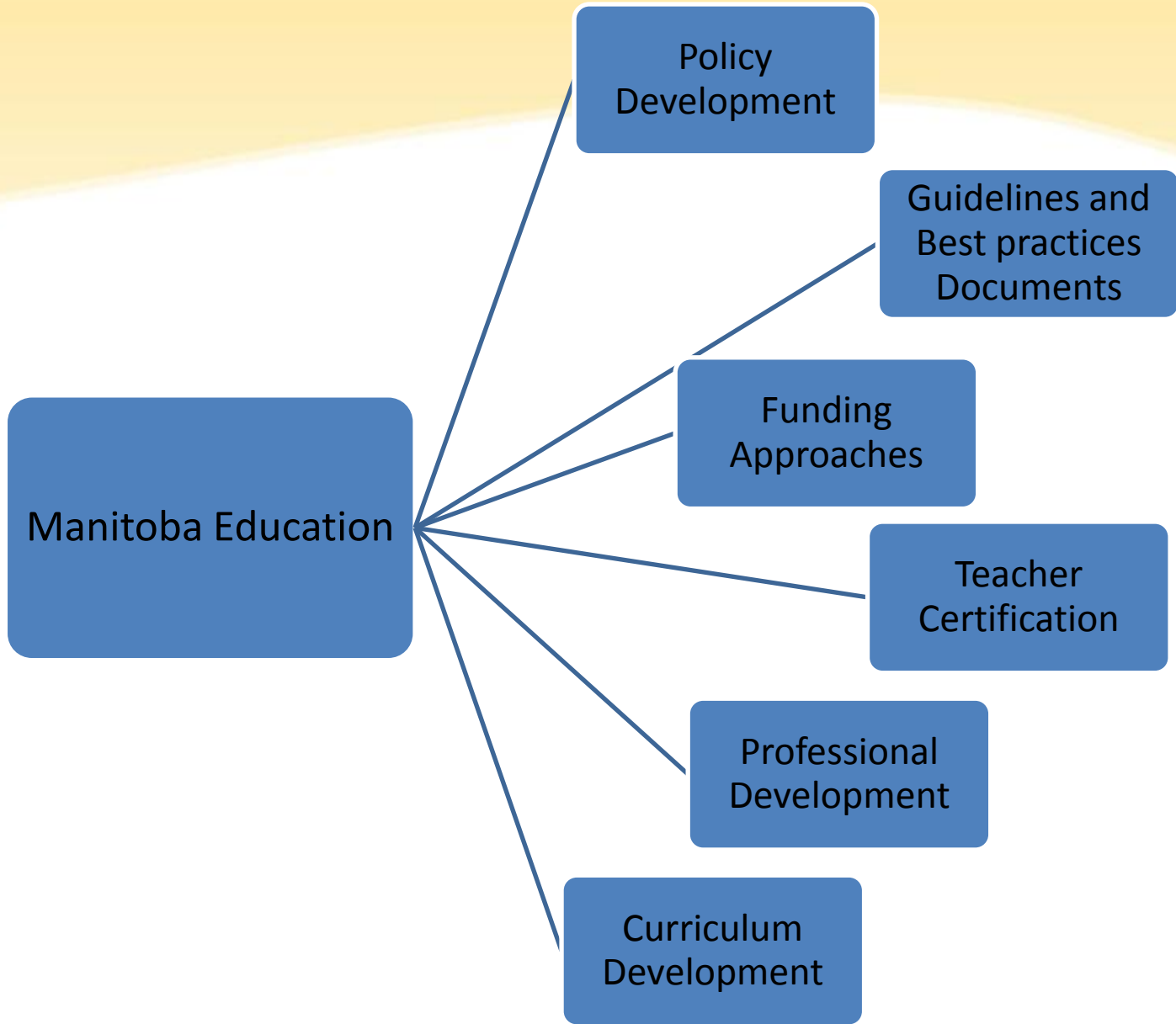
- Resolution at school level
- Resolution at the school division level
(formal appeal for board decision)
- Resolution at the Departmental level
(formal dispute resolution
process/Review Panel)

