



Saskatchewan
Learning

Policy, Guidelines, and Procedures for Functional Integrated Programs



Recycled Paper

September 2006

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Introduction

This document, *Policy, Guidelines, and Procedures for Functional Integrated Programs* is a revision of the section on Functional Integrated Programs found in *Policy and Procedures for Locally Modified Courses of Study and Alternative Education Programs* (Saskatchewan Education, 1997). It is designed to assist school and school division personnel in the development, implementation, and evaluation of Functional Integrated Programs.

Any reference in this document to a board of education or board is deemed to include conseil scolaire, First Nations schools, Custody and Care schools, and post-secondary sites that have been approved by Saskatchewan Learning to offer Secondary Level courses.

The document is divided into the following sections:

Section I provides the context and rationale for Functional Integrated Programs.

Section II outlines the policy, guidelines, and procedures for Functional Integrated Programs.

- **Policy**
Policy statements provide direction for a course of action.
- **Guidelines**
Guidelines represent the factors that should be taken into account when developing, implementing, and evaluating the Functional Integrated Program.
- **Procedures**
Procedures detail roles, responsibilities, methods, and timelines in the process of developing and implementing the Functional Integrated Program. The factors that Department of Learning officials take into account when interpreting and applying the policy in practice are also provided. Instructions are provided for the completion of the Saskatchewan Learning forms required for the development and approval of programs.

Section III defines the Personal Program Plan (PPP) required for each student registered in a Functional Integrated Program. It makes reference to appendices that are included with this policy to assist the team in the planning, developing, monitoring, and evaluating of the PPP. It is recommended that the team refer to *Creating Opportunities for Students with Intellectual or Multiple Disabilities* (Saskatchewan Education, 2001) to guide them as they work through the development of the PPP.

Section IV contains forms that must be completed when developing Functional Integrated Programs.

The Appendices provide more detail on assessment, the planning process, the development of the PPP, as well as examples of PPPs.

Section I: Context and Rationale

Saskatchewan's education system is founded on shared values, actions, and commitment to addressing the needs of individual learners. The needs of most students can be met through the selection of provincially developed course offerings as well as through Locally Modified and Locally Developed courses. In addition, to meet the needs of students who may require a qualitatively different program, school divisions may offer Alternative Education and Functional Integrated Programs.

School divisions have the responsibility to make choices that will best serve the students in their jurisdictions. Figure 1 (page 3) illustrates the range of options available to Saskatchewan school divisions in providing for the education of secondary level students.

The diversity of abilities and needs of students with disabilities can be respected and affirmed through a holistic program (Appendix B). Such a program engages students in a meaningful way and provides them with the skills, knowledge, and abilities that will enable them to be included in their school and broader communities in the present and in their future. When it has been determined through formal and informal assessments and collaborative team meetings that a student's needs can best be met through placement in a Functional Integrated Program, those involved in this decision need to be part of the planning process that will determine the next steps.

Each student in a Functional Integrated Program requires a Personal Program Plan (PPP) that focuses on individual strengths and needs. In addition to the annual goals and short term objectives identified in the PPP, the PPP considers the preparation required to prepare the student for adult life (i.e., degree of independence, meaningful participation, social networking, healthy and safe lifestyle, personal choice and management, and meaningful employment).

Basic to the education of all students with intellectual or multiple disabilities is that education should take place within an inclusive environment that puts an emphasis on membership and belonging. In an inclusive school the focus is on each child as an engaged learner, recognizing that the benefits he or she receives from the educational program are dependent on the provision of appropriate programs and supports that are responsive to individual differences and needs. Diversity is not perceived as an obstacle, but rather as an opportunity to enrich school culture and provide students and adults with experiences to increase their knowledge, understanding, and appreciation of differences.

An inclusive school is a supportive, caring, and responsive learning community in which diversity is respected and students are provided with a continuum of services and supports within the regular classroom, school, and home community. The decision to provide alternate programs and services is made focusing on the best interests of the child, in consultation with the family, when it is demonstrated that classroom and school supports are not sufficient to address the child's needs (Saskatchewan Education, 2000, p.4).

Figure 1: An Overview of Education Programs

Regular Education Programs			Additional Education Programs						
Designed and Approved as Individual Courses			Designed and Approved as Complete Programs						
Locally Modified Advanced 10A, 20A, 30A	Core 10, 20, 30	Locally Modified Basic 11, 21, 31	Alternative Education Program 18, 28, 38			Functional Integrated Program			
<ul style="list-style-type: none"> All objectives of the department prepared regular curriculum In addition, a maximum of 50% local (original) advanced objectives 	<ul style="list-style-type: none"> 100% department prepared regular curriculum objectives See the <i>List of Secondary Level Courses</i> (indicates course title and registration code) 	<ul style="list-style-type: none"> A minimum of 50% department prepared regular curriculum objectives A maximum of 50% local (original) basic objectives See the <i>Guidelines for Developing Modified Courses</i> (indicates 50% of the modified course) 	Alternative Education Program			Personal Program Plan I. Areas of Development Academic Communication Personal Management Social Competence & Social Networks Leisure/Recreation/Physical Wellness Career/Work Exploration Task Performance/Work Habits Other (e.g., cognitive development, orientation/mobility, motor) II. Transition Plans <ul style="list-style-type: none"> Functional Integrated Programs are not described as individual courses Transcript indicates student has successfully completed a department approved Functional Integrated Program 			
			Alternative Education Program				Required Courses and Areas of Study		
			Required Courses of Study				Grade 10	Grade 11	Grade 12
			Language Arts/Communications				A18	A28	A38
			Language Arts/Communications				B18	B28	B38
			Career and Work Exploration				18	28	38
			Mathematics				18	28	
			Science				18		
			History, Social Studies, or Native Studies				18		
			Specified Areas of Study				Grade 10, 11, or 12		
Health Education/Physical Education			1						
Arts Education/Practical and Applied Arts			1						
Total (includes unspecified electives)			Grade 10 minimum 8 credits	Grade 11 minimum 16 credits	Grade 12 minimum 24 credits (at least five at Grade 12 level)				
<ul style="list-style-type: none"> Transcript indicates the individual courses (and percentage grades) at each level of the program 									
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) objectives Designed to meet local needs At a level of rigour consistent with other courses in department series for regular education 			<ul style="list-style-type: none"> May include various combinations of Regular (which includes modified) and Alternative Education courses These programs may include up to 100% local (original) objectives Whenever possible, placement should be in regular classrooms 						
<p>Note: The Adaptive Dimension is designed to assist students to meet the objectives of any approved curriculum (Locally Modified Advanced, Core, Locally Modified Basic, Alternative Education, Functional Integrated).</p> <p style="text-align: center;">←----- Adaptive Dimension Variables -----→</p>									
Curriculum e.g., topics assessment and evaluation instructional materials		Instruction e.g., strategies, methods, and skills pacing and timing monitoring/feedback cycle		Learning Environment e.g., classroom climate grouping physical setting and support personnel					

