

ADMINISTRATIVE PROCEDURES

	200 – INSTRUCTIONAL PROGRAMS &	CODE:	AP 213
SECTION:	MATERIALS		
PROCEDURE:	STUDENTS REQUIRING INTENSIVE SUPPORTS		

BACKGROUND

The Division is committed to meeting the educational needs of all students by providing special programming, services, and facilities as recommended by the Director. The Division supports the inclusion of students requiring intensive supports to the extent possible and when appropriate. This administrative procedure applies to students who have a disability or are gifted.

PROCEDURES

1. The Coordinator of Student Achievement and Supports shall:
 - 1.1 Ensure the identification of students with exceptional needs, in accordance with legislation and Ministry requirements.
 - 1.2 Determine the nature and scope of programs to be established in special education
 - 1.2.1 In response to demonstrated need.
 - 1.2.2 In accordance with the Education Act and regulations.
 - 1.2.3 As an innovative program.
 - 1.3 In consultation with respective principals, Division personnel, professionals from other agencies, parent(s) and/or guardians, determine appropriate programming for students requiring special education.
 - 1.4 Monitor and evaluate the effectiveness of the program and services provided to students requiring intensive supports.
2. Referrals pursuant to Section 178 of the Education Act shall be made by the Principal of the school to the Coordinator of Student Achievement and Supports
 - 2.1 When students are referred to the Coordinator of Student Achievement and Supports for formal assessment, such referrals will be in writing on the prescribed forms and will describe the reasons why the formal assessment is required.
 - 2.2 Following receipt of the referral, the Coordinator of Student Achievement and Supports shall, in consultation with the Principal, Student Support Services teacher, classroom teacher, parent or guardian, determine the nature and scope of any study and evaluation required. A report of the findings shall be communicated to the Principal, Student Support Services Teacher, classroom teacher, parent(s) and/or guardian(s).

- 2.3 The Coordinator of Student Achievement and Supports, in conjunction with the prospective principal, Student Support Services Teacher, and parent(s), and/or guardians will determine appropriate program placement for students requiring intensive supports who may experience difficulty with inclusion in the regular classroom.
 - 2.4 The school must inform parent(s)/guardians of the decision to place a student on intensive supports or in a special education program. Parental consent is not required to provide appropriate programming with any students.
 - 2.5 The homeroom/subject teacher along with the Student Support Services teacher will develop an Inclusion and Intervention Plan for each student requiring intensive supports.
 - 2.6 The Principal, The Coordinator of Student Achievement and Supports and Student Support Services Teacher will review special placements on an annual basis.
3. The identification of students requiring intensive supports shall be in accordance with Section 186 of the Education Act and the regulations pursuant to that Act (Regulation, Sections 48 - 52).
 4. All new programs and significant changes to current programs for students requiring intensive supports shall require prior approval of the Director or Designate before being implemented.

Reference: Sections 141, 142, 145, 146, 156, 175, 178, 185, 186, 186.1, 187, 231 Education Act
Regulations 48, 49, 50, 51, 52

Date Issued: November 21, 2007
Revised Date: May 27, 2016