

Curriculum & Instruction 8736 <hr/> St. Maria Faustina	Administrative Application	
	Last Reviewed /Approved on:	June 30, 2020
	References:	The Education Act, 1995, Sec. 186-88 The Education Act Regulations, 2015 n. 50.1 Administrative Application 5301 – Specialized Transportation for Students with Intensive Needs Policy 12 – Role of the Director
	Status:	Operational

Preamble

St. Maria Faustina School is a functionally integrated structured learning environment in the Regina Catholic School Division (RCSD) for students who have severe/profound levels of intellectual ability and who may have delays/challenges in other areas.

Application

1. Program Structure

Students attend daily and are transported by taxi or para-transit to and from school. Students are placed in classrooms according to their needs. Each classroom is staffed by a teacher and instructional assistants.

Educational programming is individualized and incorporates educational programming with a focus on: communication; socialization; life skills; self-help; recreation and leisure programming; functional academic programming; and experience in community contribution.

Students in St. Maria Faustina School each have an Intervention and Inclusion Plan (IIP) developed in a collaborative manner, with involvement from the student (when possible), the student's parents, guardians, external agency supports, and the school division team. This IIP is revised as needs change.

2. Student Population

Although their abilities vary, students are generally identified as having severe or profound levels of cognitive ability (DSM: 5). Additional characteristics of students may include severe/profound delay and challenge in the following areas: physical, social-emotional, communication, self-help, and behaviour.

For some students, a full day of attendance is not advised (e.g., for medical reasons). Students' school days are adjusted as needs change.

3. Admission Process

Students are referred to St. Maria Faustina School from within the school division or by external agencies such as the Wascana Rehabilitation Centre. Placement at St. Maria Faustina School is determined by RCSD.

- a. Parents/guardians or schools submit a formal referral for admission to the Coordinator of Student Services. An inter-disciplinary team approach is used for admission and program planning. Parents/guardians, the Coordinator of Student Services, and community support agency staff attend an admission meeting to determine the student's

educational needs. The program planning includes reviews of assessment results related to the student's current level of functioning and educational needs. Previous interventions are discussed and a preliminary intervention plan is developed.

- b. The family arranges to forward complete documentation (including cognitive assessments and medical documentation) to the Coordinator of Student Services.
- c. The principal coordinates a school-based planning meeting with parents, inviting relevant school division staff and community service providers.
- d. The Coordinator of Student Services informs families of the student's program status, initial starting date, and transportation arrangements. All planning partners receive copies of this information. The Coordinator of Student Services sends a letter of acceptance to the family, with a copy of this letter placed in the student's cumulative file.

4. Transition Planning

Transition planning is carried on at two (2) levels:

- a. St. Maria Faustina School to other school placement is carried out with parents, the school team, and the Coordinator of Student Services. Meetings focus on appropriate program placements, programming needs, and supports required. St. Maria Faustina School provides transition consultative support to the new school setting by introducing the student gradually to the new setting.
- b. School to community placement is initiated in the fall of the student's last year at St. Maria Faustina School. Team transition planning involves the parents, the student, the principal, the teachers, the Coordinator of Student Services, and other relevant community agency staff. The purpose of this planning is to provide a smooth transition from school to community placement.