ADMINISTRATIVE PROCEDURE

Students	School-Based Student Supports and Student Services Referral Process	STU #41

Approved: February 2026

Background

Rooted in our Catholic faith, Christ The Redeemer (CTR) Catholic Schools is committed to honouring the dignity of every student, recognizing each child as created in the image and likeness of God. Guided by Gospel values, we strive to create welcoming, safe, and caring learning environments where all students are known, loved, and supported.

This commitment is grounded in Alberta's legislative and regulatory framework, including the Education Act, which affirms every student's right to an education program consistent with their needs, and the Standards for the Provision of Special Education, which require school authorities to identify, plan for, and provide appropriate supports and services. In alignment with CTR's Inclusive Education Supports and Services Policy, the division upholds its responsibility to remove barriers to learning and ensure equitable access to supports.

This Administrative Procedure (AP) outlines the divisional school-based approach to student support, informed by Alberta Education and Childcare's Implementing a Continuum of Supports and Services: A Resource Guide for School and School Authority Leaders. The approach emphasizes strength-based planning, shared responsibility, proportional supports, and responsive movement across a continuum of services, ensuring that supports are aligned with student needs rather than labels or placements.

This AP establishes clear expectations for consistent, equitable, and accountable student support practices across schools while meeting legislative, regulatory, and divisional requirements.

The guiding beliefs of this AP are as follows:
- Every student has inherent dignity and God-given potential.
- Student success is strengthened through collaboration with families, parishes, and community partners.
- Inclusive and enabling learning environments benefit all learners.
- Early identification and timely intervention improve outcomes.
- Shared responsibility and professional collaboration strengthen school communities.

School-Based Approach

CTR uses a school-based approach to support students' instructional, behavioural, and well-being needs through coordinated, team-based planning at the school level. This approach prioritizes early identification, ongoing monitoring, and responsive adjustments to support over time.

The school-based approach ensures students receive timely, responsive, and strengths-based supports within their school community, with support levels increasing as needs evolve.

Supports are adjusted based on student response, with divisional services accessed when additional expertise or intensity is required.

Continuum of Supports
Student support within CTR is organized through a continuum of supports that begin in the classroom and expand as needed. Instructional, behavioural, and well-being supports are first addressed through classroom-based strategies and universal practices implemented by the teacher. When additional support is required, schools may engage school-based approaches, such as learning support, collaborative problem-solving, and targeted interventions. In some cases, schools may also engage divisional supports, depending on the complexity and intensity of students' needs.

All supports (classroom, school-based, and divisional) are part of a single, integrated continuum that increase in intensity and personalization only as required. Decisions about movement along the continuum are flexible and responsive, guided by student strengths, demonstrated needs, and response-to-intervention data. Supports are implemented using the least intrusive approach first, with the goal of gradually reducing them as students experience success and greater independence.

For students requiring more individualized support, progress may be guided through an Individualized Program Plan (IPP). The IPP is a working document that outlines specific goals, strategies, and supports tailored to a student's unique strengths and needs. Developed through ongoing collaboration among parents, teachers, and relevant specialists, the IPP supports purposeful planning, monitors progress over time and helps ensure that interventions remain responsive and aligned with student growth.

Universal Supports
Approximately 80% of the supports provided fall into the category of universal supports, which are inclusive, high-quality practices provided to all students to promote success and prevent barriers. These are typically provided by the classroom teacher in a standard classroom setting. Examples include differentiated instruction, positive classroom routines, and school-wide social-emotional learning.

Targeted Supports
Targeted supports are provided for approximately 15% of the time. These supports are time-limited, small-group or targeted interventions for students requiring additional support. These can also be supported in a typical classroom setting or by school-based personnel other than the classroom teacher, and in other areas of the school. Examples include small-group literacy/numeracy intervention, check-in/check-out, and targeted regulation groups.

Intensive and Personalized Supports
Approximately 5% of students benefit from highly individualized supports for students with complex or persistent needs. These are often provided in a one-on-one setting with a centralized, specialized employee. Examples include individualized programming, educational psychology assessments, and collaboration with external providers.

Student Referral Process
The following steps outline the standardized divisional process for identifying, supporting, and referring students who require additional assistance beyond the typical classroom instructional setting. Consideration of the least

intrusive supports that maintain each student's learning, socialization, safety, and dignity guides decisions throughout this process.

