

Policy, Guidelines and Procedures for Functional Integrated Programs

2018

9, 10, 11 and 12

Functional Integrated Grades

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Preface

This document, *Policy, Guidelines and Procedures for Functional Integrated Programs (2018)*, replaces *Policy, Guidelines and Procedures for Functional Integrated Programs*, September 2006. It is designed to support school and school division personnel in the development and implementation of Functional Integrated Programs in Grades 9, 10, 11 and 12.

Any reference in this document to a board of education or board is deemed to include the conseil scolaire, Independent schools, custody and care schools, and post-secondary sites that have been approved by the Ministry of Education to offer secondary level courses.

Introduction

Overview of Education Programs

Saskatchewan's education system is founded on shared values, actions and commitment to addressing the needs of individual learners using a Student First approach. The Ministry of Education embraces a Student First approach to education that puts the student front and centre. Student First focuses on what matters most – the student. Using Student First thinking, we ask ourselves: *“What difference does this make for the student?”* and *“How can we work together to achieve this?”*

The needs of most secondary level students can be met through the Regular Education Program. Within the Secondary Level Regular Education Program there are three course options:

- Provincial core curriculum;
- Locally modified courses; and,
- Locally developed courses.

In order to meet the needs of students who may require a qualitatively different program, school divisions may offer Additional Education Programs that include:

- Alternative Education Programs; and,
- Functional Integrated Programs.

School divisions have the responsibility to make choices that will best serve the students in their jurisdictions. Figure 1 illustrates the range of options available to Saskatchewan school divisions in providing for the education of secondary level students.

Figure 1: An Overview of Education Programs

Regular Education Programs			Additional Education Programs	
			Alternative Education Programs	Functional Integrated Programs
Designed and Approved as Individual Courses			Designed and Approved as Individual Courses	Designed as a Complete Program
*Successful completion of credit requirements provides a Regular Saskatchewan Grade 12 <i>Transcript of Secondary Level Achievement</i> .			* Successful completion of credit requirements provides a Saskatchewan Grade 12 <i>Transcript of Secondary Level Achievement - Alternative Education</i> , but it does not provide a Regular Saskatchewan Grade 12 <i>Transcript of Secondary Level Achievement</i> .	Transcript indicates the completion of a Functional Integrated Program.
Locally Modified Advanced Course 10A, 20A, 30A	Core Curriculum 10, 20, 30	Locally Modified Basic Course 11, 21, 31	Alternative Education Courses 18, 28, 38	Areas of Development Functional Integrated Programs are not described as individual courses. Students enrolled in a Functional Integrated Program require individualized programming based on Areas of Development and outlined in an Inclusion and Intervention Plan.
<ul style="list-style-type: none"> • 100% of Core provincial curriculum outcomes PLUS school division developed advanced outcomes 	<ul style="list-style-type: none"> • 100% of Core provincial curriculum outcomes 	<ul style="list-style-type: none"> • At least 50% of Core provincial curriculum outcomes PLUS school division developed outcomes 	<ul style="list-style-type: none"> • Contain less than 50% of Core provincial curriculum outcomes and/or school division developed outcomes appropriate for student’s strengths and needs • Credit requirements may be fulfilled by various combinations of Regular (which includes modified) and Alternative Education Courses 	<ul style="list-style-type: none"> • Independence • Personal/Social Well-being • Communication • Health/Medical Need/Personal Care • Academic Achievement • Safety • Sensory • Motor Skills • Transition – Daily • Transition – Short-term • Transition – Long-term
Locally Developed Courses of Study <ul style="list-style-type: none"> • “L” Designation: any regular course designations (e.g., 10L, 20L, 30L) • May have up to 100% local (original) outcomes • Designed to meet local needs 				
Note: The Adaptive Dimension is designed to assist students to meet the outcomes of approved curricula, courses and programs (Locally Modified Advanced, Core, Locally Modified Basic, Alternative Education, and Functional Integrated). Refer to The Adaptive Dimension for Saskatchewan K-12 Students.				
Adaptations may be made to Instruction, Assessment, Learning Environment and Resources.				
Students are supported through the following three key principles of a needs-based approach: Actualizing a Needs-Based Model <ul style="list-style-type: none"> • inclusionary philosophies and beliefs; • responsive instruction, interventions and supports; and, • interprofessional collaboration. 				
*Please refer to Time Allocations and Credit Policy (1.1) section in the Registrar’s Handbook .				