Section II: Policy, Guidelines, Roles and Responsibilities, and Procedures

Education in Saskatchewan promotes the development of caring and responsible people who are equipped to meet the challenges of a complex and rapidly changing world. All students require an approach to education that optimizes individual strengths and needs.

Policy

A Functional Integrated Program is provided for students with significant multiple or intellectual disabilities who require qualitatively different, individualized programs. Functional Integrated Programs are developed when the diverse needs of a student cannot be met through the Regular Education Program or an Alternative Education Program even after the Adaptive Dimension has been utilized extensively at each grade level.

A Functional Integrated Program is not made up of course credits. It is comprised of essential areas of development. The annual goals of each area are detailed in the Personal Program Plan (PPP). Recognition is given for completion of the Functional Integrated Program and not for each specific area of development outlined in the student's PPP.

School divisions are expected to have well-articulated policies and procedures regarding the enrolment of students in Functional Integrated Programs. These policies and procedures will include PPP development, implementation, and assessment and will be consistent with the following requirements established by Saskatchewan Learning:

1. Parent(s)/caregiver(s) and student(s) are consulted prior to enrolment of a student in a Functional Integrated Program. They are provided with a clear understanding of the implications of enrolling in and completing a Functional Integrated Program. Completion of a Functional Integrated Program does not represent completion of a Regular Education Program.
2. The Regional Director approves the request made by a school division to develop a Functional Integrated Program and specifies the length and conditions of approval for the program.
3. Students enrolled in a Functional Integrated Program are registered with the Registrar's Office. A student must be at least **14 years, 8 months** of age to be registered in a Functional Integrated Program.
4. Students enrolled in a Functional Integrated Program have a PPP. The annual goals and objectives of the PPP represent the areas of development determined as authentic to the student's life and necessary for developing the skills and abilities needed to participate in school and community. The PPP includes plans of action for transition.

- The annual goals and objectives of the PPP must be measurable, manageable, relevant and attainable for the student, and meaningful for the student’s present and future environment.
 - Parents(s)/caregiver(s) signatures on the PPP indicates they have been part of the process.
 - In cases where parents choose not to participate in the development of the PPP or sign agreement to the PPP, reasons for refusal are documented.
 - Student annual outcomes outlined in the PPP are carried out under the direction of the classroom teacher and the special education teacher (learning assistance teacher, special class teacher).
 - The design of the PPP will strive to ensure that the individual is part of the school community in positive and reinforcing ways.
5. Local school authorities inform the Registrar’s Office when a student completes a Functional Integrated Program.
 6. Upon notice of completion of a Functional Integrated Program, the Registrar’s Office provides the student with a transcript indicating successful completion of a Department approved Functional Integrated Program designed for that individual.

References

- Clauses 41(1)(f)(g)(h), 86(j), 143(1)(b), 231(2)(b); Subsections 142(1), 168(3), 176(1)(2), 185(1); Sections 177 of *The Education Act, 1995*, S.S. 1995, c.EO.2
- Section 25, subsection 23(1), clause 21(c) of *The Education Regulations, 1986*, c. E-0.1 Reg.1. (See Appendix A)
- Saskatchewan Education (2000). *Strengthening Supports: Minister’s Response to the Report of the Special Education Review Committee*. Regina, SK: Author.

Guidelines

When considering the development of Functional Integrated Programs, the school division may contact the Regional Office of Saskatchewan Learning for policy clarification, submission procedures, Personal Program Plan (PPP) processes, and other resources. The Regional Superintendent of Children's Services provides consultation to school division personnel who are responsible for developing Functional Integrated Programs.

School divisions should have policies and procedures regarding the placement of students in Functional Integrated Programs as well as a process for program evaluation. This information is made available to parents and students prior to decisions of placement. The implications of placement in a Functional Integrated Program are made clear to parents, students, and staff. That is, the completion of a Functional Integrated Program does not meet admission requirements for post-secondary programs. The official transcript of secondary level achievement issued to graduates of the Functional Integrated Program does not contain any marks or subject areas. It states that the student has successfully completed a department approved Functional Integrated Program that was designed for the individual student.

Students will vary both in their individual program needs and in the pace at which they will be able to complete their Functional Integrated Program. School divisions are expected to be flexible in facilitating a student's completion of a Functional Integrated Program. It is anticipated and understood that many students, under appropriate circumstances, may remain in school until age 22.

The abilities of students with extreme disabilities will vary but there should be an expectation for participation, partially or independently, in activities at school, in the home, in the community, and at work. It is important for the team to establish outcomes that will ultimately prepare students for life beyond school. These outcomes are reflected in the PPP.

