



## **ADMISSION OF STUDENTS WITH PROFESSIONALLY DIAGNOSED LEARNING DIFFERENCES**

Following are guidelines regulating the classroom inclusion of students with special needs or of students with professionally diagnosed learning differences. A learning difference is “professionally diagnosed” by one qualified in the appropriate field of medicine or education who can provide documentation assisting parents and the school to better assist the child in the learning process. These guidelines apply whenever a parent or guardian requests or requires exceptions, adjustments, or accommodations to the teacher’s ordinary classroom expectations or classroom management strategies.

1. When a student with special needs or with a professionally diagnosed learning difference applies for enrollment, the principal and parents should meet to define the student’s needs and the school’s ability to meet those needs. These needs must be identified with the assistance of documentation and guidelines provided by a qualified professional such as a letter from a doctor or an Individualized Educational Plan (IEP).
2. Classroom inclusion of either a special needs student or student with a professionally diagnosed learning difference requires the cooperation of both the school and the parents and the realization by both that circumstances and available resources may make such inclusion of a particular student impossible. “Inclusion” means including the student in a regular classroom and classroom activities according to a teacher’s usual learning or classroom management expectations.
3. An annual written agreement between the school and the student’s family should be developed and executed before the commencement of each academic school year. This agreement should set forth specific goals and expectations of the student and the responsibilities of the school and the family. This agreement should be based on the recommendations provided by the parents to the principal and the teacher from a qualified professional.
4. Special arrangements for homework, preferential seating, grading, promotion, graduation, or other identified exceptions, adjustments, or accommodations should be developed and described within the annual agreement.
5. Failure of the student or his/her family to abide by the terms of the annual agreement or to cooperate fully with both the principal and the classroom teacher shall be grounds for student withdrawal.