



# Regina Roman Catholic Separate School Division # 81

<b>Curriculum &amp; Instruction</b> <b>8737</b> <b>Elementary Functionally Academic Program (EFAP)</b>	<b>Administrative Application</b>	
	<b>Effective:</b>	November 20, 2018
	<b>References:</b>	Policy 12 – Role of the Director
	<b>Status:</b>	Operational

## Preamble

The Elementary Functionally Academic Program (EFAP) is a functionally integrated structured learning environment for students in the Regina Catholic School Division (RCSD) who are of elementary school age and have a moderate level of intellectual disability. Students may require placement in the program because of delays in other areas.

## Application

### 1. Program Structure

Students attend daily and may be transported by taxicab and/or para-transit to and from school. Each classroom is staffed by a student support services teacher and instructional assistants.

Educational programming is individualized, with a focus on communication; socialization; life skills; self-help; and recreation and leisure programming; and functionally integrated curricular programming. Students within EFAP are integrated into mainstream classes and school life (e.g. liturgies, assemblies, special events) under the direction of the EFAP teacher.

Students in EFAP each have an Intervention and Inclusion Plan (IIP) developed in a collaborative manner, with involvement from the student (when possible), the student's parents/guardians, external agency support, and the school division team. This IIP is revised as needs change.

### 2. Student Population

Although their abilities vary, students are generally identified as having moderate levels of cognitive ability (DSM: IV reference). Additional characteristics of students may include delay in the following areas: physical, social-emotional, communication, self-help, and behaviour. Students require supervision and assistance, though the focus is the development of functional independence.

### 3. Student Admission Process

Students are referred to EFAP by schools within the division or by external agencies such as the Wascana Rehabilitation Centre, in consultation with the Coordinator of Student Services. The final decision rests with RCSD.

- a. Parents/guardians or schools submit a formal referral for admission to the Coordinator of Student Services. An inter-disciplinary team approach is used for admission and program planning. Parents, the Coordinator of Student Services, and community support agency staff attend an admission meeting to determine the student's educational needs. The program planning includes reviews of assessment results related to the student's current level of functioning and educational needs. Previous interventions are discussed and a preliminary intervention plan is developed.



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- b. The family arranges to forward completed documentation (including cognitive assessments and medication documentation) to the Coordinator of Student Services.
- c. The Coordinator of Student Services coordinates a school-based meeting with the school principal and 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 informs families of the student's program status, initial starting date, and transportation arrangements. All planning partners receive copies of this information. 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**

High school placement is determined based on student age and other factors. The Coordinator of Student Services, the school team, and the family will discuss transition in the school year before the student's last year in elementary school. Transition planning will be initiated in the fall of the student's last year in EFAP. Team transition planning involves the parents/guardians, 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 elementary school to high school.

#### **5. Parent/Guardian Involvement**

From the time of admission until graduation, parents/guardians are expected to work together with the school, the school division team, and external agencies to celebrate successes and problem solve challenges.