Roles and Responsibilities

Ensuring students receive appropriate educational programs suited to their individual needs and abilities is a shared responsibility among students, parent(s)/caregiver(s), school divisions, and Saskatchewan Learning. The following describes the process and respective responsibilities of school divisions and Saskatchewan Learning.

1. School Divisions

a) School Division Central Office Personnel

- assist in identifying students who would best be served through a Functional Integrated Program
- develop guidelines for meeting diverse needs
- consult with the Regional Office prior to the development of a Functional Integrated Program
- raise the awareness of school personnel regarding Functional Integrated Programs and PPPs
- work with school personnel in determining appropriate criteria for PPPs that meet the diverse needs of individual students who are unable to meet the learning outcomes of the Regular and Alternative Education Programs even after the Adaptive Dimension has been extensively applied
- ensure that students, parent(s)/caregiver(s), and school-based personnel understand the implications of being registered in a Functional Integrated Program
- complete the appropriate forms necessary for approval of a Functional Integrated Program
- submit the forms for approval to the Regional Office
- ensure evaluation of student progress and a continual review of every student's PPP
- provide ongoing monitoring of PPPs
- ensure that instruction is provided by a qualified teacher and that educational assistants work under the direction of a qualified special education teacher (learning assistance teacher) and the classroom teacher.

b) School Personnel

- are aware of students who require a qualitatively different, individualized program because they are unable to meet the learning outcomes in the Regular and Alternative Education Program even though the Adaptive Dimension has been used extensively.
- work with students, parent(s)/caregiver(s), and teachers to develop an educational profile of the student
- develop an appropriate PPP based on all information according to Saskatchewan Learning guidelines in collaboration with parent(s)/caregiver(s), student, and educational team
- submit student enrolment and demographic information to the Registrar's Office

- deliver the program as described in the application for approval and as outlined in each student's current PPP
- in collaboration with parents and student, provide ongoing monitoring of the PPP to ensure that the learning outcomes, content, instructional strategies, and structure continue to meet the needs of the student.

2. Saskatchewan Learning

Saskatchewan Learning provides *Policy, Guidelines, and Procedures for Functional Integrated Programs* to all school divisions. The responsibility for consultation and approval of program submissions from school divisions is shared among a number of areas within Saskatchewan Learning.

a) Regional Office

The Regional Superintendent of Children's Services

- assists school divisions in developing guidelines for student admittance to a Functional Integrated Program
- assists school divisions in developing guidelines for the development of PPPs
- receives a copy of, and recommends to the Regional Director approval for, Functional Integrated Programs
- submits *Form I-2: Functional Integrated Approval* to Registrar's Office
- informs the school divisions of the status of the approval
- completes and distributes the *Form I-3: Monitoring: Functional Integrated Program (Division Summary)* to school divisions.

The Regional Director

- responds to inquiries, and refers requests to the Regional Superintendent of Children's Services regarding the development of a Functional Integrated Program
- provides final approval for a Functional Integrated Program (received initially by the Regional Superintendent of Children's Services)
- specifies the conditions of the approval in accordance with the policy.

b) Provincial Examinations, Student and Teacher Services (Registrar's Office)

Provincial Examinations, Student and Teacher Services (Registrar's Office) is the central registry of students' academic marks and program completion at the Secondary Level for the Province of Saskatchewan. The Registrar's Office has the following responsibilities with respect to secondary level programs discussed in this document:

- enter program approval into the Student Data System (SDS)
- record student demographic data to enrol a student in a specific school program
- register student in the program
- record student completion of the program and produce student transcripts.

Procedures

1. Approval and Registration of Functional Integrated Program

- School divisions must submit *Form I: Intent to Develop and Initiate a Functional Integrated Program* to the Regional Office for review by **March 1**. The Regional Office will advise school divisions of the appropriateness of the Functional Integrated Program they are planning. If the program outline is approved, the school division may proceed with program development.
- Once the Functional Integrated Program has been developed, the school division submits *Form I-1: Specific Description of a Functional Integrated Program* to the Regional Office by **May 1**.
- If approved, *Form I-2: Functional Integrated Program Approval* is completed by the Regional Director or designate and forwarded to the Registrar's Office to enter the program approval into the Student Data System.
- Once entered, *Form I-2* is returned to Regional Office where copies of *Forms I-1* and *I-2* are forwarded to the Director of Education or designate. The Director of Education or designate provides copies to the schools implementing the approved program.
- If, during the first year or later in the five-year cycle, the school division sees a need for significant changes to the Functional Integrated Program, it must make the necessary revisions to the description of the program and resubmit the program for approval.
- The Regional Superintendent of Children's Services will complete *Form I-3: Monitoring: Functional Integrated Program (Division Summary)* to initiate the five-year cycle and he/she will then forward *Form I-3* to the school division. If there are no significant changes made to the program in the five-year period, it is sufficient to include the program on *Form I-3* each year, indicating the year of the five-year cycle.
- At the end of the five-year cycle, the school division is required to go through the approval process again using *Form I-1*. Renewal may occur prior to the end of the five-year cycle in consultation with the Regional Office.

2. Student Registration

- When registering students in a Functional Integrated Program, the school must ensure that the **program selection** identified on the Student Data System for the student indicates a Functional Integrated Program.
- The student enrolment, program registration, and program completion submissions are forwarded by the school to the Registrar's Office following the same procedures as for students enrolled in Regular Education Programs. Program registration and program completion submissions for Functional Integrated Programs may be made throughout the school year. Data submissions may occur electronically (XML file transfer or web application) or through the use of paper forms (found in *Registrar's Handbook for School Administrators*). A student must be at least 14 years, 8 months of age to be registered in a Functional Integrated Program.