Policy:
Policy for Functional Integrated Programs Grade 9, 10, 11 and 12
Authority:
<p><u>The Education Act, 1995:</u> Subsections 4 (1)(n)(o)(p), 86(j), 142(1), 143(1)(b), 168(3), 176(1)(2), 185(1); section 177 and subsection 231(2)(b)</p> <p><u>The Education Regulations, 2015</u> Sections 2(1), 30, 31 and 32.</p>
Policy Statement:
<p>Every student has a right to receive instruction appropriate to their age and level of educational achievement. Functional Integrated Programs (FIPs) provide one means of achieving this expectation. School divisions offering FIPs must develop policies and/or procedures to ensure that students are appropriately placed in a FIP. Functional Integrated Programs are to be provided for students with significant multiple or intellectual disabilities, who require highly individualized programming in order to meet their needs, when it is demonstrated that the student is unable to meet the requirements of the Regular Education Program or an Alternative Education Program, even after the Adaptive Dimension (<u>The Adaptive Dimension for Saskatchewan K-12 Students</u>) and responsive instruction, interventions and supports have been used extensively.</p>
Intent:
<p>The intent of this document is to provide guidance to school divisions in developing and implementing policies/procedures for FIPs so that students are appropriately placed and parent(s)/guardian(s) have the information they need to participate in the decision.</p>
Outcomes/Objectives:
<ul style="list-style-type: none"> • All school divisions will have a policy/procedures aligned with the current Act and Regulations. • School division policies/procedures will be student-centred. • Students will be appropriately placed in FIPs. • Parent(s)/guardian(s) will be informed and actively participate in placement of students.
Principles:
<p>A holistic approach to FIPs involves the following principles:</p> <ul style="list-style-type: none"> • a commitment to inclusion; • a comprehensive understanding of the student’s individual strengths, abilities, interests and needs; • Inclusion and Intervention Plans (IIPs) that are developed by an interprofessional collaborative team (<i>Appendix A</i>);

- outcomes that are authentic to the student’s life, foster student well-being, support the student to reach their full potential, and are important to the student and the family; and,
- extensive use of the Adaptive Dimension.

Each student enrolled in a FIP requires individualized programming based on the Areas of Development (*Appendices B and C*). This programming is outlined in the student’s IIP. The IIP focuses on priority Areas of Development and achievable outcomes to optimize student functioning and learning.

For more information on IIP development, please refer to [Inclusion and Intervention Plan Guidelines](#).

Definitions:

Collaborative Team – should include:

- parent(s)/guardian(s);
- the student, if appropriate;
- school personnel (e.g., classroom teachers, student support services teacher, guidance counsellor, school administrators);
- school division personnel (e.g., student support services coordinator or consultant, psychologist or other division-based staff); and,
- may include personnel from outside agencies who are involved with the student (e.g., health providers).

Other supporting documents or relevant background:

See *Appendix D*

Guidelines

Rationale for Placement in a Functional Integrated Program

Students with significant multiple or intellectual disabilities may require highly individualized programming at school. The decision to place a student in a FIP is made focusing on what is best for the student. In consultation with the family, the student will be assessed and when it is demonstrated that the student is unable to meet the requirements of the Regular Education Program or an Alternative Education Program, even after the Adaptive Dimension ([The Adaptive Dimension for Saskatchewan K-12 Students](#)) and responsive instruction, interventions and supports have been used extensively, the student will be placed in a FIP.