Formal Dispute Resolution

- Minister's Review Process
 - Preparation phase
 - Interview phase
 - Reporting/Recommendation phase
 - The Minister's Decision

Roles and Responsibilities





Manitoba Education

Policy Development

Guidelines and Best practices Documents

Funding Approaches

Teacher Certification

Professional Development

Curriculum Development

School Divisions

Superintendents and
Student Services
Administrators

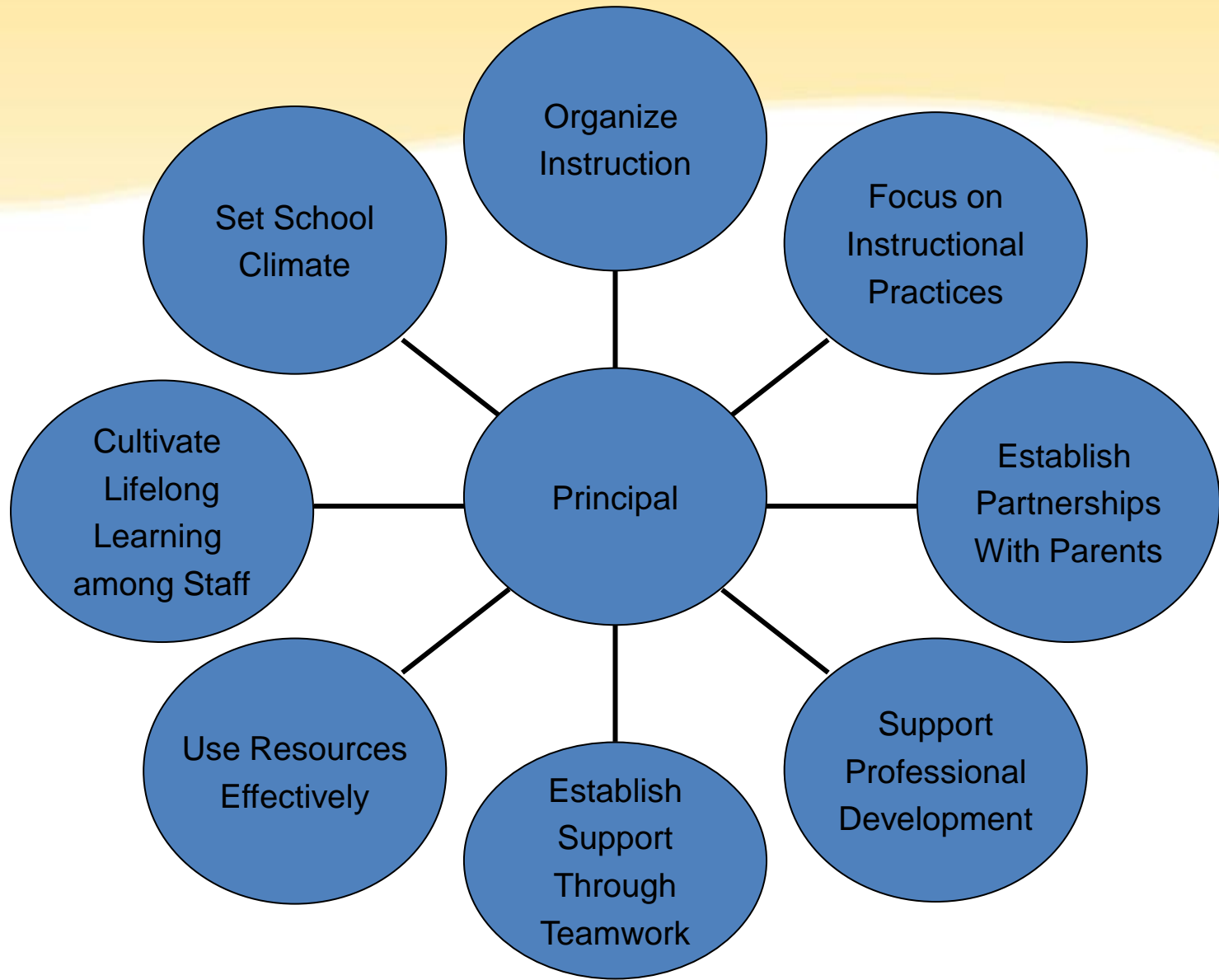
Establish
expectations for
personnel

Link policy to
practice

Leadership and
policy provision

Professional
Development
on best
practices

Resources and
support to
schools



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graph TD; A[Supportive Professionals] --- B[Contribute to Inclusive Practices]; A --- C[Utilize Expertise to Address Classroom Challenges]; A --- D[Collaborate With Teachers And Others];
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Supportive
Professionals

