

ADMINISTRATIVE PROCEDURE

Students

Students With Diverse Needs or Exceptionalities

STU #13

Revised: May 2024

Background

Christ The Redeemer (CTR) Catholic School Division provides students who have diverse needs access to diverse educational programming. A student may be seen to require diverse programming because of behavioral, communicational, intellectual, learning, or physical characteristics, because of specialized healthcare service needs or because of a gifted and talented profile.

CTR Catholic staff will support the process of inclusion by serving students with diverse 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.

Diverse programming and/or placements will be considered in the context of both the individual's particular needs and the needs of the larger group of students in the classroom or school, with the aim of ensuring that programming will be the most enabling for all learners.

The following definitions are used in this Administrative Procedure:

Adapted Programming - programming that retains the learning outcomes of the Program of Studies and where adjustments to the instructional process are provided to address the special education needs of the student.

Assessment – the ongoing process of collecting information about students using a number of formal and informal methods across a variety of domains relevant to performance (behavioral, communicational, intellectual, learning or physical characteristics) to develop and implement appropriate programming to support student learning.

Diagnostic information – the results of formal and informal assessments that identify students' areas of strengths and weaknesses and which are used to determine individualized programming for students.

Individualized Support Plan - a concise plan of action designed to address students' special education needs and is based on diagnostic information which provides the basis for intervention strategies.

Informed Consent – means that the individual:

- Has been provided with all the information relevant to the activity for which consent is sought.
- Understands and agrees in writing, to the carrying out of the activity for which his or her consent is sought.
- Understands that the granting of consent is voluntary and may be withdrawn at any time.

Knowledge and Employability courses (K&E) are designed for students who meet the criteria and learn best through experiences that integrate essential and employability skills in occupational contexts. Courses provide

students with opportunities to enter into employment or continue their education. Knowledge and Employability courses are for students in Grades 8 to 12 who demonstrate reading, writing, mathematical and/or other levels of achievement two to three grade levels below their age-appropriate grade.

Modified Programming – programming in which the learning outcomes are significantly different from those of the Alberta Program of Studies at the student’s enrolled grade and are specifically selected to meet the student’s special education needs.

Procedures

1. The identification of students who may require diverse education services or programming shall be the shared responsibility of administrators, teachers, school resource teams, other agencies or professionals, parents, or students themselves.
2. Early screening and identification of a child's diverse needs will take place.
3. Students who are identified as having diverse needs shall be referred to the school administration and the learning support team, who will determine the need for further assessment and make appropriate referrals.
4. Written consent from a parent or guardian is required before a student can be assessed by a qualified professional. Parents/guardians will also be asked to acknowledge, in writing, their student's modified program, diverse education placement, and/or individualized program plan.
5. Teachers, counsellors, parents, students and other professionals shall collaborate to determine suitable educational goals and the instructional strategies and services required to effectively support the programming of a diverse-needs student. Assessment results must be shared with the parents or guardians and all others involved with the student's programming.
6. An Individualized Program Plan (IPP), based on diagnostic information which provides the basis for intervention strategies, shall be designed and implemented for all students identified as having diverse needs. While the classroom teacher and learning support personnel shall have primary responsibility for developing and implementing the IPP, the planning process is intended to be a collaborative undertaking with the involvement of teachers, parents, students (where appropriate), learning support personnel, school administrators and others who may be involved with the student.
7. The **IPPs** of students shall identify:
 - diverse programming to be implemented and/or related services to be provided;
 - assessment procedures and diagnostic information on which the plan is based;
 - long-term goals and short-term objectives (where necessary);
 - educational interventions, adaptations, strategies, materials and designated personnel who will be responsible for carrying these out;
 - review dates, results, and recommendations; and
 - placement plans for students served outside the regular classroom.
8. When a student is recommended for modified programming, the following process will be adhered to:
 - consultation with director of student services;
 - meeting with guardians and engaging in a discussion regarding placement, ensuring informed consent, and graduation;
 - completion of informed consent acknowledgement (attached).

9. When a student is recommended for Knowledge and Employability (K&E) programming, the following process will be adhered to:
 - consultation with director of student services;
 - meeting with guardians and engaging in a discussion regarding program placement, ensuring informed consent, and graduation completion;
 - completion of informed consent acknowledgement (attached).
10. When including a diverse-needs student in a regular classroom setting is determined to have a significant adverse impact on the total learning environment, alternative programming plans shall be identified and recommended for the diverse-needs student.
11. Students who demonstrate diverse needs by virtue of their gifted and/or talented profile shall be recognized as learners who require an IPP and for whom program modification, lateral enrichment, accelerated study, challenge opportunities or other interventions may be appropriate.
12. Students with diverse needs and their teachers shall be supported at the school level by learning support services and, at the district level, by the Department of Student Services.
13. Out-of-system educational placements may be considered for diverse education students in instances where CTR Catholic's offerings are determined to be of insufficient scope or design to allow maximum student benefit.
14. Management of, and access to, student records shall be conducted in accordance with Alberta Education Regulations.
15. School administrators shall ensure that parents understand their right to appeal decisions which are made and will affect the education of their children.

Roles, Duties, and Responsibilities involved in delivering programs and services to students with special education requirements.

The objective of this document is to delineate the roles, duties, and responsibilities involved in delivering programs and services to students with special education requirements, in compliance with Alberta Education's directive for school boards to implement special education policies.

INTENDED AUDIENCE:

- Educators, support staff, specialists, psychologists, principals, and Superintendents engaged with students identified with special education needs.
- Parents of students with special education needs, as well as independent students with such needs.

Christ The Redeemer Catholic Schools Protocol for Referring Students for Specialized Assessment and Services
The Program Planning Process Model outlined below is employed for referring students for specialized assessment and services.

Referral Process:

1. Identification of Student Concerns
Various indicators, such as student records, teacher assessments, observations, parent feedback, and prior specialized assessments and recommendations, signal student concerns. Notably, when parents express concerns to educators or school personnel about potential special needs or the need for assessment, this step is deemed complete. Addressing parental concerns adheres to these procedures.
2. Classroom-Level Screening/Planning
 - a. Discussions involving parents and teachers.
 - b. Ensuring updated medical and sensory screenings (vision and hearing) in collaboration with parents and available school support or community partners.
 - c. Gathering Level A information, including background/history, observations, and classroom assessments (formal and informal).
 - d. Implementing strategies planned by teachers and/or parents based on gathered information. Successful strategies obviate the need for further intervention.
 - e. If insufficient data or unsuccessful interventions persist, proceed to Step 3: Referral to the School Learning Team. Referral initiation may come from parents or teachers.
3. Referral to School Learning Team
Each school establishes transparent referral procedures for its School Learning Team, accessible to all stakeholders (parents, teachers, support staff, etc.).
4. School Learning Team Meeting
 - a. The School Learning Team, as part of the problem-solving and program planning process, assesses the potential benefits of specialized assessments/services and identifies suitable providers.
 - b. The team prioritizes referrals and determines which service providers receive them. Internal support requests (e.g., Ed Psych testing, SLP, OT) are processed by our division office team, which meets monthly to appoint a point person for each referral.
5. The School Learning Team appoints individuals to consult with parents and complete specialized assessment/service requests using provider-specific forms and procedures.
6. If internal referrals don't yield immediate services, the team may recommend community or private service providers to parents.
7. Parent Consultation and Consent Upon prioritization of a request for specialized assessment/service, parents are consulted. Proceeding assumes parental consent upon provider request. School Support Services completes necessary Request for Services forms.
8. Informed Consent
9. The School Learning Team/service provider seeks informed consent in accordance with relevant procedures and professional obligations.
10. Stakeholder Communication
Stakeholders are kept informed about service request statuses and completion timelines.

11. Special Education Identification

Principals decide on formal special education identification (coding) in consultation with parents, following Alberta Education's coding criteria.

12. Individualized Program Planning

Formally identified students with special education needs receive a Student Learning Team and an Individualized Program Plan.

13. Existing Special Education Needs

If concerns involve a student with identified special education needs, the Student's Learning Team may undertake relevant steps and communicate with the School Learning Team as necessary.

CONSENT FOR MODIFIED PROGRAM

Date: _____

Re: _____ D.O.B. _____
(Student Name)

School: _____ Teacher(s): _____

As a result of formal and informal assessment and consultation with parents/caregivers, teachers and educational personnel, it is the recommendation of the educational team that your child be placed in the Locally Modified Course described below {include grade level and specific course(s)}.

Parental Consent Statement

I clearly understand the recommendation and hereby give permission for the Locally Modified Course placement described above. I understand the rationale for and the implications of this placement and realize that my child:

- a) will be working on Locally Modified Courses and other agreed-upon courses
- b) may not meet the current admission requirements for post-secondary educational institutions
- c) may discontinue the Locally Modified Courses at any time
- d) all program placements are appealable

Date

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Parent/Caregiver passed on signing waiver; Yes

Principal Signature

Date

CONSENT FOR KNOWLEDGE AND EMPLOYABILITY PROGRAM

Date: _____

Re: _____ D.O.B. _____
(Student Name)

School: _____ Teacher(s): _____

As a result of formal and informal assessment and consultation with parents/caregivers, teachers and educational personnel, it is the recommendation of the educational team that your child be placed in the Locally Modified Course described below {include grade level and specific course(s)}.

Parental Consent Statement

I clearly understand the recommendation and hereby give permission for the Locally Modified Course placement described above. I understand the rationale for and the implications of this placement and realize that my child:

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- c) may discontinue the Locally Modified Courses at any time
- d) all program placements are appealable

Date

Signature of Parent/Guardian

Date

Signature of Parent/Guardian

Parent/Caregiver passed on signing waiver; Yes

Principal Signature

Date

This form must be completed at the beginning of each school year and filed in the student's cumulative file.