

## **BACKGROUND**

All children have the right to quality education, an education that shall provide a sense of belonging and acceptance in the school community and which will lead to personal growth, development and success of the individual child. An inclusive education system is a way of thinking and acting that demonstrates universal acceptance of, and belonging for, all students. Inclusion means every student will be included in the school community and will be physically placed in the setting that is best for them at a particular time, based on the input of all parties.

## **PROCEDURES**

1. All students shall be given the opportunity to participate in all aspects of school life.
  - a) School life shall include all those activities to which students are exposed as part of their school experience.
  - b) Collaborative program planning and development amongst teachers will allow students to be fully participating members of the school community with programs and support in place which best suits their educational needs.
  - c) Appropriate screening and diagnostic assessment information contribute to a learner profile that allows for planning, program development, and implementation. Information gathered at all levels of the school, beginning with the teacher and family and extending to the school psychologist, will allow teachers to program to meet the diverse learning needs of all students.
    - a. Program planning and development will consider all relevant aspects of a child's development.

- b. The learning team may consist of the classroom teacher(s), parents, students (where appropriate), school psychologist, principal and Head of School.
2. The classroom teacher(s) are responsible for all students in his/her classroom.
  - a. The classroom teacher is accountable for the development, implementation and evaluation of the student's program.
  - b. The teacher provides meaningful educational experiences that support and challenge the student's levels and styles of learning.
3. Parents will be given opportunities and encouraged to participate in their child's education as an integral part of the learning team to collaborate with program planning and implementation.
  - a) Before the teacher provides a student with significant program modifications, the learning team, and when appropriate the student, will collaborate to identify and provide effective instruction and support.
  - b) The learning teams will involve parents in the identification, referral and assessment process for students requiring consultation or specialized assessments.
  - c) The school psychologist must obtain parents' written informed consent for specialized assessments or referrals.
    - a. In cases when parents refuse consent, the school psychologist will document and place in the student record the reasons for refusal and/or actions undertaken by Colegio Rex to obtain consent.

- d) Using all relevant assessment data, the learning teams, in collaboration with parents and when appropriate the student, will ensure that there is an individual program plan developed, implemented, monitored and evaluated.
- e) Principals will identify whose responsibility it is to coordinate, develop, implement, monitor and evaluate the school-based individual program and services.
- f) Principals must obtain written informed consent from parents to provide coordinated services to students when required, and as identified in students' individual program plan.
- g) A designate of the learning team will arrange opportunities for regular communication and feedback with the parents relating to the individual program plan throughout the school year.