Considerations for Placement in a Functional Integrated Program

The student will be placed in a FIP based on:

1. The results of a comprehensive and holistic informal and formal assessment process;
2. A comprehensive review of the student's strengths and needs by a collaborative team using a holistic approach;
3. The review of current and historical information, informal observations, academic performance and the student's level of functioning in Areas of Development across different settings;
4. Informal assessments that:
 - are authentic (e.g., reviewing student work samples and work portfolios);
 - are content-based assessments (e.g., written and oral assignments, classroom tests); and,
 - include sharing of information and appropriate recommendations;
5. Formal assessments that:
 - are completed by a qualified or certified practitioner (i.e., registered psychologist, physician, psychiatrist);
 - are current, valid and reliable;
 - include informal assessment information and background information (previous report cards and cumulative file review);
 - include sharing of information and appropriate recommendations;
 - **indicate impairments for which the effects are significant and prolonged;** and,
 - demonstrate impairments that markedly limit functioning in the conceptual domain (academic, abstract thinking, problem solving) all or substantially all of the time.¹

¹ American Psychiatric Association. (2013). *Diagnostic and Statistical Manual of Mental Disorder, Fifth Edition, DSM-5*. Arlington, VA: American Psychiatric Publishing.

Placement in a Functional Integrated Program is **NOT** considered appropriate for students:

- with mild conceptual limitations or moderate limitations in functioning that do not directly affect academic performance or potential;¹

(For example, a student may have limitations in social, communication, behavioural, and independent functioning, but be able to meet the learning outcomes and/or objectives of the Secondary Level Regular Education Program or an Alternative Education program when the Adaptive Dimension is applied).

- with specific learning disabilities;
- with inadequate educational opportunities (e.g., poor attendance, behavioural considerations); and/or,
- with a lack of proficiency in the language of academic instruction. This may include students who speak a language other than English or French and are not fluent in English or French when they come to school. These students may include:
 - First Nations students;
 - Métis students;
 - Inuit students;
 - Hutterite students;
 - newcomer students; and,
 - international students (tuition paying students whose parents live in another country).

Implications of Placement in a Functional Integrated Program

The decision to enroll a student in a FIP must be carefully considered. The implications of such a placement are:

- The student's transcript will indicate the completion of a FIP.
- Completion of a FIP will mean that the student will not meet the admission requirements for many career choices and post-secondary programs such as university and Saskatchewan Polytechnic programs.
- Completion of a FIP may impact the student's future employment opportunities.

Program Guidelines and Student Enrolment

School division policies and/or procedures should address the following:

- placement criteria for enrolling students in a FIP;
- collaboration with parent(s)/guardian(s) in making placement decisions for a FIP. **Discussions should affirm understanding of the intent of the FIP and the benefits for the student, implications for graduation, post-secondary limitations and future employment limitations. Students and their parent(s)/guardian(s) must be made aware that a FIP does not meet the requirements for a Regular Saskatchewan Grade 12 Transcript of Secondary Level Achievement;**
- ongoing assessment and evaluation of student achievement appropriate to the individual student's strengths and needs for appropriate program placement;
- annual evaluation of the FIP; and,

- ensure consent form is signed annually by parent(s)/guardian(s) (*Appendix E*).

Prior to placing a student in a FIP, school divisions are expected to consider using as many of the Provincially Developed, Locally Modified and Alternative Education Courses of study as possible to meet student needs when the needs-based model and Adaptive Dimension have been fully implemented.

School divisions are expected to be flexible in facilitating a student’s completion of a FIP. Students have the right to attend school and receive instruction appropriate to their age and level of educational achievement until age 22.

When enrolling students in a FIP, the school must ensure that the **program selection** identified for the student in the student data system indicates a FIP.

A student cannot be enrolled in a FIP until they are enrolled in **Grade 9**.

Roles and Responsibilities

The process to ensure that students receive appropriate educational programming suited to their educational needs and abilities is a shared responsibility among schools, school divisions and the Ministry of Education.

Schools

School personnel are responsible for:

- identifying, through appropriate assessment, students who require a qualitatively different, individualized program because they are unable to meet the learning outcomes in the Regular and Alternative Education Programs even though the Adaptive Dimension and responsive instruction, interventions and supports have been used extensively;
- collaborating with the parent(s)/guardian(s), student, school division personnel and outside agencies (when appropriate) regarding placement decisions for FIPs;
- working with the parent(s)/guardians(s), students, teachers and other support team members to create an individualized FIP and IIP for the student;
- providing ongoing monitoring of FIPs and student IIPs to ensure that the outcomes, content and instructional strategies meet the needs of the students;
- delivering the FIPs; and,
- submitting student enrollment and demographic information and all other required information to the Registrar’s Office. Refer to the [Registrar’s Handbook](#) for information on submitting data to the student data system.