Section III: Personal Program Plans

Systematic instructional planning is the foundation for effective educational programming for all students. For the majority of secondary students, the program is outlined within the Regular Education or Alternative Education courses of study. When a student's needs cannot be met through these programs, the Personal Program Plan (PPP) provides the basis for planning, instruction, assessment, evaluation, and reporting to parents.

The PPP is a written record of collaborative planning with measurable, achievable, and relevant time-related annual outcomes with related learning objectives. It demonstrates an appreciation of individual differences and a commitment toward a quality education. The development of a PPP represents the principles of fair treatment, equality of benefit, and integration of services.

The PPP:

- is a concise plan of action for an individual student
- outlines annual outcomes and related learning objectives
- includes developmental domains determined to be authentic to the student's life and necessary for developing the skills needed to participate in current and future environments
- includes specific and comprehensive planning for transition to future environments
- builds on individual strengths and needs
- is based on comprehensive assessment information
- defines and guides the choice of strategies, materials, and resources that will be used to build skills and to support access to a variety of environments
- includes plans for assessment and evaluation
- is developed in collaboration with those directly involved with the student.

The PPP is **not**:

- a daily lesson plan
- a contract
- static
- a historical record for the student.

For further information on developing and writing PPPs refer to Appendices B to I as well as the resource *Creating Opportunities for Students with Intellectual or Multiple Disabilities* (Saskatchewan Education, 2001). This resource is available through the Saskatchewan Learning Curriculum Distribution Services and is also available at: http://www.sasklearning.gov.sk.ca/branches/children_services/special_ed/docs/createopp/createopp.shtml.

Section IV

Form I: Intent to Develop and Initiate a Functional Integrated Program

Do you understand fully the impact a Functional Integrated Program will have on students? Yes No

This form must be submitted to the Regional Office no later than **March 1**. Use attachments if additional space is required.

1. Application information

School Division Number	School Division	Region
------------------------	-----------------	--------

Street Address/P.O. Box	City/Town	Postal Code
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Number of Students	Date of Commencement	Expiry Date
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2. List the resources you will be using to develop the Functional Integrated Program and the Personal Program Plans.

3. Rationale – Please describe the intent or purpose of the program. Identify reasons why program development should proceed.

Form I-1: Specific Description of a Functional Integrated Program

This form must be submitted to the Regional Office of Education no later than **May 1** for approval in the first year of implementation. This submission is a request for the first year of the Functional Integrated Program. Significant changes in years two through five require a resubmission of this form.

1. Application information:

School Division Number	School Division	Region
------------------------	-----------------	--------

Street Address/P.O. Box	City/Town	Postal Code
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Number of Students	Date of Commencement	Expiry Date
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2. School Identification

Please identify the school number and name of the school in which the program is offered.

School Number	School Name
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3. Authorization

Approval is requested to offer the locally developed Functional Integrated Program described herein.

Date of Application

Director/Superintendent of Education/Designate

4. Areas to be Included in Functional Integrated Programs

I. Typically the following developmental areas are considered:

- Academics
- Communication
- Personal Management
- Social Competence and Social Networks
- Leisure/Recreation/Physical Wellness
- Career/Work Exploration
- Task Performance/Work Habits
- Other*
(*e.g., Cognitive Development, Orientation & Mobility, Motor, etc.)

II. Transition Planning

5. Description of the student

What are the special circumstances of the students necessitating a Functional Integrated Program? How are students selected for enrolment in this program?

6. Outline of the Program

Attach an outline of the program that provides a brief description of each area of development within the program.

7. Instructional Materials

Provide a list of **all key resources**, both print and non-print, including author, copyright date, title, place of publication, publisher, and format description (e.g., book, video). The list of key resources might also include program support personnel, mentors, organizations, and electronic resources, such as databases and World Wide Web sites.

Resources should be:

- appealing to the student
- gender equitable
- appropriate for the general age and maturity level of the student
- created by qualified developers
- reflective of current educational practices.

Note: Saskatchewan Learning's approval of this program does not imply formal evaluation and recommendation of the materials listed.

Form I-2: Functional Integrated Program Approval

Name of School Division

Region

School Number/School Name

School Number/School Name

School Number/School Name

School Number/School Name

School Number/School Name

School Number/School Name

Comments:

Approved	
_____	_____
Date	Regional Director of Education

<i>For Completion by Regional Office:</i>	<i>For Completion by Registrar's Office:</i>
Authorization (Initial and indicate school year)	Approved/Entered for:
Year 1 _____	____ Year 1 (20__)
Year 2 _____	____ Year 2 (20__)
Year 3 _____	____ Year 3 (20__)
Year 4 _____	____ Year 4 (20__)
Year 5 _____	____ Year 5 (20__)

	Date Entered

	Signature

Form I-3: Monitoring: Functional Integrated Program (Division Summary)

Region	Date	School Division	Regional Director or Designate	Approval Date
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There is a five-year course approval cycle for all Functional Integrated Programs. Those that have been reviewed within the past five years receive continuing approval through the use of this Monitoring Form.

At the end of the five-year approval cycle, *Form I-1* must be resubmitted to receive approval for a new five-year cycle.

School Name	School Number	Original Start Date	Expiry Date	Year in Cycle	Comments

Appendix A

The following sections, subsections, and clauses of *The Education Act, 1995* and *The Education Regulations, 1986* provide the legislative authority for the development and implementation of Functional Integrated Programs.

