

ADMINISTRATIVE PROCEDURE

Students

Meeting the Needs of All Learners/Assessment Process

STU #27

Revised: December 2024

Background

Christ The Redeemer Catholic School Division (“CTR Catholic”) provides students who have special needs access to appropriate programming. A student may be seen to require special programming because of his\her behavioral, communicational, intellectual, learning or physical characteristics, because of his\her specialized health care service needs and\or because of his\her gifted and talented behaviors. CTR Catholic staff will support the process of inclusion by serving students with special educational needs in regular classrooms and local schools, whenever possible. To realize this ideal and at the same time ensure that the needs of all students in classrooms can be met satisfactorily, it is recognized that varying degrees of inclusion may be required for different students within the context of a Catholic faith-filled environment. Special programming and\or placements will be considered in the context of both the individual's particular learning needs and the needs of the larger group of students in the classroom or school, with the aim of ensuring that appropriate programming will be the most enabling for all learners.

Procedures

1. The province of Alberta has a philosophy of **inclusion to meet the needs of diverse learners**. This means that, as much as possible, teachers will differentiate for learners within the classroom.
2. Even though excellent classroom instruction is occurring, some students will still benefit from programming outside the classroom or through additional supports in the classroom. To that extent, CTR Catholic schools offer a variety of programs which may include: math support groups, reading programs such as Early Reading Intervention, Precision Reading, Enhanced Reading; Response to Intervention flexible groups where individual needs are addressed; a variety of social/ emotional groups that might address issues such as anxiety, grief, and social skills, English Language Learning acquisition classes, etc.
3. Most schools have specialized staff in the form of a Learning Support teacher, an English as an Additional Language lead teacher, and a Family School Liaison Worker. Some schools may have a Connections worker and others may have a room for students to receive support with dedicated staff.
4. School-based meetings occur regularly to discuss students presenting with behavioural and/or academic concerns. During these meetings, the student’s present achievement, classroom behavior, and other extenuating life circumstances that may be affecting school performance are discussed. Any classroom or school assessment that has been completed as well as anything else that may be relevant to the situation are brought forward. A plan is developed and recorded to ensure follow-up.
5. Sometimes that plan may include further assessment. Schools may access the request for support pathway at any time. Members of the Divisional Student Services team meet regularly to triage these requests and assign a point person. The school is then contacted regarding next steps in the specialized assessment

process. When required, school staff will be asked to contact parents regarding ascent for an assessment to take place and indicate to the Divisional Student Services team member assigned when this has happened. When applicable, the Divisional team member will then attain informed consent both verbally and in writing, and then proceed to conduct the assessment.

6. Once the specialized assessment and report are completed, the parents, school, and appropriate Divisional Student Services Team meet to discuss recommendations that can be implemented in school and at home and, if necessary, the involvement of other professionals. The Divisional Student Services Team may also make a recommendation for assigning a special needs code to the student.
7. This code serves to identify those students with specific needs so that the school is sure to plan appropriately for his\her learning. This would include the creation of an Individual Program Plan or Individual Support Plan.