



Immaculate Conception School

3285 Cathedral Avenue, Prince George, BC, V2N 6R4 ■ Phone: 250-964-4362
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Inclusion Policy

Policy Statement

Each child's individuality, sense of wellbeing, belonging and independence will be nurtured in a loving and kind atmosphere. Our program will strive to support, individuality, dignity, development, self-esteem, respect, and acceptance. Each child will be given equal opportunity to learn, grow and problem solve through exploration, encouragement, and guidance.

Guiding Principles

- Our program will reflect the varied needs and diversity of the community we serve.
- We support the continued partnership between families, community partnership organizations, and Immaculate Conception School, to foster the potential in all children.
- The staff and employees of Immaculate Conception School are committed to support all children equally.
- We recognize each person's individuality, uniqueness, strengths, needs and abilities.

Procedures

- Staff at Immaculate Conception School will undertake professional development on a regular basis.
- Each child is viewed as an individual with unique individual needs.
- To ensure each child is included in our program Immaculate Conception School will facilitate the use of specialized equipment, learning materials, and strategies.
- Immaculate Conception School and its staff will communicate with families and community partners to meet each child's needs. If however, we find that after great measures our program does not suit the needs of a child and we have exhausted all resources, having collaborated with families to look at other sources, then Immaculate Conception School will work with families to find a better fit for their child.

Inclusion means:



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An all-inclusive society creates both the feeling and the reality of belonging. Inclusivity is no longer defined by physical and cognitive disabilities, but also includes a full range of human diversity with respect to ability, language, culture, gender, age and of other forms of human differences.

Definition of Diverse Needs:

A child who, due to familial, physical, behavioural, developmental, cognitive, communicative, or emotional factors, is at risk of not maximizing their potential. The term diverse needs encompasses children who require support and assistance with daily living, whether formally diagnosed or not.

Legislation:

This policy falls within the guidelines of:

- **College of ECE's Code of Ethics and Standards of Practice** – Early Childhood Educators make the well-being and learning of all children who are under their professional supervision their foremost responsibility. They value the rights of the child, respecting the uniqueness, dignity and potential of each child, and strive to create learning environments in which children experience a sense of belonging. Early Childhood Educators are caring, empathetic, fair and act with integrity. Early Childhood Educators foster the joy of learning through play-based pedagogy.
- **Canadian Charter of Human Rights and Freedoms** – States that all individuals must be treated equally, regardless of their race, national or ethnic origin, colour, religion, sex, age or mental or physical disability.
- **Canadian Human Rights Act** – States that employer and service providers are required to accommodate special needs, including those of people with disabilities, short of undue hardship.