The Education Act, 1995

4 (1) The minister may:

- (f) prescribe the subjects of instruction and issue courses of study for each year or grade from kindergarten to Grade 12, or any combination of those grades as may be classified as Elementary, Middle and Secondary Levels, for all schools;
- (g) prescribe compulsory and optional subjects and course requirements for completion of a grade or year of study;
- (h) authorize a course of study developed by a school and approved by the board of education or the conseil scolaire to be taught as an alternative, or in addition, to a course or courses prescribed by the department;

86 With respect to francophone education areas, fransaskois schools, and the division scolaire francophone, the conseil scolaire shall:

- (j) subject to the regulations, authorize and approve the courses of instruction that constitute the instructional program in each fransaskois school;

142 (1) Subject to the other provisions of this Act, every person who has attained the age of six years but has not yet attained the age of 22 years has the right:

- (b) to receive instruction appropriate to that person's age and level of educational achievement.

143 (1) Subject to the other provisions in this Act, every person who has attained the age of six years but has not attained the age of 22 years and whose parent is a minority language adult has the right:

- (b) to receive instruction appropriate to that person's age and level of educational achievement in courses of instruction approved by the conseil scolaire:

168 (3) Pursuant to subsection (2), the content of any of the courses of study taken by a pupil or a group of pupils may be altered, augmented or otherwise adjusted in any manner that the teacher considers advisable in the interests of the pupil or pupils.

176 (1) Subject to subsection (2), the basic program of studies and the courses of study used in a school are to be consistent with the regulations and with any directives that the minister may issue.

- (2) With the approval of the minister, a board of education may authorize the implementation of a course of study that has been developed within the school division for use in any of the schools in the school division, and that course may be recognized for credit purposes in accordance with the regulations.
- 177 Subject to the regulations, the program of studies provided in a school shall be approved by the board of education or the conseil scolaire in consultation with the principal and on the recommendation of the director.
- 185 (1) Subject to the regulations, courses of vocational education and occupational training may be provided where it is considered advisable by the board of education or the conseil scolaire.
- 231 (2) A teacher shall:
- (b) plan and organize the learning activities of the class with due regard for the individual differences and needs of the pupils;

The Education Regulations, 1986

PART VI **Basic Program and Course of Study** INTERPRETATION

21 In this Part:

- (c) “**course of study**” means a statement of the aims and objectives and scope of content and the nature of the material to be studied in a given subject or area of study at a given grade level;
- 23 (1) The courses of study that may be used in schools are those authorized by the minister and issued in curriculum guides, bulletins or directives.

25 The department shall:

- (a) classify Grades 10, 11, and 12 courses of study in the level 10, 20, and 30 series of courses respectively;
- (b) maintain a policy statement describing the course numbering system; and
- (c) determine the prerequisites and number of credits associated with each course of study.

The Education Act, 1995 and the Department of Learning policies regarding courses of instruction are consistent with *The Canadian Charter of Rights and Freedoms* and *The Saskatchewan Human Rights Act*.

Appendix B: Considerations for a Holistic Program

I. The Areas of Development adapted from Figure 6.7 of *Creating Opportunities for Students with Intellectual or Multiple Disabilities* (Saskatchewan Education, 2001, p.104)

Academic	The essential focus is on attainment of functional skills in reading (for leisure and attaining information), writing, and mathematics.
Communication	Communication focuses on expressive and receptive competence. It is the ability to effectively convey a message to another person and the ability to effectively receive, understand, and react to a message from another person. Communication includes, but is not limited to speech. For those who are unable to use speech, there are several methods of augmentative or alternative communication that can be examined.
Personal Management	<p>The ability to take care of oneself. It includes such skills as toileting, grooming, food preparation, money management, shopping, and transportation.</p> <p>If a student is unable to administer to his or her own self-care and requires personal assistance in this regard, the type and extent of this support is included in the PPP. It is also noted in the PPP if eventual independence in personal care is an intended outcome.</p>
Social Competence and Social Networks	<p>The skills necessary for initiating and maintaining social interaction and friendship are emphasized.</p> <p>A holistic approach to education is an important underpinning to a lifetime of wellness. Consideration is given to the student's physical fitness and nutrition, spiritual values and ethics, emotional health, family concerns, community participation, intellectual growth (with respect to multiple-intelligence theory), social concerns, and vocational prospects.</p> <p>The emphasis is placed on making constructive use of spare time through leisure pursuits that are individually fulfilling. Consideration is given to encouraging participation in such activities as community events, sports, and hobbies. The skills necessary for participation are considered and may have to be taught.</p> <p>An understanding of "how to engage" and a willingness to participate in passive and active leisure activities is important. This learning and appreciation applies to both individual activity and group activity.</p>
Leisure/ Recreation/ Wellness	
Career and Work Exploration	Skills that will be necessary for work exploration will vary with each job and the student's skills and abilities. Preparation might include doing classroom and home jobs with others as well as independently. Abilities to consider and plan for work in the community may include following work routines, understanding rules and codes of safety, following schedules, travelling to and from work, and interacting appropriately with co-workers and customers.
Task Performance/ Work Habits	The skills necessary for beginning a task and bringing it to successful completion are addressed. This would include such skills as listening to directions, preparing, following directions, maintaining concentration, persevering with a task, time management, problem solving, neatness, and cleaning up after the task is finished.
Other	<p>Orientation and Mobility – Students with a visual disability require the skills to move independently, safely, and purposefully through their environment. To learn to do so with little or no sight requires careful planning and effective instruction.</p> <p>Visual Efficiency – It is important that students with a visual disability make optimal use of their residual vision. Typically these skills have to be trained and reinforced through systematic instruction.</p>
II. Transition	A specific plan for the student's transition to the next environment, including the personnel involved and their individual responsibilities, is documented in the PPP.

Appendix C: Assessment

In order to provide effective instruction and supportive access to preferred environments, it is necessary to have a thorough knowledge of the student's strengths and needs. It is also important to know which environments the student wants to access, the demands that each environment will present, and the type of adaptations that may be needed to support this access. When planning for assessment and instruction the development of a student profile is recommended (see Appendix D: Student Profile Planner).