Contribute to
Inclusive
Practices

Utilize
Expertise to
Address
Classroom
Challenges

Collaborate
With Teachers
And Others

```
graph TD; Teachers[Teachers] --- Professional[Professional development]; Teachers --- Curriculum[Teach Provincial Curriculum]; Teachers --- Progress[Monitor Progress and Diverse Needs of Students]; Teachers --- Network[Network With other Professionals]; Teachers --- Parents[Communicate with Parents];
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Teachers

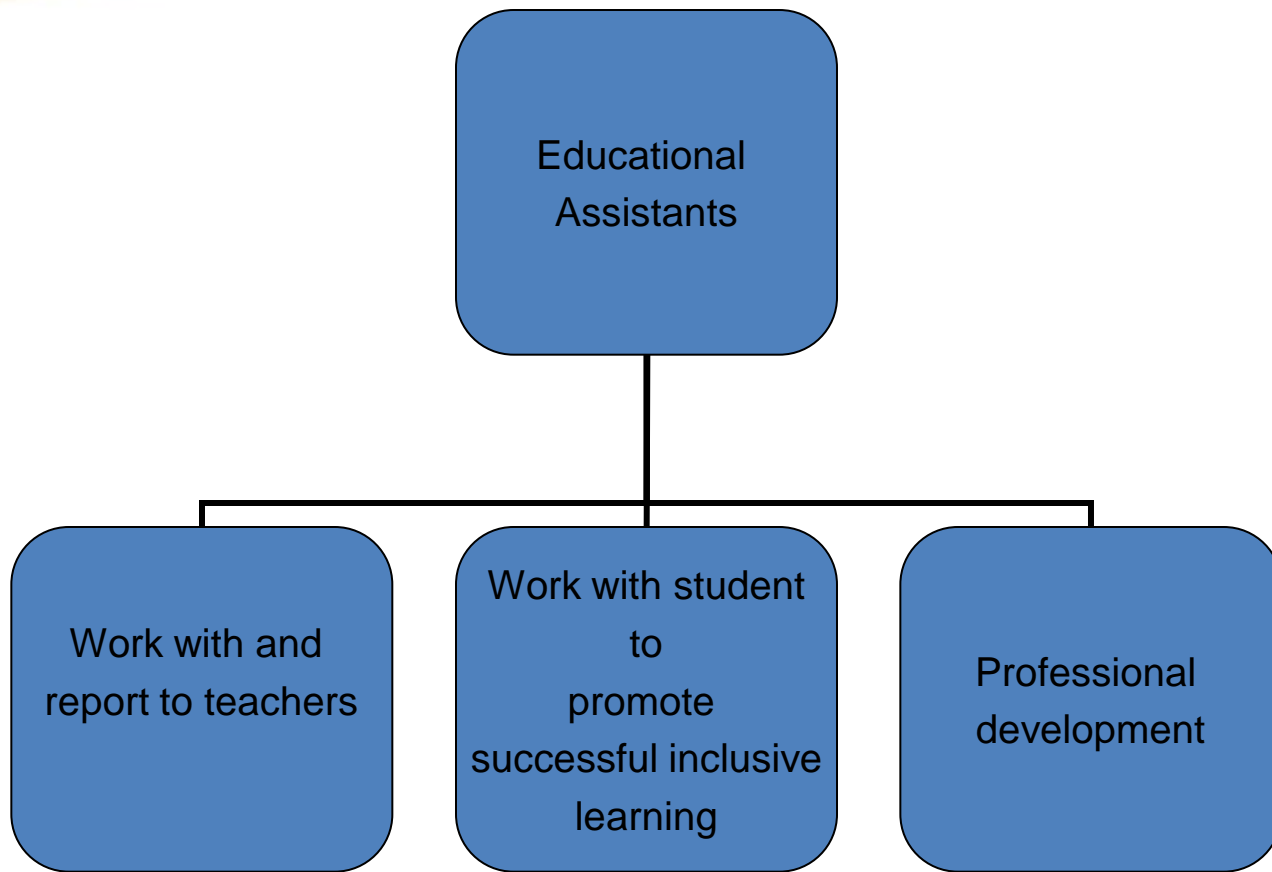
Professional
development

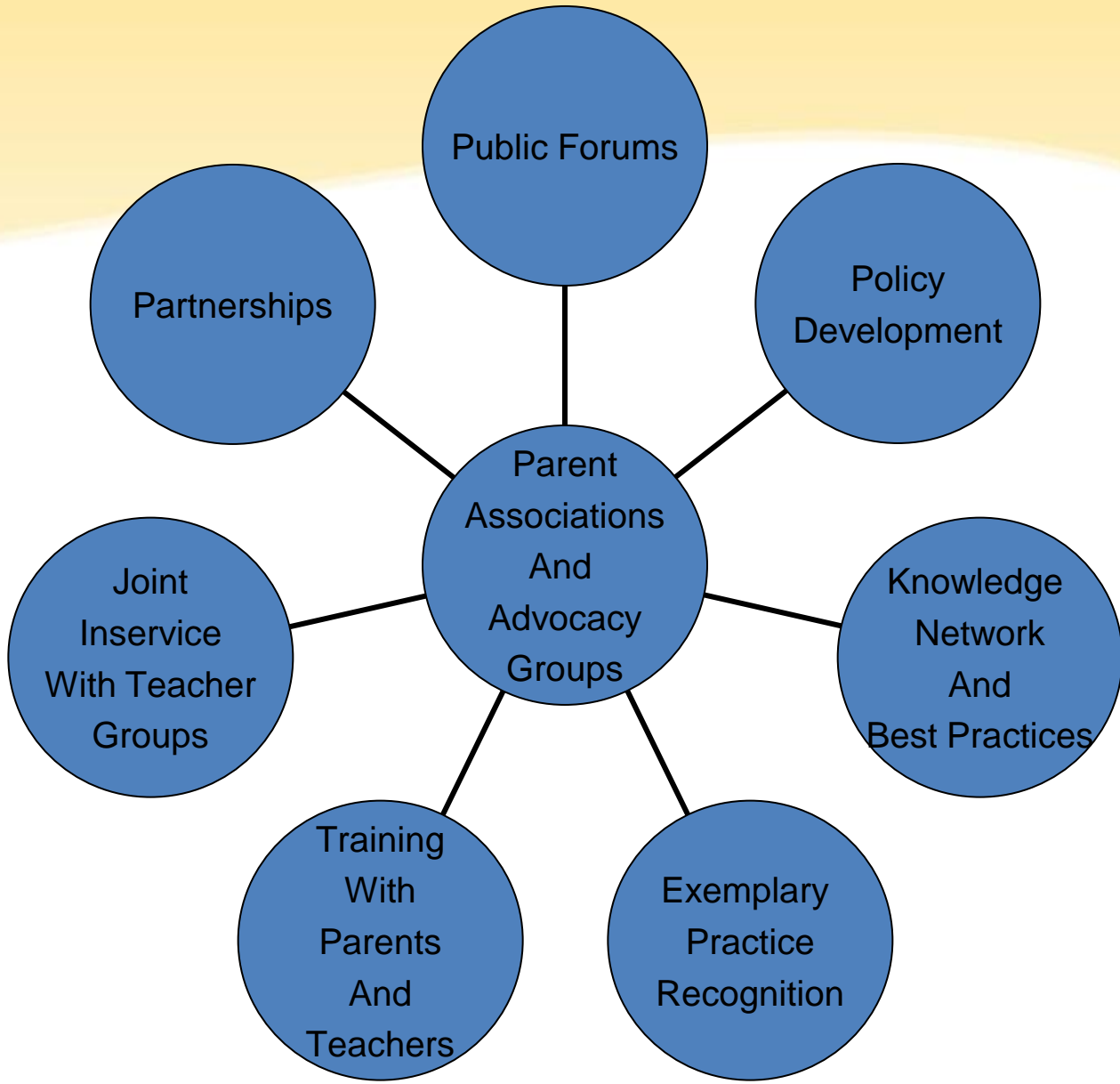
Teach
Provincial
Curriculum

Monitor Progress
and
Diverse Needs
of Students

Network
With other
Professionals

Communicate
with
Parents





Public Forums

Policy Development

Knowledge Network And Best Practices

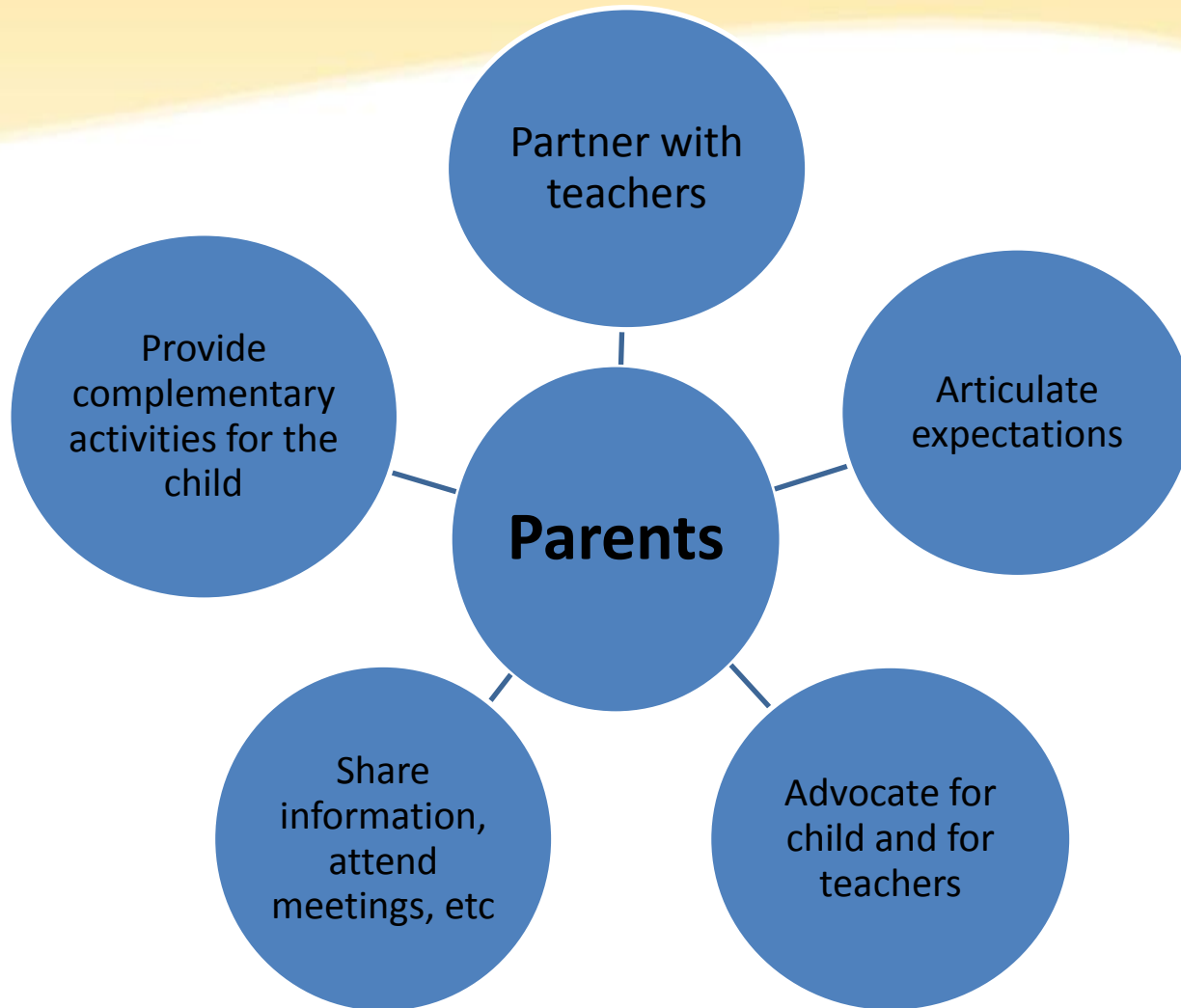
Exemplary Practice Recognition

Training With Parents And Teachers

Joint Inservice With Teacher Groups

Partnerships

Parent Associations And Advocacy Groups



