



Regina Roman Catholic Separate School Division # 81

Curriculum & Instruction 8738 Functionally Integrated Program (FIP)	Administrative Application	
	Effective:	January 7, 2019
	References:	The Education Act, 1995, Sec. 186-88 The Education Act Regulations, 2015 n. 50.1 Ministry of Education - Policy, Guidelines and Procedures for Functional Integrated Programs Policy 12 – Role of the Director
	Status:	Operational

Preamble

The Regina Catholic School Division (RCSD) offers a Functionally Integrated Program (FIP) which is a functionally integrated structured learning environment for students with multiple disabilities who are of high school age.

Application

1. Program Structure

Students attend daily and are transported by taxicab or para-transit to and from school. Each classroom is staffed by a teacher and instructional assistants.

Educational programming is individualized, with a focus on communication; socialization; physical, occupational, and life skills; technology supports; self-help; recreation and leisure programming; functionally integrated academic programming; and work experience (community contribution).

Students within FIP are integrated into mainstream classes and school life (e.g., liturgies, assemblies, special events, retreats, graduation) under the direction of the FIP teacher.

Students in FIP 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, the school division team and outside agencies. This IIP is revised as needs change.

2. Student Population

Although their abilities vary, students are identified as cognitively and physically challenged. Specific characteristics of the students may include severe delay in physical, social emotional and intellectual development, as well as severe delays in communication, self-help, and behavioural skills; and/or self-stimulatory and self-abusive behaviours. Most students require supervision and assistance.

3. Admission Process

Students are referred to FIP by Elementary Functionally Academic Program (EFAP) teachers or external agencies such as the Wascana Rehabilitation Centre, in consultation with the Coordinator of Student Services. Ultimately, placement is determined by 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



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planning. Parents/guardians, 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.

- b. The family arranges to forward complete documentation (including cognitive assessments and medical documentation) to the Coordinator of Student Services.
 - c. The Coordinator of Student Services coordinates a school-based meeting with parents/guardians to meet the classroom teacher and discuss student needs and programming. A site tour may 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**
School to community placement is initiated in the fall of the student's last year in FIP. 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 school to community placement.
5. **Parent/Guardian Involvement**
From the time of admission until graduation, parents/guardians are expected to work together with the school and school division team to celebrate successes and problem solve challenges.