



Montessori in Delta Society

STUDENTS WITH DIVERSE ABILITIES POLICY

Policy Statement

Special Needs Education

At Boundary Bay Montessori School we are fully committed to meeting the needs of the child. We recognize that this can only take place when there is an honest and transparent sharing of information between teaching staff and parents/guardians regarding the child. Educating to meet the needs of the child is not always an easy venture, and we are only able to move in the best direction when all information is disclosed by all parties.

During the course of the school year, it is the Classroom Directress' job to observe and work with students and assess their ability to understand learning concepts, work with materials and eventually, master the learning outcomes that are appropriate for the student's developmental stage.

When concerns arise about consistent, ongoing challenges experienced by a student, Directresses are required to document their observations of the student, communicate the concerns with parents, and potentially, make recommendations for modifications or extra support if the learning challenges do not correct themselves over a reasonable course of time. Because children are unique as learners and in the pace of their development, Directresses rely largely on their training, experience and specialization of working with students in their classroom over many years.

As part of MIND's contract with parents, we rely on the parents' agreement to follow and support recommendations made by the Classroom Directress to address any support concerns they may have with students in their classroom. If a student continues to struggle with learning after all adaptive strategies in the classroom have been tried, additional tutoring may need to be put in place. Parents are required to cover any additional cost associated with psycho-educational assessments, tutoring or other therapeutic interventions.



Scope

This Policy applies to all children and their families attending Boundary Bay Montessori School K-Year 7.

Policy Procedures

The following procedures will be followed in each classroom when a Directress has concerns about a student's learning differences.

1) Preschool/Kindergarten

Directresses will have verbal communications with parents when they see a persistent behavior or learning pattern that, according to their professional opinion, is of concern.

If the behavior or learning pattern continues, and the student does not show a progression in development despite regular, developmentally- appropriate support strategies and/or interventions, the directresses will have a meeting with parents to share their concern(s).

If the behavior or learning pattern leads to specific recommendations by the directress for therapeutic intervention or professional assessment, this recommendation must be presented to parents both in a formal meeting and in written format. Written recommendations will be copied to the Academic Director and placed in the student's school file.

Parents are required to consult their child's pediatrician and other related professionals to follow-up on the directress' recommendations in order to work in partnership with their child's directress(es) and support their educational program and any modification deemed beneficial by the student's directress(es).

2) Transition to the Primary Classroom

The Kindergarten directress will meet with the Primary directress to share the student's progress, behavioural/learning pattern, and any recommended modifications to facilitate a smooth transition into the Primary classroom.

Observation of the student by the Primary directress is highly recommended to support the student's transition into the Primary classroom.



3) Primary and Intermediate Classrooms

When a student exhibits a persistent behavior or learning pattern that, according to the Directress' professional opinion, is of concern, the directress will:

- Assess the student's reading/language processing/numeracy processing by the end of Term 1.
- Implement developmentally-appropriate strategies to support that student's unique learning needs.
- Meet with parents to share observations and explain how the student is being supported social-emotionally, academically, physically and/or spiritually.

If the student's unique learning needs require further support, the directress may recommend that a Learning Plan is created for the student. The Learning Plan will:

- Be shared with parents and will include parent's collaborative responsibilities to support the student at home.
- Be attached to the student's Report Card as a record of classroom strategies being used to support the student.
- Provide written recommendations that will be copied to the Academic Director and placed in the student's school file.

When the strategies outlined in the student's Learning Plan are further assessed by the classroom Directress as not meeting all of the student's learning needs:

- The directress will recommend that parents obtain a psycho-educational assessment by a qualified professional. The cost of this assessment must be borne by the parent.
- The directress may require the student to receive extra support by a qualified tutor or educational assistant. The cost of extra support or tutoring must be borne by the parent.

When a student has completed a psycho-educational assessment, which identifies a learning disability or other special learning need, the directress may initiate an Individual Education Plan (IEP) for the student.

An IEP will provide:

- Individual goals for a student who requires more than just minor adaptations to educational materials, instruction or assessment methods, and/or



- Learning outcomes where the student is working on outcomes other than the prescribed outcomes of the curriculum, and/or
- Direction for the student to receive learning support outside of regular classroom instruction in order to meet the expected learning outcomes for the curriculum.

4) Individual Education Plan (IEP) Procedures: When writing the IEP, the directress will:

- Identify individualized goals for the student which can be monitored and measured to track student growth and progress.
- Provide adapted learning outcomes for the student to experience success and continued growth in their academic program, or
- Provide a guide for implementation of learning support services for the student to meet expected learning outcomes.
- Develop the IEP in consultation with parents, learning support providers and the student.
- Ensure that the IEP is reviewed at least twice per year with parents and the student to monitor progress and to adapt and change learning goals as required.
- Provide copies of the IEP to attach to the student's final Report Card of each academic year.
- The IEP will remain part of the student's formal academic record, and will be transferred to new schools as per the Student Record Management Guidelines outlined by the Ministry of Education for Independent Schools.

BBMS Special Education process aligns with Special Education Services - Manual of Policies, Procedures and Guidelines:

https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf