

ADMINISTRATIVE PROCEDURE

Students

Students With Diverse Needs or Exceptionalities

STU #13

Revised: August 2026

Background

Christ The Redeemer (CTR) Catholic Schools recognizes that every student is created in the image and likeness of God, possesses inherent dignity, and has been given gifts and talents to serve the common good. Catholic education is therefore called to recognize and respond to the individual strengths, needs, and circumstances of each learner so that every student may experience belonging, growth, and meaningful participation in the life of the school community.

CTR Catholic is committed to inclusive educational practices grounded in compassion, justice, and respect for the dignity of the whole person. Programming decisions will seek to provide each student with the supports, accommodations, adaptations, and learning opportunities necessary to flourish, while also attending to the well-being and learning needs of the broader classroom and school community.

In partnership with parents and guardians, students, staff, and appropriate professionals, CTR Catholic seeks to discern programming that honours the gifts and needs of each learner, promotes their fullest possible development, and enables them to contribute their God-given gifts in service to others and the common good.

CTR Catholic 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.

An inclusive system is supported through a continuum of specialized supports and services. The continuum of specialized supports and services refers to the expertise or skill sets required to meet the identified needs of learners and maximize the achievement of competencies through a range of intentional actions or strategies. A continuum plans for all learners and is instrumental in maximizing the success of each learner. Every student - regardless of background, need or circumstance - must be the center of all decisions related to every student's learning.

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.

Definitions

1. **Adapted/Accommodated:** the student continues to work towards the grade-level/course curricular outcomes, with adjustments to instruction, materials, environment, pacing, assessment, or how the student demonstrates learning.
2. **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.
3. **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.
4. **Individualized Program Plan (IPP):** 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.
5. **Informed Consent:** means that the individual:
 6. has been provided with all the information relevant to the activity for which consent is sought;
 7. understands and agrees in writing, to the carrying out of the activity for which his or her consent is sought;
 8. understands that the granting of consent is voluntary and may be withdrawn at any time.
9. **Knowledge and Employability Courses (K&E):** courses 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.
10. **Modified Programing:** 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. This includes formal and informal screening and identification that guides teachers and administrators in their support of each child's programming and learning.
 - 2.1. Literacy and Numeracy Screening and Intervention
 - 2.1.1. CTR Catholic shall ensure that literacy and numeracy screening assessments established or approved by Alberta Education and Childcare are administered to students in accordance with provincial requirements.
 - 2.1.2. Literacy and numeracy screening results shall be considered alongside classroom assessment, teacher professional judgment, and other relevant information to identify students who may benefit from additional support and intervention. Screening results shall be communicated to parents or guardians in accordance with provincial requirements.
 - 2.1.3. Where literacy or numeracy screening results demonstrate that a student is experiencing difficulty in developing literacy or numeracy knowledge and skills, appropriate literacy and/or numeracy intervention supports shall be provided or continued. Interventions shall be responsive to the identified learning needs of the student and shall be monitored to determine student growth and the effectiveness of the supports provided.
 - 2.1.4. Literacy and numeracy screening assessments are intended to support early identification and intervention and shall not, on their own, be used to determine that a student requires specialized supports and services. Where further concerns are identified, additional assessment

and the processes outlined in this Administrative Procedure shall be used to determine appropriate programming and supports.

2.1.5. Parents or guardians shall be informed of screening results and, where applicable, the interventions and supports being provided to address identified literacy or numeracy needs.

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 IPP.
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 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 IPP of students shall identify:
 - 7.1. diverse programming to be implemented and/or related services to be provided;
 - 7.2. assessment procedures and diagnostic information on which the plan is based;
 - 7.3. long-term goals and short-term objectives (where necessary);
 - 7.4. educational interventions, adaptations, strategies, materials and designated personnel who will be responsible for carrying these out;
 - 7.5. review dates, results, and recommendations; and
 - 7.6. 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:
 - 8.1. consultation with the CTR Catholic Director of Student Services;
 - 8.2. meeting with parents/guardians and engaging in a discussion regarding placement, ensuring informed consent, and graduation;
 - 8.3. completion of informed consent acknowledgement.
9. When a student is recommended for Knowledge and Employability (K&E) programming, the following process will be adhered to:
 - 9.1. consultation with the CTR Catholic Director of Student Services;
 - 9.2. meeting with parents/guardians and engaging in a discussion regarding program placement, ensuring informed consent, and graduation completion;
 - 9.3. completion of informed consent acknowledgement.
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 legislation and CTR Catholic procedures.
15. School administrators shall ensure that parents understand their right to appeal decisions which are made and will affect the education of their children.