School Divisions

School division personnel are responsible for:

- assisting in identifying students who are best served through a FIP;
- ensuring that parent(s)/guardians(s), student, if appropriate, and school personnel understand the benefits and implications of being registered in a FIP;
- working with school staff to determine appropriate FIPs and criteria to meet the diverse needs of individual students who are unable to achieve the learning outcomes and/or objectives of the Regular Education Program and Alternative Education Programs, even after the Adaptive Dimension and responsive instruction, interventions and supports have been used extensively;
- developing guidelines to meet diverse learning needs;
- raising awareness of school staff regarding FIPs;
- ensuring that an IIP is developed for each student enrolled in a FIP;
- ensuring evaluation and monitoring of student progress and a periodic review of every student's IIP; and,
- ensuring that student files are updated and transferred if needed.

Ministry of Education

Ministry of Education personnel are responsible for:

- providing consultative support to school division personnel who are responsible for Functional Integrated Programming;
 - including assistance with policy clarification and FIP development and implementation;
- responding to inquiries regarding the development and implementation of FIPs; and,
- providing support to school divisions for the development of IIPs.

Student and Educator Services (Registrar's Office) is responsible for:

- supporting schools and school divisions with:
 - the electronic transfer of student demographic data to enroll a student in a specific school program in the student data system;
 - registering courses and programs; and,
 - recording student marks for Secondary Level courses and producing student transcripts.

Procedures

Development and Implementation of Functional Integrated Programs

Approval from the Ministry of Education is not required to offer FIPs.

Functional Integrated Programming is reviewed annually. School divisions retain a signed copy of an informed agreement form (*Appendix E*), to be completed at the beginning of each school year.

An IIP is developed for each student enrolled in a FIP.

Student Registration

When enrolling students in a FIP, the school must ensure that the **program selection** identified for the student in the student data system indicates a FIP or Programme intégré fonctionnel (PIF).

The student enrollment submissions are forwarded by the school to the Registrar's Office following the **same** procedures for students enrolled in the Regular Education Program. Refer to the [Registrar's Handbook](#) for information on submitting data to the student data system. Data submissions may occur electronically (XML file transfer or direct entry using the Web application).

Appendices

APPENDIX A: Inclusion and Intervention Plan (IIP)

Each student in a FIP requires an IIP that focuses on individual strengths and needs. An IIP is a document developed and implemented by a collaborative team. It is a compilation of student outcomes that focus on the key areas of development that will have the most impact on student success during the current school year and prepare the student for adult life in the larger community.

The IIP is:

- a holistic individual student plan that considers the student as a whole person with strengths, abilities, needs and preferences.
- a plan that is informed by the reflections and contributions of those who know the student best, as well as professionals with specific expertise.
- developed, implemented and monitored collaboratively by an interdisciplinary team that includes parents/guardians, the student (as appropriate), teachers, supporting professionals, educational assistants and when applicable, personnel from outside the school division, such as health providers, human service agencies and community organizations.
- a coordinated and integrated plan that reflects shared responsibility among all team members.
- a plan that enhances accountability and optimizes student functioning and learning.
- a flexible, adjustable plan that is reviewed and revised by the team on an on-going basis in order to respond to the student's changing strengths and needs.
- a plan that is written so that all team members, especially parents/guardians and the student (as appropriate), can easily understand it.
- a plan that uses a succinct, data-informed and concise writing style when entering information, such as short paragraphs or bullets.
- a plan that is written using respectful, judgement-free language.
- a plan that prioritizes the elimination of barriers to success and nurtures the student's independence, personal empowerment, self-determination and peer interactions.
- a plan that supports the student to function in the classroom, school, community and wider society.