A student profile is a written summary of the student's relevant background and history. It includes an assessment summary, strengths, learning approaches, and other information that will guide prioritization of goals, assessment, and instruction.

Gathering information to develop a student profile involves the collaboration of a number of people directly involved with the student this may include:

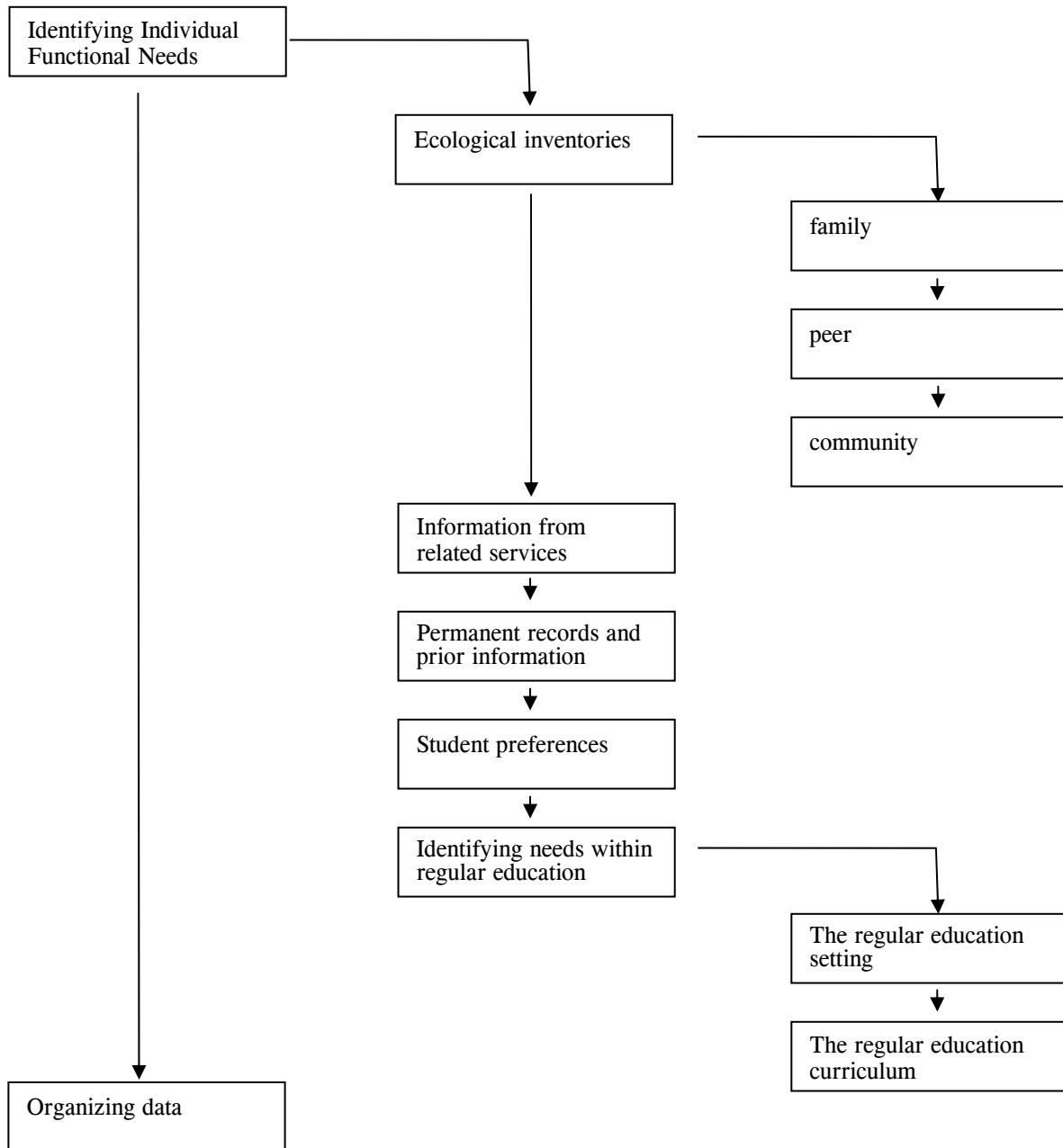
- parent(s)/caregiver(s)
- last year's teacher(s)
- current classroom teacher
- educational assistants
- special education/learning resource teacher
- principal
- other.

A comprehensive assessment must be completed for effective planning. Assessment information is obtained from:

- formal and informal assessment results from testing, observation, interviews, and other methods including measures of the student's learning styles and preferences
- student identification of needs and goals
- parent(s)/caregiver(s) who provide a historical perspective of their child/youth and share information that will be useful in developing goals and supports necessary to the child's growth
- peers
- related services
- former teachers and assessments (records that have been kept)
- identification of the conditions within the educational setting (physical contexts and social and curricular demands).

Figure 6.3 provides a visual for identifying individual functional needs.

Figure 6.3 Assessment. From *Creating Opportunities for Students with Intellectual or Multiple Disabilities* (Saskatchewan Education, 2001, p.95)



Establishing the Current Level of Performance (CLP)

An accurate description of the current level of performance provides the basis for establishing expectations for specific skill development. The CLP describes the student's present level of functioning in a particular skill area. The CLP is established through information gathered during the planning process and the comprehensive assessment as described above. When describing a student's CLP keep in mind that it:

- is specific to a particular skill (e.g., word analysis as opposed to reading; computation as opposed to math; “yells during teacher presented instruction” as opposed to “inappropriate behaviour”)
- uses descriptive language that clearly describes the behaviour (e.g., the level of computation, types of errors made; types of word analysis errors, how words are analyzed in sentence context; language used during behaviour outbursts, volume, persistence)
- uses measurable language and clearly describes the amount or frequency of the behaviour in a given context.

