

| <b>Curriculum &amp; Instruction<br/>8732</b>                         |  | <b>Administrative Application</b>   |
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| <p><b>Placement of Students<br/>Requiring Intensive Supports</b></p> | <b>Last Reviewed<br/>/Approved on:</b> | December 17, 2025   |
| <b>References:</b>   |  | The Education Act, 1995, Sec. 178, 194<br>The Education Regulations, 2019, Part 11<br>Actualizing a Needs-Based Model,<br>Government of Saskatchewan- 2023<br>Inclusive Education, Government of<br>Saskatchewan- 2021<br>Ministry of Education - Policy, Guidelines and<br>Procedures for Functional Integrated<br>Programs, 2018<br>Administrative Applications<br>5300 – Transportation of Students<br>5301 – Specialized Transportation of<br>Students with Intensive Needs<br>Policy 12 – Role of the Director |
| <b>Status:</b>   |  | Operational   |

### **Preamble**

Utilizing the principles of Actualizing a Needs-Based Model and Inclusive Education documents, the Regina Catholic School Division (RCSD) embrace the philosophy of inclusion. Therefore, Regina Catholic School Division (RCSD) supports all students, the preference is that all students are able to attend their neighbourhood school. However, there are circumstances where the school cannot sufficiently meet the needs of the student. In these circumstances, a student may be placed at another site where their needs can be more sufficiently supported.

### **Procedure**

1. School administrators will refer all requests for registration of student requiring intensive supports to the Coordinator of Student Services.
2. Registration in a school will only be completed after a review of the student's needs and the resources required to adequately address those needs.
3. Student Services reviews annually all placements of students requiring intensive supports.
4. Staff from the division office of Student Services (Education Services), school-based staff, and parents/guardians will discuss the most appropriate placement of students with intensive needs in the RCSD. Ultimately, the Superintendent responsible for Student Services, in consultation with all parties, will determine the final placement.
5. Student placements may be made after considering the student's individual needs, the student's Inclusion and Intervention Plan (IIP), and the best support for the student's educational needs.

6. If placement in an Intensive Support Classroom or Alternate School setting is recommended by the home school and supported by the school division team, parents will be invited to be part of the transition. The decision of the school division will be final and be based on the placement that will best meet the educational needs of the student.
7. Students who require transportation will access this service according to Administrative Application 5301 – Specialized Transportation for Students with Intensive Needs.