

## PRINCE ALBERT ROMAN CATHOLIC SEPARATE SCHOOL DIVISION NO. 6

<b>POLICY ITEM: Functional Integrated Programs</b>	<b>CODE: HHBA</b>
<b>LEGAL STATUS: Board Motion #104.07, #188.19</b>	<b>DATE APPROVED: 19 Aug 2019</b>

**Background:** Every student has a right to receive instruction appropriate to their age and level of educational achievement. The Board's decision to place a student in a Functional Integrated Program is made focusing on the student's best interests. The Functional Integrated Program is offered for students with significant multiple or intellectual disabilities who require qualitatively different, individualized programs at the high school level. In consultation with the family and the student, the student will be assessed and when it is demonstrated that the student is unable to meet the curriculum outcomes in a Regular Education Program or an Alternative Education Program, even after the Adaptive Dimension and responsive instruction, interventions and supports have been used extensively, the student will be placed in a Functional Integrated Program.

**POLICY:** **A principal may register a student in a Functional Integrated Program according to the guidelines and procedure approved by the Board of Education. The Director of Education shall decide on any special situation not covered by policy.**

**Guidelines:**

1. A student may be considered for enrolment in a Functional Integrated Program at École St. Mary High School provided
  - a) The student is enrolled in grades 9-12 and is under the age of 22
  - b) The student has an Inclusion and Intervention Plan and has not met with success in the Regular Program or Alternative Education program, even after the Adaptive Dimension and responsive instruction, interventions and supports have been utilized extensively.
  - c) The student has impairments that markedly limit functioning in the conceptual domain (academic, abstract thinking, problem solving) all or substantially all of the time and for which the effects are significant and prolonged.
2. Students will be considered for enrolment in a Functional Integrated Program after the following has been obtained:
  - a) The results of a comprehensive assessment, which includes informal and formal assessment information that is acceptable to the board, are known
  - b) A comprehensive review of the student's strengths and needs by a School Division collaborative team has been completed

- c) A comprehensive Educational Psychologist Assessment has been completed by a qualified and registered practitioner and that is acceptable to the Board
- 3. The placement decision lies with the Board; however, the philosophy of the school division supports a collaborative decision-making approach. As part of the collaborative process the principal will:
  - a) Discuss the recommendation with the student, parent(s), regular classroom teacher(s), career guidance counsellor, and Superintendent of Student Support Services.
  - b) Review the assessment and implications of placement in a Functional Integrated Program with the student's parent(s) and the student.
  - c) Provide the following information to the parents/guardians and student prior to placement in a Functional Integrated Program:
    - i. The intent of the Functional Integrated Program and the benefits for the student
    - ii. Implications of the Functional Integrated Program for
      - a. graduation
      - b. post-secondary limitations and
      - c. future employment limitations
    - iii. A Functional Integrated Program does not meet the requirements to acquire a Regular Saskatchewan Grade 12 Transcript of Secondary Level Achievement.
  - d) Completion of a Functional Integrated Program does not represent completion of a Regular Education Program. Upon graduation, the student will receive an official transcript that does not contain any marks or subject areas. The transcript will state that the student has successfully completed a Department approved Functional Integrated Program. Students will have the opportunity to participate in graduation ceremonies and celebrations.
  - e) Enrolment in a Functional Integrated Program does not limit a student from taking regular courses of instruction.

*Adapted from Policy, Guidelines and Procedures for Functional Integrated Programs, Saskatchewan Learning, 2018.*

**Procedures:**

1. When the decision has been made to enrol the student, the Board determines it will place a student in a Functional Integrated Program, parent(s), guardian(s), and the student will be encouraged to sign the accompanying form in Appendices A and B indicating their acknowledgement of the Board's decision. This acknowledgment should be completed each year of placement in a Functional Integrated Program.
2. The principal shall notify the Province's Registrars Office of each student enrolled in FUNCTIONAL INTEGRATED PROGRAM.
3. Procedures for staff will be provided by the School Division.

4. When the student completes a Functional Integrated Program, the principal will inform the Registrar's Office. Upon notice of completion of a Functional Integrated Program, the student may request a transcript from the Registrar's office, indicating successful completion of a Department Approved Functional Integrated Program.
5. Students in a Functional Integrated Program will have a Personal Program Plan, an Inclusion and Intervention Plan (IIP). Parent(s), guardian(s) are invited to be an active part of the development of the Personal Program Plan Inclusion and Intervention Plan. Signatures on the PPP IIP indicate that they have been part of the process. In cases where parents choose not to participate in the development of the PPP IIP or sign agreement to the PPP IIP, reasons for refusal and attempts to contact and invite parents are documented.

Adapted from *Policy, Guidelines for Procedures for Alternative Education Programs*, Saskatchewan Learning, 2018.



## Parental/Guardian Acknowledgement for Student Placement in a Functional Integrated Program

Name: \_\_\_\_\_ Date of Birth: \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

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 Functional Integrated Program.

### Parental/Guardian Consent Statement

I clearly understand the recommendation and hereby give permission for the Functional Integrated Program placement. 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.

If I disagree with the Functional Integrated Program placement recommendation, I may request a review of the Board's recommendation pursuant to s.178.1 of the Saskatchewan Education Act.

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

Signature of Parent or Guardian: \_\_\_\_\_ Date: \_\_\_\_\_

**Parent/Guardian passed on signing waiver      Yes**

Principal: \_\_\_\_\_ Date: \_\_\_\_\_

Note: This acknowledgement form should be completed each year the student in the Functional Integrated Program. A copy should be provided for the parents and the student, with the original attached to the student's Inclusion and Integration Plan (IIP) and retained in the student's school file.



## STUDENT ACKNOWLEDGEMENT FOR PLACEMENT IN AN ALTERNATIVE EDUCATION PROGRAM FUNCTIONAL INTEGRATED PROGRAM

Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

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

- 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. have an Inclusion and Intervention Plan that focuses on individual outcomes in key Areas of Development.

I, \_\_\_\_\_ acknowledge my placement in an  
(student's name)  
Alternative Education Program Functional Integrated Program at the \_\_\_\_\_ grade level.

\_\_\_\_\_  
**Signature of Student**

\_\_\_\_\_  
**Date**

**Note:** This acknowledgement form should be completed each year the student is in an Alternative Education Program in the Functional Integrated Program. A copy should be provided for the parents and the student, with the original attached to the student's Personal Program Plan (PPP) Inclusion and Integration Plan (IIP) and retained in the student's school file.