

	Administrative Procedure	
	Subject	Services for Students with Intensive Needs
	AP Code	340

Background

Saskatoon Christian School recognizes its responsibility for the education of students with intensive needs and supports the process of inclusion of students with intensive needs in an appropriate learning environment.

For this administrative procedure, the term “students with intensive needs” shall refer to students who meet school and ministry criteria and require intensive supports to access learning.

Procedures

1. The principal is responsible for the implementation, maintenance, and supervision of programs and services for students with intensive needs.
2. The principal has the authority to delegate the implementation and ongoing development and operations of the student support services program to coordinators, consultants, teachers, and other school employees involved in the delivery of special services.
3. The principal is to maintain a current record outlining, in specific detail, the delivery system for special education. It is to be consistent with the vision, mission, guiding principles and goals of the school and pertinent policies of the Ministry of Education and The Education Act, 1995.
4. The parents/guardians will be consulted when school personnel believe that a student may not be able to benefit from the regular program.
5. School staff and/or outside consultants may be asked to assess a child’s ability for the purpose of proper placement of the child. The parents/guardians shall be informed and consulted regarding assessment.
6. Safety planning
 - 6.1. For students who require supports to address safety concerns, a Safety Plan shall be completed at the initial meeting with the family upon entry to the school.
 - 6.2. The school principal and resource teacher, in consultation with the parents/guardians, may recommend the use of assistive technology (e.g. reflective vests, gait belts, tethers, tracking devices) as part of the Safety Plan for students who are considered to be a flight risk (runners).
 - 6.3. There may be times where an alternate recess/lunch break and/or alternate location in the school for these breaks is the best option to safely support students.
 - 6.4. In cases where all elements of the Safety Plan cannot be fully implemented or more information is required, the entry of the student to the school may be delayed or a graduated introduction to the school and/or schedule may be adjusted.
 - 6.5. Safety Plans shall be shared with staff members and substitute staff who need this information to do their job and ensure safety for the child(ren). In some cases, this may include the entire staff. Consideration should be given to posting pictures with pertinent

information in a secure location in the school or in the Staff Zone.

7. The resource teacher, in consultation with the school principal and parents/guardians, ensures regular monitoring, evaluation, and adjustment of special education programming.
8. All new programs and significant changes to current special programs for students with intensive needs shall require prior approval of the director before being implemented.

References

The Education Act, 1995 – sections 85, 87, 178, 178.1

Date Adopted

September 1, 2024

Revised