Procedures
1. **Classroom-Based Identification and Universal Supports**
   1.1. The classroom teacher identifies a concern related to instruction, behaviour, or well-being.
   1.2. Teachers will engage in collaboration with others who are part of the student's support system, including teachers who teach the child, support staff who work directly with the students, and parents and/or guardians. Teachers will also be expected to review supports or strategies from previous years' IPP (if applicable) to implement previously successful interventions.
   1.3. Universal strategies are implemented for a reasonable period of time, unless a child demonstrates acute needs in the classroom or school setting that require immediate intervention or supports.
   1.4. Student progress is monitored and documented.
   1.5. If concerns persist, the teacher consults with the Learning Support Teacher (LST) and/or Family School Liaison Worker (FSLW)/Connections worker.

2. **Consultation with Learning Support Teacher or FSLW/Connections worker**
   2.1. The classroom teacher, LST, and/or FSLW/Connections collaborate to:
      2.1.1. Review student strengths and needs
      2.1.2. Identify additional strategies or interventions
      2.1.3. Develop an implementation plan, which may include the development of a coded or uncoded IPP, or new goals and strategies in an IPP that has already been developed.
   2.2. Progress is monitored over a defined period.
   2.3. If concerns are resolved, the process concludes and typical student success monitoring continues by the classroom teacher.

3. **School-Based Team** (School-based, flexible process)
   3.1. Each school shall establish a school-based team to support this work. The school-based team typically includes:
      - Principal and/or Vice Principal
      - LST
      - Classroom teachers
      - FSLW and/or Connections Worker
      - Educational Assistants (EA) (as required)
      - Other relevant staff
   3.2. The concern is brought to the school-based team by the teacher, LST, and/or FSLW/Connections.
   3.3. The school-based team reviews data, documentation, previous interventions, and student needs and strengths.
   3.4. Targeted supports are identified (e.g., Enhanced Reading, small-group instruction, Attachment, Regulation and Competency (ARC), strategies, FSLW/Connections supports, EA support).
   3.5. A key contact person is assigned.
   3.6. Interventions are implemented and monitored.
   3.7. If concerns are resolved, the referral is closed, and students are monitored through typical classroom practices.
   3.8. If concerns persist, the school-based team may continue to support or recommend divisional referral.

4. **Divisional Referral and Triage** (Formal process)
   4.1. When school-based supports are insufficient, the school-based team recommends referral to Student Services.

4.2. The Learning Support Teacher submits a formal Request for Support to the Student Services centralized team.

4.3. Student Services defines service parameters and criteria to guide schools in identifying candidates for assessments or specialized supports. Students who do not meet the criteria for specific services continue to receive consultation and support through other means.

4.4. Referrals are reviewed during the monthly Student Services' Request for Support meeting, where available resources are considered on a case-by-case basis.

4.5. Possible outcomes include, but are not limited to:
  4.5.1. Classroom or student observations
  4.5.2. Consultation with Student Services Consultants
  4.5.3. Occupational Therapy (OT), Speech Language Pathologist (SLP), Psychology, or Behaviour Specialist involvement
  4.5.4. Educational Psychology assessments
  4.5.5. Access and/or referrals to low-incidence or specialized supports

4.6. If services are not immediately available, students may be placed on a waitlist while school-based supports continue.

4.7. The Director of Student Services assigns a point person and communicates the next steps. Ongoing collaboration with schools and families continues.

5. Roles and Responsibilities

- School Administration: Provide leadership for the school-based team, ensure fidelity to this AP, and support staff in implementing and monitoring supports.
- FSLW/Connections Workers: Provide family liaison/or mental health support, referrals, and liaise with external supports as required.
- Classroom Teachers: Identify concerns, implement strategies, monitor progress, and collaborate with school teams and families.
- Learning Support Teachers: Work with classroom teachers, admin, and parents/guardians. Support intervention planning, documentation, referrals, and communication with Student Services, as well as liaising with external supports as appropriate and required.
- Student Services Team: Provide consultation, assessment, documentation, and specialized supports aligned with divisional priorities and student needs.

6. Privacy, Consent, and Records Management

6.1. Student information is accessed, used, and shared only as authorized by POPA and only by staff who require it to support the student.

6.2. The school will seek parent/guardian consent when staff plan to (a) assess a student, (b) conduct focused observations to recommend specific supports, and/or (c) involve external service providers.

6.3. Documentation must be factual, objective, and professional.

6.4. All records (including working notes) must be stored, shared, and retained/disposed of in accordance with divisional records management requirements and are subject to access/privacy legislation.

7. Review and Accountability

7.1. This AP will be reviewed regularly to ensure alignment with Alberta Education and Childcare requirements, divisional policies, and evolving best practices in inclusive education.