For further information on developing and writing IIPs refer to [Inclusion and Intervention Guidelines](#) as well as the Blackboard sites [electronic Inclusion and Intervention Plan](#) and [Supporting All Learners](#).

APPENDIX B: Areas of Development

Independence: Independence focuses on several skill areas: beginning and completing a task, daily living, and self-advocacy. Skills for completing a task include listening to and following directions, persevering with and completing a task, time management, problem solving and organization. Skills necessary for daily living activities include food preparation, money management, shopping, transportation, and using technology appropriately to enhance quality of life. Self-advocacy skills involve ways of letting others know which supports the student requires in order to be as independent as possible.

Personal/Social Well-being: Personal and social well-being focuses on understanding, valuing and caring for oneself and others intellectually, emotionally, physically and spiritually. Well-being is supported by interacting in positive ways with others and the environment, developing self-esteem and a positive self-concept, making responsible decisions, and understanding one's community, including key concepts of Treaty Education and truth and reconciliation. The skills necessary for initiating and maintaining social interaction, friendships and partner relationships are emphasized. Well-being includes the development of individually-fulfilling pursuits that involve both individual and group activities, such as hobbies, sports and community events. Developing outcomes for Personal/Social Well-being takes into consideration the student's family and community, social context, and vocational prospects.

Communication: Communication focuses on expressive and receptive competence through using language in meaningful ways. It involves skills to convey a message to another person and to receive, understand, and respond to a message from another person. Communication may be verbal or non-verbal and includes multiple modes of representation, such as spoken and written words, numbers, sounds, art and graphics, movements and gestures. Some students may require augmentative or alternative communication devices or technological support to communicate effectively.

Health/Medical Need/Personal Care: Health/Medical Need/Personal Care involves the ability to take care of oneself. Consideration is given to the student's physical fitness and nutrition; physical, sexual and mental health; self-care such as toileting and grooming; and overall well-being. If a student is unable to administer to his or her own medical and/or self-care needs and requires personal assistance in this regard, the type and extent of this support is included in the IIP.

Academic Achievement: Academic outcomes focus on the attainment of functional knowledge, understanding and skills to learn, communicate, and function at school, at home and in the community. Academic outcomes emphasize functional literacy in reading, writing, numeracy and technology.

Safety: Personal safety is embedded in all areas of a student's well-being and development. Safety considerations include many aspects, such as awareness of one's environment, moving safely in different environments (e.g., walking, riding in a vehicle), avoiding dangers in the environment; avoiding activities that could result in self-harm or being harmed by others; drug and alcohol awareness; positive sexual relationships; skills for independent living; and the appropriate use of social media.

Sensory: Sensory outcomes include the skills needed to self-regulate in school, home, community and work environments.

Motor Skills: Students with differing abilities may require motor skill development to move independently, safely, and purposefully through their environment, or to engage in fine motor tasks.

Transition Planning: Transition planning serves to support the student's independence, personal empowerment and self-determination, as well as consistency and continuity across different settings.

Transition – Daily: Some students may need outcomes related to daily transitions, such as transitioning from home to school to home; from morning to afternoon; or between different classrooms, teachers and/or groupings.

Transition – Short-term: Short-term transitions include moving from one school year to the next or going back to school after a break.

Transition – Long-term: Long-term transition outcomes support the transition from the school environment to the post-school environment. Transitioning to the community may involve creating relationships with an outside agency that will support the student after leaving high school. Developing job-related skills tailored to the student's talents, interests and abilities can enhance post-school employment prospects. Long-term planning may also include general skills such as working with others and working independently; following work routines, rules and safety codes; following a schedule and being on time; travelling to and from work; and interacting appropriately with co-workers and customers.