Organizing the Assessment Information

As indicated in the preceding figure, the assessment information has to be organized and analyzed. The student learning profile presents a summary/description of the student’s strengths and needs. This information is used to assist in the Personal Program Planning meeting and in the development of the Personal Program Plan. Assessment of the learning plan will take place at regular intervals which will inform the team of necessary changes to the personal program plan.

Assessment is meant to be an ongoing process that continually adds information to the student’s educational history. It is acknowledged that developing a thorough profile may take time and continue throughout the year. It is important to put together as much information as possible. Always consult with parents prior to planning for a program to discuss and verify observations and assessment results.

Appendix D: Student Profile Planner

Planning for Assessment and Instruction

Name: _____

Age: _____

Background/History

Assessment Summary

Interests, Strengths, Learning Approaches

Current level of functioning performance (by areas of development)

Academics: _____

Communication: _____

Personal Management: _____

Social Competence and Social Networks: _____

Leisure/Recreation/Physical Wellness: _____

Career/Work Exploration: _____

Task Performance/Work Habits: _____

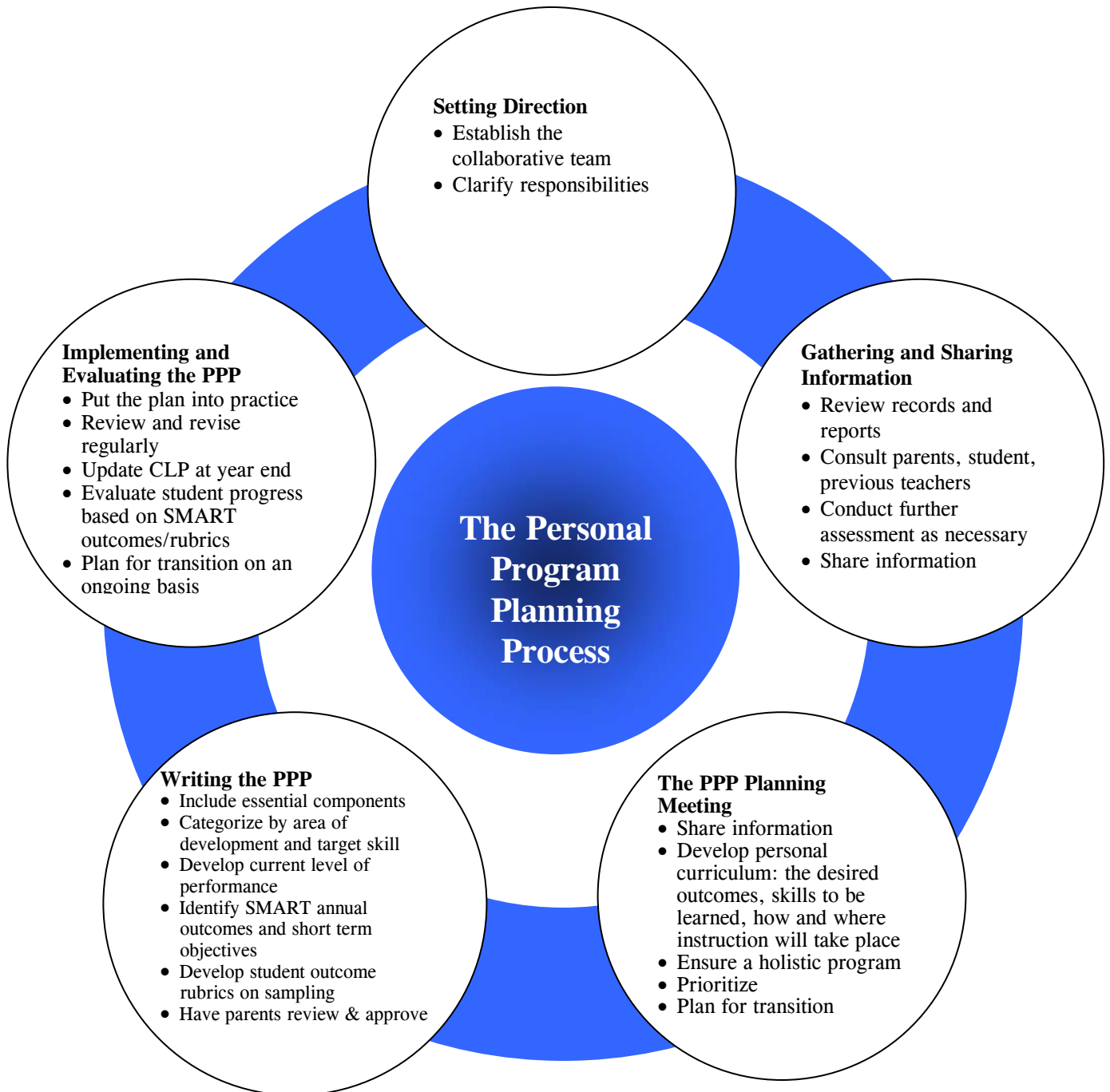
Other (e.g., Cognitive Development, Orientation & Mobility, Motor): _____

Student's usual response to instruction

Estimated past rate of learning

Strategies that have been effective

Appendix E: The Process for Personal Program Development



Appendix F: The Personal Program Planning Meeting

Prior to developing the actual goals of the Personal Program Plan (PPP), the team meets to discuss developmental priorities for the student. It is important for each team member to come to the meeting prepared to discuss their experiences with and knowledge of the student. It is also beneficial, prior to the meeting, for each team member to review a copy of the student's learning profile.