Successes

- Working Together series of documents from MECY
- Supporting Inclusive Schools series of document from MECY
- Towards Inclusion documents
- Revisions to IEP document
- Creation of guidelines for educational assistants
- Bridging to Adulthood Protocol
- Specialist certification

Successes

- School plans
- Professional development opportunities
- Healthy Child Initiative (coordinating services and collaborative planning)
- Leadership institutes
- Parent advocacy
- Support groups for parents of children with special needs
- Collaborative Planning with parents and students as key players

Challenges...

- Department of Education versus individual school divisions
- Inclusion is a process not a place
- Differences in interpretation
- Funding
- Fear Factor

And the survey says...

- Social inclusion is not happening
- Transition planning from school to the community is not consistent
- Individual Education Plans are still being created without active parent involvement and without an eye to ensuring that it is a “living” document
- Parents and teachers must portray students in the worst light in order to garner support of school division to send their funding applications to the department of education
- Inconsistencies between schools and school divisions re: provision of supports, professional development, discipline policies etc

What do we mean by “Best Practices” in inclusive education?

- Ever changing as we learn more about what works and what doesn't work
- May be different in different places, with different people
- Something to work towards, not necessarily to realize

Chances are he'll never cure cancer,
walk on the moon or be Prime Minister.
Then again, neither will you.

National
Campaign
[www.no-
excuses.ca](http://www.no-excuses.ca)

This is James.
And he's a student in a
regular public school with a
whole bunch of other regular
kids.

James also has an
intellectual disability.

Some people say kids like
James are disruptive in
class and take up all the
teacher's time. That they
should be in their own
schools. None of those
people are in James' class.
These are just bad excuses
because they're simply not
true.

Kids like James learn and
grow much better with other
regular kids in a regular
classroom.

Instead of being special,
James just needs to be.
James may not cure cancer.
But he'll help other kids in
his class see life a whole lot
differently.

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Go to www.no-excuses.ca



Useful references

- The Parent's Guide to Inclusive Education (Community Living Manitoba 2011)
- Supporting Inclusive Schools: A Handbook for Developing and Implementing Programming for Students with Autism Spectrum Disorder (ME 2005)
- Appropriate Educational Programming in Manitoba: Standards for Student Services (ME 2006)

- Working Together: A Guide to Positive Problem-Solving for Schools, Families and Communities (ME 2005)
- Appropriate Educational Programming in Manitoba: A Formal Dispute Resolution Process (ME 2006)