KNOWING EVERY LEARNER AND REACHING EVERY LEARNER

PARENT INCLUSIVE EDUCATION NEWSLETTER

OCTOBER 2026

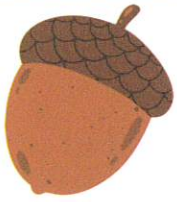
Reflection

October is a wonderful time to reflect on how we help every child feel known, supported, and ready to grow. At St. Luke School, inclusive education means recognizing that each learner is unique and it is important for us to create meaningful ways for every student to participate, learn and flourish.

Why It Matters

Exceptional instruction begins with knowing our learners. Our teachers work hard to understand each student's strengths, needs, interests and learning profile so they can provide meaningful instruction. When students feel understood, they are better able to build confidence, take on challenges and experience success. Our Catholic community is called to value the gifts and dignity of every person. In learning about each child and responding thoughtfully, we help all students feel that they belong and can contribute.







What We Are Doing

Data

Data helps us notice learning patterns and see where a student may benefit from extra practice or a new challenge.

Observation

Observation means paying attention to how students participate, solve problems, connect with others, and approach new tasks.

Assessment

Assessment provides students with different methods to show what they understand and this helps teachers plan helpful next steps.

Partnering at Home

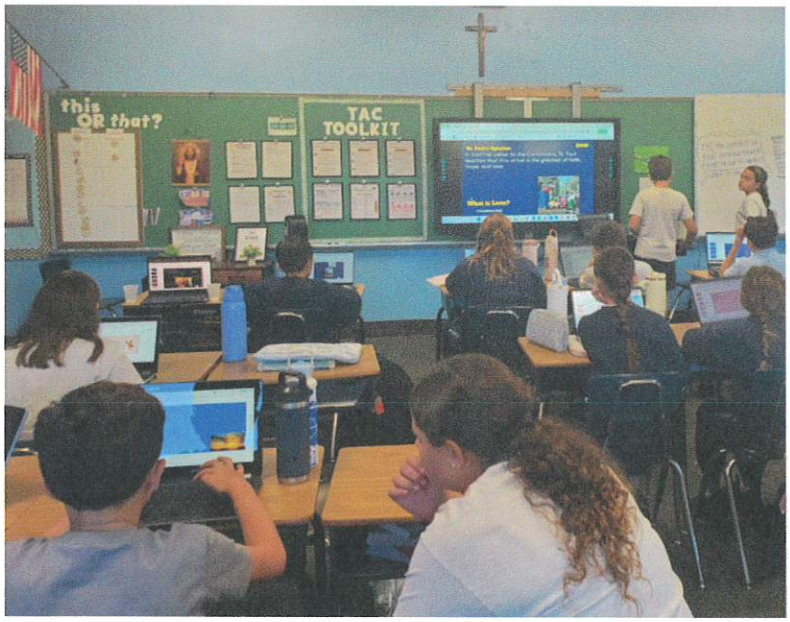
Our families know their children in special and important ways. You can support our work in school by:

- Sharing what your child enjoys, feels proud of, or finds challenging
- Asking your child, "What helped you learn something new today?"
- Celebrating your child's effort, progress and strategies for learning - not only the correct answers
- Letting your child's teacher know about changes or insights that may help us support them

Our Focus in Action

Focus Area: Evidence of Reteaching

In Ms. Camhi's class, students worked in groups to read online Bible stories, developed questions and answers in Jeopardy format, and searched the corresponding scripture chapters to find and cite applicable verses. Ms. Camhi used various supports, including sample slides, which were available online and posted to the Smartboard, and provided sample rewrites in Google Classroom. Realizing students needed additional support, Ms. Camhi went over various examples on the whiteboard. Students who needed additional help sat with Ms. Camhi, during which time she supported by helping students write out the answer, then worked backwards to use prompts so students could write strongly worded Jeopardy clues.



Focus Area: Student Independence

Grade 1 students worked independently in two stations (writing using a sentence starter and a spelling word partner game)while the third station was a teacher-led review of vocabulary words. The students listened for the signal bell (one ring) to gather their belongings and then moved to the next station on the signal bell (two rings).

