

## **INCLUSIVE EDUCATION SUPPORTS AND SERVICES**

The Board of Trustees of Christ The Redeemer Catholic Schools (Board) believes that every student is created in the image and likeness of God and possesses inherent dignity, worth, and God-given potential. The Board is committed to fostering welcoming, inclusive, safe, and caring Catholic learning environments where all students are known, valued, supported, and provided opportunities to flourish spiritually, academically, socially, emotionally, and physically.

The Board recognizes its responsibility under the *Education Act* and related provincial standards to ensure students have equitable access to appropriate educational supports and services responsive to their individual strengths and needs.

The Board supports a continuum of inclusive educational supports and services that:

- prioritizes early identification and timely intervention;
- promotes equitable access and removal of barriers to learning;
- recognizes the importance of responsive and flexible supports;
- emphasizes collaboration among schools, families, parishes, and community partners;
- values inclusive learning environments that benefit all learners; and
- supports student success through shared responsibility and professional collaboration.

The Board believes that supports and interventions should:

- be student-centred and strengths-based;
- maintain student dignity and belonging;
- be implemented using the least intrusive and most inclusive approaches possible;
- respond proportionally to demonstrated student needs; and
- support increasing student independence and success over time.

The Board further believes that meaningful partnerships with parents/guardians are essential in supporting student learning and well-being.

The Board delegates to the Superintendent responsibility for:

1. establishing and implementing administrative procedures consistent with this policy;
2. ensuring schools utilize consistent and responsive school-based approaches to student supports and referrals;
3. providing appropriate divisional supports and services within available resources;
4. ensuring compliance with applicable legislation, privacy requirements, and provincial standards;
5. supporting staff professional learning related to inclusive education and student support practices; and
6. regularly reviewing practices and procedures to ensure alignment with divisional priorities, provincial requirements, and evolving best practices.

The Superintendent shall provide reports to the Board, as appropriate, regarding:

1. the implementation of inclusive student support practices;
2. divisional priorities and emerging needs related to student supports and services;
3. trends and considerations impacting inclusive education within the division; and
4. compliance with legislative and regulatory expectations.

**References:**

- *Education Act*
- Standards for the Provision of Special Education
- *Protection of Privacy Act (POPA)*
- CTR Inclusive Education Supports and Services Policy
- Alberta Education and Childcare: *Implementing a Continuum of Supports and Services*

**Approved:** February 29, 2020

**Amended:** May 27, 2026