

<b>Curriculum &amp; Instruction 8736</b>		<b>Administrative Application</b>	
	<b>Last Reviewed /Approved on:</b>	December 17, 2025	
St. Maria Faustina School	<b>References:</b>	The Education Act, 1995, Sec. 186-88, 178 The Education Act Regulations, 2015 Part 11, 50.1 Inclusive Education, Government of Saskatchewan – 2021 Administrative Application 5301 – Specialized Transportation for Students with Intensive Needs Policy 12 – Role of the Director	
	<b>Status:</b>	Operational	

### **Preamble**

St. Maria Faustina School is a functionally integrated structured learning environment in the Regina Catholic School Division (RCSD) for students with severe/profound levels of developmental disability and who may also have deficits in adaptive functioning and or delays/challenges. These delays/challenges can be in multiple areas such as conceptual (understanding written language or concepts or numbers, quantity, time, money), social (understanding of symbolic communication in speech or gesture) and practical (physical care, health and safety).

### **Application**

#### **1. Program Structure**

Students attend daily and are provided with specialized transportation to and from school. Students are placed in classrooms according to their needs. Each classroom is staffed with an intensive support teacher, team of instructional assistants and medical assistants to support students with medical needs.

Educational programming is individualized 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 Inclusion and Intervention 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 progress is made and needs change.

#### **2. Student Population**

Although their abilities vary, students are generally identified as having severe or profound levels of developmental disability (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition text revision DSM 5-TR).

Additional characteristics of students may include severe/profound delays in the following areas: physical, social-emotional, communication, self-help, and

behaviour.

**3. Admission Process**

Students are referred to St. Maria Faustina School from within the school division or by from external agency professionals. Placement at St. Maria Faustina School is determined by RCSD.

- a. An interdisciplinary team approach is used for admission and program planning. Parents, the Coordinator of Student Services, and neighborhood school principal work collaboratively to determine the student's educational needs. Previous assessments/reports, supports and interventions are discussed in order to determine placement and develop a preliminary education plan.
- b. Documentation (i.e. assessments, reports, medical documents) is attained by the Coordinator of Student Services. The final placement decision is communicated by the Coordinator of Student Services, in collaboration with the principal, to parents/guardians.
- c. The Coordinator of Student Services, in conjunction with the principal, coordinates a school-based meeting with parents/guardians to meet the classroom teacher and discuss student needs and programming. A site tour will take place.
- d. 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 Out of St. Maria Faustina**

- a. **St. Maria Faustina School to other school placement.** This transition is completed with parents, both school teams, school-based administrators, 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, based on need.
- b. **St. Maria Faustina School to a community placement** is initiated, at the latest, 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 the school setting to community placement.