

## Administrative Procedure 214

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# INTENSIVE SUPPORTS FOR DIVERSE LEARNER NEEDS

### Background

The Division recognizes that intensive supports are necessary to address diverse learner needs. Diverse learners may require individualized programming that is adapted, modified, or altered.

The Division adheres to the concept of placing students in the most enabling and inclusive environment, which empowers them to be active and contributing participants in the classroom, school and community where engagement and a sense of belonging are both nurtured and promoted.

### Procedures

1. The superintendent responsible for intensive supports shall keep current an electronic Intensive Supports Framework. This Framework shall be aligned with *The Education Act* and Education Regulations and include the following:
  1. Roles and responsibilities;
  2. Strategies and resources;
  3. SRPSD specialized services and learning centres;
  4. Forms and referral processes;
  5. Inclusion and intervention plan (IIP)
  6. Community resources.
2. 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.
3. The Division shall seek to balance the needs of specialized programming with the needs of general programming.
  - 3.1 Students may be placed in a specialized learning centre in a school other than a student's designated school when the educational program of a student with diverse needs cannot be offered in the designated school and the prospective and receiving school has more appropriate programming supports and available resources.
  - 3.2 During the referral process for a student's placement in a specialized learning centre, parents shall be consulted to inform the decision regarding the placement of their child.
4. Transportation for diverse learners may be provided based on identified student needs. Consideration for such requests should be made by the principal in consultation with the intensive supports consultant and the manager of transportation services.

5. 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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