

Maria Montessori Academy

Inclusive Education Policy

The Maria Montessori Academy Board of Directors is committed to establishing and maintaining a safe, positive, caring, and inclusive environment in which our learners are treated with respect, dignity and have access to learning and opportunities to pursue and achieve the goals of their educational program.

The Montessori method of education is a non-traditional approach to learning that focuses on fostering a sense of independence and personal development in the classroom and in individual learners. Although Montessori education supports the developmental potential of children, Montessori may not however, be right for all children. Maria Montessori Academy will make reasonable effort to include students with disabilities and diverse abilities to meet their learning needs, while not compromising the learning environment and needs of other students.

See Guidelines and Inclusive Education Procedures for details.

Guidelines:

The Board expects that all staff, students, and members of our school community will:

1. Actively support, promote, and welcome meaningful collaboration and communication.
2. Recognize the injustices of marginalization, and promote human rights for everyone, cultivating mutual respect, civility, and a sense of belonging.

The Board recognizes that certain adaptations and/or modifications may be required for specific learners with disabilities and diverse abilities:

1. A “student with disabilities or diverse abilities” is defined as a school-age student who has an impairment of an intellectual, neurodevelopmental, psychological, physical, sensory, social/emotional, or behavioural nature, or has exceptional gifts or talents.
2. Inclusive education programming and services enable students with disabilities and diverse abilities to have equitable access to learning and opportunities to pursue and achieve the goals of their educational programs (British Columbia Ministry of Education, 2016, p. 1). It is recognized; however, that the individual learner’s disability and diverse abilities should not supersede the needs of other learners and not compromise the learning of others within the core of the Montessori education.