



Working with Students Who have Academic and/or Emotional Needs

Often schools are asked about their approach to supporting students with academic and/or emotional needs. These needs could include, but are not limited to: difficulty with classroom academic tasks, difficulty engaging in group work or independent tasks, anxiety, language, crying, isolation. Belvedere Parkway staff work to develop welcoming, caring, respectful and safe learning environments for students and staff, to build this environment we look toward The School Act, Calgary Board of Education's (CBE) Student Code of Conduct, and the CBE's Administrative Regulations. Feel free to look at these documents at:

School Act - <https://www.alberta.ca/K-12-education-legislation-and-regulations.aspx>

School Culture and Environment - <https://www.cbe.ab.ca/about-us/school-culture-and-environment/Pages/default.aspx>

- <https://www.cbe.ab.ca/GovernancePolicies/AR6005-Student-Code-of-Conduct.pdf>
- <https://www.cbe.ab.ca/GovernancePolicies/AR6031.pdf>
- <https://www.cbe.ab.ca/GovernancePolicies/AR6006-Progressive-Student-Discipline.pdf>

As situations occur we take a student centered approach, based on educating students on how best to work through the issue they are experiencing. As an elementary school, sometimes the issue(s) that the student is experiencing is the first exposure to something of this nature and the student needs support in dealing with the situation in a pro-social and constructive manner. Some examples might be: not being invited to a birthday party, parents getting a divorce, grandparents moving, conforming to expectations, following a classroom routine, being asked to work with someone new, having difficulty with a concept, etc.

The outline below describes how we work with students. Please understand that the information below is *general* information, it is not necessarily a lock step process. How we will work through the situation depends on the situation and the level of student need.

When a situation first presents itself, the following process will be used:

- Classroom teacher is notified about the situation by student(s) and/or support staff
- Classroom teachers have a conversation with the student(s) involved
- A common understanding of events will be determined by all parties
- A resolution will be agreed upon
- Teachers will document the situation and the resolution
- When needed, parents will be contacted

If the same/similar situation occurs, the following process will be used:

- Classroom teacher has a conversation with school administration (resource teacher, assistant principal or principal)
- The School Learning Team (SLT) may assemble to discuss the situation and strategies in moving forward in supporting the child. If an SLT meeting is to occur, the parents will be notified of the reason for the meeting
- Depending on the type and severity of the situation, parents will be notified by either the classroom teacher or an administrator

If further support is needed:

At this stage parents would be involved and the classroom teacher and/or administration would have had conversations to work together to discuss next steps for the student. Conversations might result in:

- A decision to contact the Area Learning Team (ALT) for support, such as accessing CBE Strategists to observe the student and provide staff with strategies to help meet the student's needs
- Depending on the area of need and complexity of the situation, some of the following might be discussed with the family: a visit to the family doctor, pediatrician or optometrist, the possibility of counselling for the student, Psycho-Educational Assessment, Specialised Classes, Unique Settings

We hope this informs your understanding of how we support students experiencing academic and/or emotional needs.

As always, feel free to ask questions, we are here to help!

Belvedere Parkway Staff