

Curriculum & Instruction 8730	Administrative Application	
	Last Reviewed /Approved on:	December 23, 2025
	References:	Actualizing a Needs-Based Model, Government of Saskatchewan- 2015 Inclusive Education, Government of Saskatchewan- 2017 The Education Act, 1995, Sec. 142 Policy 12 – Role of the Director
	Status:	Operational

Preamble

Utilizing the principles of *Actualizing a Needs-Based Model* and *Inclusive Education* documents, the Regina Catholic School Division (RCSD) embraces the philosophy of inclusion. At times, learning experiences involve educational settings that focus on the student's needs and create the opportunity for gradual development towards inclusion. This specialized programming, the Supportive Learning Environment (SLE), is a nurturing environment that focuses on the needs of the student in order to build strength, self-determination, and empowerment. By engaging students in this process, we embrace the belief that they will obtain the skills necessary to return to their home school and be valued members of their home communities. This alternative placement also aligns with *The Education Act* for consideration of placement for students with intensive supports.

Application

1. Referral to SLE

- a. When considering a referral for a student to SLE, The Principal of the home school must contact the Superintendent, and/or Principal of St. Luke Alternative School to discuss the potential referral. This must take place prior to discussing SLE placement with parents/guardians.
- b. Prior to a referral, considerations to include staff from the Student Services Department is required. Staff members including the Elementary Counsellor, Family Support Worker, Coordinator of Student Services, and Behaviour Consultant should all be consulted to ensure all appropriate Tier I and II interventions are explored prior to application.
- c. The referral must come with a significant history of emotional and/or behavioural challenges, multiple attempts at intervention (ex., counselling, referral to Child and Youth), on-going parent/guardian contact, and a behaviour plan in place for at least four academic weeks.
- d. **When approved**, the home school completes the SLE referral form.

- e. Completed SLE referrals are forwarded to the Superintendent responsible for St. Luke and to the Principal of St. Luke School.
- f. The Principal of St. Luke will book an intake meeting with the parents/guardians of the referred student. After this meeting, should any other information be required, the home-school will be requested to obtain it. The referring school counselor and/or the school-based administrator will be expected to attend the intake meeting for a successful student integration and transition.
- g. St. Luke office personnel will set up van transportation for the student, effective the first day of class. This transportation is available to students who can be transported safely. Students who are not able to be transported safely must be transported by their parents/guardians.
- h. In most cases, the last day of referral to SLE is June 1st of the school year.

2. SLE Communication/Support

- a. Students are connected to the home school while they attend SLE. The intent is to return the student to their home school.
- b. Meetings will be established with the student and their home-school to maintain their connection to their home community.
- c. When the student is ready for transition back to the student's home school or designated site, the Principal of St. Luke will contact the home school and arrange for a transition planning meeting with the home-school administrator, classroom teacher, school counsellor, and parent/guardian(s).
- d. The transition planning meeting will address the student's current level of functioning, academic and behavioural growth and needs, suggested academic and behavioural strategies, and suitable contingency planning.
- e. The school counsellor and home school teams will monitor the student. It is expected that the home school will collaborate with St. Luke SLE staff on a regular basis as the student re-enters the home school.