



**INCLUSIVE EDUCATION – RIGHTS AND RESPONSIBILITIES OF
PARENT(S) / GUARDIAN(S)**

Category: Educational Services

Effective: March 2015
Updated July 2026

Policy Statement

The parents should be involved in the planning for and the provision of educational services for their child. Parent(s)/guardian(s) may wish to appeal decisions of programs, placements, and services. Anglophone West School District provides a mechanism for such appeals.

Procedures

1. The parents(s)/guardian(s) have the right to reasonable consultation with both the classroom teacher, and members of the school-based Education Support Services Team regarding the planning and provision of educational services for the child.

A reasonable level of consultation is one that:

- Meaningfully includes the parent(s)/guardian(s) in planning and decision-making in a way that respects their knowledge of their child.
 - Keeps the parent(s)/guardian(s) informed of changes to their child's programming.
 - Respects the school-based staff's expertise.
 - Allows the school to fulfill its responsibility to provide meaningful educational programming that is both safe and accessible for all learners.
2. In order to facilitate the accommodation process, parent(s)/guardian(s) are expected to:
 - Communicate their child's accommodation needs and any relevant changes.
 - Share information that will help the school understand and support their child's needs.
 - Participate in discussions and planning related to accommodations and supports.
 - Collaborate with school staff and, when appropriate, external professionals involved in supporting their child.
 - Fulfill agreed-upon responsibilities outlined in accommodation or support plans.
 - Inform the school of any concerns or challenges with accommodations or access to educational services.
 - Work in partnership with the school to monitor and support the ongoing effectiveness of accommodations.



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This collaborative approach helps ensure that accommodations are responsive, effective, and supportive of the student's success and well-being.

3. The parents/guardian(s) shall expect confidentiality on the part of school personnel in matters relating to their child and the family.
4. The school-based Education Support Services Team may consult with the District Education Support Services Team regarding programming and planning for students at the school level.
5. The parent(s)/guardian(s) shall provide written consent for their student(s) to receive direct assessment and support by Speech Language Pathologists, School Psychologists, and Resource Specialists Assessment and Intervention.
6. The parent(s)/guardian(s) shall expect assessment results and programming information to be communicated in a way that is meaningful to them and supports their understanding of the results and recommended programming for their child.
7. The parent(s)/guardian(s) shall have informed access to assessment results.
8. The parents(s)/guardian(s) shall expect that the results and recommendations from any private, accredited consultation or assessment services they have obtained at their own expense will be carefully reviewed and discussed. These results and recommendations will be considered before any decisions are made regarding the student's program and supports.
9. The parents(s)/guardian(s) shall participate in program planning and follow-up meetings, accompanied by either a classroom teacher or school-based Education Support Services Team member, and support people if desired.
10. If a Personalized Learning Plan (PLP) is required, the parent(s)/guardian(s) shall receive a copy of the PLP outlining the student's goals and objectives. In accordance with the [Education Act](#), the parent(s)/guardian(s) shall provide written consent for the PLP.
11. The school shall provide the parent(s)/guardian(s) with regular reports on the student's educational progress toward the goals and objectives outlined in the PLP. The parents(s)/guardian(s) may request a meeting with appropriate school personnel if the student's progress indicates a need for further discussion or review.



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- 12.** The parent(s)/guardian(s) shall provide written consent for release of information from hospitals, clinics, other agencies, or other professionals pertinent to the assessment and educational programming for the student. **(See Appendix A) *Add Hyperlink once this is updated on the website to POLICY NO. ASD-W-350-3A.**
13. The parent(s)/guardian(s) shall participate in agreed upon treatment components prescribed by other professionals; e.g., medications, counseling, glasses, hearing aids.
14. Parent(s)/guardian(s) are encouraged to address concerns related to their child's programming by following the process outlined in [ASD-W Policy 360-5](#). Concerns should be communicated and resolved through respectful, constructive, and fair dialogue that supports collaborative problem-solving.
15. Parent(s)/guardian(s) will interact with school staff, District staff, and other stakeholders in a manner that reflects good citizenship, civility, and mutual respect. All communication, whether in person, in writing, or on social media, should be constructive and respectful. Every individual engaging in the school district is valued and should be treated with dignity and respect.
16. The parents(s)/guardian(s) shall contact the Superintendent to appeal a decision regarding the educational program, services, or placement which they dispute.

Reference

- New Brunswick [Education Act](#), Section 12
- [ASD-W-360-5-Public-and-Parent-Concerns.pdf](#)
- [A User's Guide for the Appeal Process](#) as Provided for in The New Brunswick Education Act
- [Guideline on Accommodating Students with a Disability](#)
- [Human Rights Act](#)
- Department of Education and Early Childhood Development [Policy 322: Inclusive Education](#)

Appendices

Appendix A - POLICY NO. ASD-W-350-3A – ***Add Hyperlink once this is updated on the website.**