APPENDIX C: Areas of Development and Support Information

Area of Development	Support Level			
Independence	Completes tasks and follows instructions in a manner similar to same-age peers.	Completes tasks and follows instructions with occasional assistance and supervision.	Completes tasks and follows instructions with frequent assistance and supervision.	Completes tasks with continuous assistance and supervision.
Personal/Social Well-being	Generally demonstrates positive age-expected emotional health and social skills.	Occasionally benefits from support in developing age-expected emotional health and social skills.	Frequently benefits from support in developing age-expected emotional health and social skills.	Requires intensive support in developing age-expected emotional health and social skills.
Communication	Effectively understands and expresses ideas, thoughts and needs in a manner similar to same-age peers.	Occasionally has difficulty understanding and/or expressing ideas/thoughts and needs; requires prompts and supports.	Frequently has difficulty understanding and/or expressing ideas, thoughts, and needs; requires prompts and supports.	Requires intensive support to communicate basic needs and wants.
Health/Medical Need/Personal Care	No health needs and/or medical condition - is currently well managed.	Requires occasional monitoring and/or assistance with health and/or personal care needs.	Requires frequent monitoring and/or assistance with health and/or personal care needs.	Requires intensive monitoring and/or assistance with health and/or personal care needs.
Academic Achievement	Performing at or above expected achievement based on individual learning capacity.	Performing at expected achievement with specific adaptations and supports based on individual learning capacity.	Performing below expected achievement with specific adaptations and supports based on individual learning capacity.	Unable to demonstrate expected achievement with intensive adaptations and supports based on individual learning capacity.
Safety	No threat of harm to self or others.	Requires occasional supervision to ensure no harm to self or others.	Requires frequent supervision and prompting to ensure no harm to self or others.	Requires intensive supervision and behavioural intervention to ensure no harm to self or others.
Sensory	Readily regulates sensory information presented in the environment.	Occasionally experiences difficulty regulating sensory information.	Frequently experiences difficulty regulating sensory information.	Continuously requires intensive, individual sensory programming to regulate sensory information.
Motor Skills	Does not require assistance for age-expected motor activities.	Occasionally requires assistance with certain age-expected motor activities.	Frequently requires assistance with age-expected motor activities.	Continuously requires assistance with age-expected motor activities.
Transition – Daily	Does not require assistance during transitioning.	Requires occasional assistance during transitioning.	Requires frequent assistance during transitioning.	Requires continuous assistance during transitioning.
Transition – Short-term	Does not require assistance during transitioning.	Requires occasional assistance during transitioning.	Requires frequent assistance during transitioning.	Requires continuous assistance during transitioning.
Transition – Long-term	Does not require assistance during transitioning.	Requires occasional assistance during transitioning.	Requires frequent assistance during transitioning.	Requires continuous assistance during transitioning.

APPENDIX D: Saskatchewan Ministry of Education Documents and Supports

[Accessing Professional Supports](#)

[Actualizing a Needs-Based Model](#)

[The Adaptive Dimension for Saskatchewan K-12 Students](#)

[Creating Opportunities for Students with Intellectual and Multiple Disabilities](#)

[electronic Inclusion and Intervention Plans Support Site](#)

[Inclusive Education](#)

[Inclusion and Intervention Plan Guidelines](#)

[Supporting All Learners](#)

[Using Words with Dignity](#)

APPENDIX E: Sample Parental/Guardian Agreement for Student Placement in a Functional Integrated Program

_____	_____
Name	Date of Birth
_____	_____
School	Age

As a result of formal and informal assessment and consultation with parent(s)/guardian(s), teachers, and other team members, it is the recommendation of the educational team that your child be placed in a Functional Integrated Program.

Parental/Guardian Consent Statement

I clearly understand the recommendation and hereby give permission for the Functional Integrated Program placement described above. I understand the rationale, benefits and the implications of this placement and realize that my child:

- (a) will not meet the current admission requirements for post-secondary educational institutions;
- (b) may be impacted in employment opportunities;
- (c) will not meet the requirements for a Regular Grade 12 standing or an Alternative Education Grade 12 standing;
- (d) will be working on an individualized education program; and,
- (e) has an Inclusion and Intervention Plan that focuses on individual outcomes in Key Areas of Development.

_____	_____
Signature of Parent or Guardian	Date
_____	_____
Signature of Parent or Guardian	Date
Parent/Guardian passed on signing waiver	Yes
_____	_____
Principal	Date

Note: Each year the student is in a Functional Integrated Program, this form must be completed and filed in the student’s cumulative file.