

**MONTESSORI SCHOOL OF KLEINBURG RESOURCE DEPARTMENT:**  
**MISSION, POLICY AND PROCEDURES**  
**2022-2023**

**MISSION:**

An equitable, inclusive education at MSK is one in which all students, parents (or guardians/caregivers) and other members of the school community are welcomed and respected. It means that every student is supported and inspired to succeed in a culture of high expectations for learning. Equity and inclusive education are fundamental to a child's growth and development. The Resource Support Department's mission is to ensure that these guidelines are met and supported for all.

**POLICY:**

The MSK Resource Support Department (RSD) assists students, teachers, staff and parents in working together to help a student achieve their highest potential in all aspects of development: social, emotional and academic. A variety of supports, learning strategies, resources and professional consultants are used, as needed for each student. If required, an Individualized Learning Plan (ILP) is created for a student, applying all guiding principles of the MSK Equality and Inclusive Education Policy (see Policy for details). The ILP is delivered in a warm, nurturing, supportive, and inclusive classroom environment, providing each child what they need to become independent, engaged and self-actualized learners.

Identification of a student needing support is made by the following team: an MSK Resource Support staff, classroom teacher(s), Administration, Department Head, and the student's parent(s) or caregiver.

**PROCEDURES:**

1. When a student is identified, the needs and supports needed are identified by the team.
2. If necessary, an ILP is developed that states: the nature of the need, all support resources and tools required to allow the student's full engagement and expression in their classroom. Recommendations of other professional agencies (if involved or consultation needed) are included. This is written by the classroom teacher(s) with support of the RSD
3. The ILP is reviewed by the Department Head, Administration, and RSD. Then a meeting with the student's parent(s) (or caregiver) is held to review the ILP. Each team member must sign the ILP. The original is given to the parent(s) or caregiver and a copy is placed in the student's OSR and classroom Anecdotal Binder.
4. If necessary, all staff involved with the student will receive training on the use of specialized equipment or resources. This is given by: RSD, the child's parent(s) or caregiver or specialist.
5. Regular follow-up classroom visits (if necessary) are conducted by RSD to support implementation of the ILP and do on-going assessment of the effectiveness of the ILP. Regular updates are provided to the parent(s) or caregiver.
6. The ILP is reviewed and updated each term by the student's team. If necessary, new or additional support tools, programming or professionals are recommended and implemented. An updated ILP is written and reviewed by the student's Team and in a meeting with the parent(s)

or caregiver. The updated version is provided to the student's parent(s) or caregiver, the classroom Anecdotal Binder and OSR.

#### **PARENTS AS PARTNERS:**

MSK is fully committed to the Montessori philosophy of 'parents as partners' When a student is identified as having a special need, in any area of development, their parent(s) or caregiver is fully informed by the classroom teacher(s), RSD, Administration, and Department Head (if necessary). Parental support is a vital part of helping a student reach their potential. Parent-Teacher meetings will be requested with the student's parent(s) or caregiver. They are expected to attend the requested meeting with an intent to have open communication with all persons at the meeting. At these meetings, recommendations and next steps will be outlined for both school and home. This may include referring to an outside professional which MSK will provide contact information for, at parental request.

Follow up recommendations, next steps and any additional information requested by MSK will be given and a timeline for providing or implementing the recommendations or next steps at home will be stated. If no parent follow-up is done, MSK will request another meeting to discuss the reasons why it hasn't been implemented or provided and establish a new timeline. If still no parent follow-up is shown again, and the MSK team feel that they cannot further assist or meet the needs of the student, with the implemented recommendations, next steps or additional information, a third meeting will be requested at which time MSK may inform the parent(s) or caregivers that MSK may not be the best suitable environment for the student at this time and suggest other programs/schools that may better meet the needs of the student.

#### **RESOURCE SUPPORT ADDITIONAL STUDENT ASSISTANCE**

For the 2022-2023 school year, the RSD will provide additional one-on-one or small group academic assistance to students already receiving support. This is offered either before or after school on designated days/times of the week. Classroom teacher(s) inform the RSD of students who would benefit from this extra academic support. Parental or caregiver consent is required prior to starting. Together, in consultation with the classroom teacher(s) the subjects and academic areas of support needed are determined. On-going feedback to the classroom teacher(s) and parent(s) or caregiver is provided verbally, by the RSD staff working with the student.

This part of the program will be updated or revised, as necessary, during the school year.