

	Lloydminster Catholic School Division – Administrative Procedures	
	AP 210 – Students with Intensive Needs	
Related LCSD AP's		
Form(s)		
References:	<i>The Education Act, 1995</i> sections 141, 142, 145, 146, 156, 175, 178, 185, 187, 231 <i>The Education Regulations, 2019</i> sections 48, 49, 50, 52	
Received by the Board: November, 2025		Update: November, 2025

Background

The purpose of Special Education is to provide programs and services for children with intensive and/or complex needs. Children with intensive needs may require special equipment, services, curricula and methods of instruction to help them learn and develop to their potential, in the least restrictive environment. This environment may be a regular classroom, a specialized learning plan education program (IIP, Adjusted Learning or FIP), or a combination of the two. The provision of educational services to exceptional students with intensive needs in the Division will be in accordance with these procedures and provincial requirements.

Definition

For the purpose of this administrative procedure, the term students with intensive needs shall refer to students with a disability and students who are gifted.

Procedures

1. The Superintendent of Education, or designate, shall:
 - 1.1 Ensure the designation of students with intensive needs, in accordance with legislation;
 - 1.2 Determine the nature and scope of programs to be established in specialized education, in response to demonstrated need; and
 - 1.3 Monitor and evaluate the effectiveness of the program and services provided to students with exceptional needs.
2. Students with intensive needs requiring supports beyond what the Adaptive Dimension provides shall be listed on the school's prioritization list and appropriate tier of Response to Intervention.
3. Written consent must be provided by the parents prior to any student placed on programming other than that of the regular curriculum, for example Inclusion and Intervention Plan (IIP), Adjusted Learning Plan or the Functionally Integrated Program (FIP).
4. Inclusion and Intervention Plans (IIPs) must be approved and signed by the Principal.

5. An in-school review of effectiveness of the IIP in achieving results identified in the IIP for all students with intensive needs is to occur on a regular basis, including end-of-year recommendations for programming.