



## AP 210 – STUDENTS WITH INTENSIVE NEEDS

### BACKGROUND

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Saskatoon Public Schools is committed to educating students with intensive needs by providing special programming, services and/or facilities as appropriate. The division supports the inclusion of students with intensive needs within the least restrictive environment.

For the purpose of this administrative procedure, the term *students with intensive needs* shall refer to students who meet division and ministry criteria and require intensive supports to access learning.

### PROCEDURES

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1. The superintendent of education responsible for special education shall:
  - 1.1. ensure the identification of students with intensive needs, in accordance with Section 178 of *The Education Act* and regulations pursuant to that Act.
  - 1.2. determine the nature and scope of programs to be established in special education,
    - 1.2.1. consistent with students' educational needs and abilities
    - 1.2.2. based on the philosophy of the least *restrictive environment*
2. Referrals pursuant to Section 178 of the *Education Act* shall be made by the principal of the school to the coordinator of special education.
  - 2.1. When students are referred to the coordinator of special education to receive intensive supports, such referrals will be in writing describing the reasons for such intensive supports. Following receipt of the referral, the coordinator of special education shall, in consultation with the principal, teacher, other school division personnel and parent(s) or guardian(s), determine the intensive supports required. Decisions shall be communicated to the principal, teacher, other division personnel and parent(s) and/or guardian(s).
  - 2.2. The coordinator of special education, in cooperation with the respective principal, teacher, other division personnel, parent(s) or guardian(s), initiates and facilitates the inclusion of students with exceptional needs in the least restrictive environment as appropriate.
3. Safety Planning
  - 3.1. For students who require supports to address safety concerns, a Safety Plan shall be completed at the transition meeting with the family upon entry to the school. Safety Plan templates are available in the Transition Handbook, Special Education Department.
  - 3.2. The school and Special Education department, 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).
  - 3.3. 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.



- 3.4. 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.
- 3.5. 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 on the staff portal.
4. The coordinator of special education, in consultation with school based and other division personnel and parent(s) or guardian(s), ensures regular monitoring, evaluation, and adjustment of special education programming in the division.
5. 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.

Reference: Section, 178, Education Act  
Regulations 54, 55, 56  
Transition Handbook, Special Education Department, Saskatoon Public Schools

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