

STUDENTS WITH DIVERSE AND INTENSIVE NEEDS

Background

The Division is committed to meeting the educational needs of students with diverse and intensive needs by providing special programming, services and facilities as recommended by the Director or designate. The Division supports inclusion as defined by the Ministry of Education as the meaningful integration of exceptional students when appropriate.

Procedures

1. For the purpose of this administrative procedure, the term students with intensive needs shall refer to students with significant learning needs, behavioral challenges, and/or personal care needs.
2. Referrals pursuant to Section 178 of the Education Act shall be made by the principal and/or student support teacher to the Student Services Department.
3. When students are referred for assessment and intervention, the referral request, along with assessment and intervention services provided will be documented in CLEVR following the GSSD Referral Procedures.
4. The identification of students who have demonstrated impacts in learning and behavioural domains shall be in accordance with Section 186 of the Education Act and the regulations pursuant to that Act (Regulation 1, Sections 48 - 52).
5. The Director or designate shall be responsible for the designation of students with intensive needs, in accordance with legislation.
6. Students designated as having intensive needs usually require an Inclusion and Intervention Plan (IIP) to be created and implemented collaboratively by the students' team. The IIP will outline learning needs/diagnoses, accommodations, priority goals, responsibilities of those involved, and transition plans. In some cases, an IIP is not required if the student's needs are better met and documented through the following: Emergency Medical Protocol, Behavior Support Plan, Intervention Plan, and/or a Record of Adaptations.
7. The Director or designate shall determine the nature and scope of programs to be established in student support services based upon one or more of the following criteria:
 - 7.1 In response to demonstrated need;
 - 7.2 In accordance with Section 178 of the Education Act and the regulations pursuant to the Education Act;

8. The Director or designate, in consultation with principal, teachers, student services personnel, and parent(s) and/or guardians, shall assign students to these support services.
 - 8.1 If school division recommended services, programming, or interventions are declined by parents, guardians, or students, this must be documented on Form 211- 1 Decline of Services, Interventions, or Programming Documentation Form. The completed form shall be uploaded to the appropriate CLEVR template.
 - 8.2 The Director or designate will determine if a team meeting, would be necessary to ensure parent, guardians or students are informed regarding the impact of the removal of services on student programming.
9. School and division personnel providing interventions to students shall document the intervention goals, strategies, and progress, and upload this information to CLEVR for progress monitoring purposes.
10. The Director or designate, in cooperation with the principal, teachers, student services personnel, parent(s) or guardians, initiates and facilitates the inclusion of students with diverse and intensive needs.
11. The Director or designate, in cooperation with the principal, teachers, and student services personnel, shall be responsible for monitoring and evaluating the effectiveness of the program and services provided to students with intensive needs.
12. All new programs and significant changes to current programs for students with intensive needs shall require prior approval of the Director or designate before being implemented.

Reference: Section 141, 142, 146, 156, 175, 178, 185, 186, 187,
Education Act Regulations 48, 49, 50, 51, 52
Forms Manual 211-1

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