

<b>Curriculum &amp; Instruction 8738</b>		<b>Administrative Application</b>	
	<b>Last Reviewed /Approved on:</b>	December 17, 2025	
<b>Functionally Integrated Program (FIP)</b>			<b>References:</b> The Education Act, 1995, Sec. 186-88 The Education Act Regulations, 2015 Part 50.1 Ministry of Education - Policy, Guidelines and Procedures for Functional Integrated Programs Inclusive Education, Government of Saskatchewan – 2021 Administrative Applications 5300 – Transportation of Students 5301 – Specialized Transportation for Students with Intensive Needs Policy 12 – Role of the Director
	<b>Status:</b>	Operational	

### **Preamble**

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

The FIP provides an educational environment for students experiencing developmental disability that is focused on life skill and functional academic skill development. While students have inclusive opportunities, student's do not complete, for credit, formal curriculum-based courses developed by the Ministry of Education. All students enrolled in the FIP have (IIP) that guide the instructional outcomes on an individual basis

### **Application**

#### **1. Program Structure**

Educational programming is individualized and focuses on Functional academics and life skills. Functional academics focus on literacy and numeracy skills to enhance independence in daily life. Functional Academics are embedded in classroom, school, and community activities, rather than a focus on mastery of early literacy and numeracy skills. Functional life skills are the application functional academics in school, vocational, and daily life. Examples of this include using literacy and numeracy skills to engage in money management, shopping, social boundaries, community navigation, and recreation.

Students have daily opportunities for inclusion are integrated into their grade alike classrooms and school life (e.g. liturgies, assemblies, and special events). Each student has an 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 progress is made and needs change. Students are assessed based on inclusion targets and Inclusion and Intervention goals. Evidence of data collection that is both quantitative and portfolio-based data.

**2. Student Population**

Although their abilities vary, students are generally identified as having a developmental disability that impacts learning and is lifelong moderate levels of cognitive ability (Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition text revision i.e. DSM 5-TR). Additional characteristics of students may include delay in the following areas: learning, physical, social-emotional, communication, self-help, and behaviour. Students require supervision and assistance, with the focus being the development of functional independence and reaching their potential in an educational setting.

**3. Admission Process**

Students are referred for support of the FIP 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 educational placement is determined by RCSD.

- a. An interdisciplinary team approach is used for admission and program planning. Parents, the Coordinator of Student Services, and school principal work collaboratively to determine the student's educational needs. Previous assessments/reports, supports and interventions are discussed in order to determine placement and develop a preliminary education plan.
- b. Documentation (i.e. assessments, reports, medical documents) are attained by the Coordinator of Student Services. The final placement decision is communicated by the Coordinator of Student Services, in collaboration with the principal, to parents/guardians..
- c. The Coordinator of Student Services, in conjunction with the principal coordinates a school-based meeting with 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 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, at the latest, 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**

Parents/guardians are expected to work together with the school, the school division team, and external agencies to celebrate successes and problem solve challenges. Parents/guardians are to provide ongoing updates on relevant medical changes as they occur to ensure students' needs are safely met.

**6. Transportation**

Students who require transportation will access this service according to Administrative Application 5301 – *Specialized Transportation for Students with Intensive Needs*.