

Administrative Procedure 214

SPECIAL EDUCATION

Background

The Division recognizes that Special Education programs address diverse learner needs. Diverse learners may require programs of study that are adapted, modified, or altered. To this end, the Division will provide programming that seeks to draw the greatest potential from every student.

Procedures

1. The superintendent responsible for student support services shall keep current an electronic Special Education Master Plan [Student Support Services Information](#). This plan shall be aligned with the Saskatchewan Education Special Education policies and include the following:
 - 1.1 Roles and responsibilities;
 - 1.2 Strategies and resources;
 - 1.3 SRPSD special programs;
 - 1.4 Forms and referral process;
 - 1.5 Inclusion and intervention plan (IIP)
 - 1.6 Community resources.
2. The Division shall seek to balance the needs of special education programs with the needs of general programming. Prior to special education programming placements, parents shall be consulted to determine the most suitable placement for their child.
3. The principal shall ensure that parents or guardians with a student with IIP have an opportunity to provide input, to review and to approve the IIP.
4. Parents and guardians, or students who have reached 18 years of age, shall have access to a process to Review Decisions Regarding Students with Intensive Needs as per Board Policy 14.

Reference: Section 5, 148, 150-155, 158, 178.1, 186.1, 231, *The Education Act, 1995*
Section 48, 49, 50, 50.1, 52, Education Regulations
Human Rights Code
Canadian Charter of Rights and Freedom

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