Parent(s)/caregiver(s)/family should be informed about the meeting process as well as what will be expected of them at the meeting. An agenda, provided to team members prior to the meeting, will indicate the time and location of the meeting as well as a list of discussion items. Typically, the parent(s)/caregiver(s)/family are asked to provide a historical perspective of their child/youth and to share information that will be useful in developing the goals and supports necessary to the child's education.

Parent(s)/caregiver(s)/family are key members of the team and are involved in setting and prioritizing annual goals. During an effective Personal Program Planning meeting the team should derive a set of programming priorities for the student that includes:

- goals for developmental growth
- supports necessary for this development to take place.

Introduction of team members and their roles, stating the purpose of the meeting, determining time lines and being open to suggested changes to the agenda are important in establishing the atmosphere of the meeting. Prior to and during the meeting all team members are encouraged to contribute.

Effective facilitation of the planning meeting is crucial; therefore, the choice of facilitator is important. The facilitator is not necessarily the special education teacher; it is typically someone from the school who has previous experience in effective facilitation of meetings. The facilitator must be aware of what questions to ask at certain points; when to allow the conversation/discussion to diverge; and when to confirm the point being discussed.

To arrive at a comprehensive and holistic set of priorities (see Appendix B), it is important for the facilitator to be fully aware of the process and to be properly prepared. It is necessary for the facilitator to allow:

- divergent discussion that explores each question thoroughly
- convergent discussion that focuses on specifically desired information.

If the parent(s)/caregiver(s)/family's response to a question has been vague, it would be appropriate for the facilitator to probe further with questions related to the basic goals of curricular planning. Some or all of the following questions could be used:

- What degree of independence and self-determination do you want for your child?
- What type of participation in the general community do you want for your child?
- What types of social networking and social and personal relationships do you want for your child?

- What degree of personal choices do you want your child to be able to make?
- What would constitute a safe and healthy lifestyle for your child?
- What type of employment would you like to see your child pursue?

As the team moves through the agenda discussions are summarized. Who is responsible for the action and when the action is to be completed is identified. Follow-up actions are clearly stated. Following the discussion, the facilitator categorizes each suggestion (preferably on chart paper so everyone recognizes they have been heard) according to the developmental area to which it applies (academics, communication, personal management, and so on). The category is indicated by using a different colour marker and writing the category next to the comments. These suggestions will include both instructional goals and supports necessary.

Once the categorization has taken place, the facilitator guides the group in viewing the total picture – the areas that have been naturally emphasized and those that have not. At that point it is important to discuss those areas that have not received an emphasis/consideration. (It is important to make sure that nothing has been missed.) Any further suggestions for priority that are made specific to a category are noted and included for programming.

Please note that priorities for programming do not necessarily have to be set for each developmental area. **A priority outcome is established only if it is needed.** What is important, however, is that each area of development is discussed. These developmental areas include:

- Academics
- Communication
- Personal Management
- Social Competence and Social Networks
- Leisure/Recreation/Physical Wellness
- Career/Work Exploration
- Task Performance/Work Habits
- Other*

(*e.g., Cognitive Development, Orientation & Mobility, Motor)

(Making Action Plans – MAPS is a recommended format for personal program planning – see *Creating Opportunities for Students with Intellectual and Multiple Disabilities*, 2001, pp.93-108.)

Appendix G: Writing the Personal Program Plan

While the program for a student in a Functional Integrated Program will not consist of subject areas as outlined in Regular Education Programs of Core Curriculum, it is important to provide all students with the skills, processes, and values that can be applied in a wide range of settings. The Common Essential Learnings (CELs) of Core Curriculum are extremely important elements that must be considered in the planning and the development of the Personal Program Plan (PPP). (For further information on the incorporation of the CELs, refer to Chapter 6 of *Creating Opportunities for Students with Intellectual or Multiple Disabilities*, 2001.)

Student outcomes must be clear and measurable and, most important, meaningful and achievable for the student. To be achievable, both annual and short term goals must be based on the student's current level of performance, the stages of learning, and the impact of any disabilities. The following provides examples of writing effective goals.

Student Outcomes

Annual student outcomes are concise descriptors of what an individual student will know and be able to do by the end of the school year. **Short term objectives** are the annual student outcomes broken into components or steps. Student outcomes must reflect the student's current level of performance for that specific skill.

Effective student specific outcomes are S M A R T Specific: written in clear language.	SMART Outcome Template [Student] will [action] [how/with what type of support] [by what accuracy criteria] [by what consistency criteria] [where/in what context] [by what date]
Measurable: allows student's achievement to be described, assessed, and evaluated.	
Achievable: realistic for the student.	
Relevant: meaningful for the student and identified as a priority by the team.	
Time-related: can be accomplished within a specific time period – typically one school year	
Example: By June, within the structure of the math classroom, the student will use a calculator to determine from a flyer the total cost of three identified items of groceries with 90% accuracy.	

Being cognizant of the stages of learning (see *Creating Opportunities for Students with Intellectual or Multiple Disabilities*, 2001, p.105-106) as well as using the information from the planning process is the basis for writing the PPP. When writing annual goals for each area relevant to the individual, it is important to consider the transferability of the skills that are written into the PPP.

Appendix H: Areas of Development

The Instructional Environment		Academic	Communication	Personal Management	Social Competence/ Social Networks	Leisure/Rec- reation/Physical Wellness	Career/Work Exploration	Task Performance/ Work Habits	Other*
	Regular Classroom Instruction								
	Informal Activities/ Interaction Within the School								
	Community								
	Tutorial								
	Home								

* For example:
Metacognitive Development, Orientation & Mobility, Motor

Appendix I: Examples

1. Student Agreement for Placement in a Functional Integrated Program
2. Parental/Caregiver Agreement for Student Placement in a Functional Integrated Program
3. Program Development Checklist
4. Personal Program Plan Templates

Example 1: Student Agreement for Placement in a Functional Integrated Program

Student: _____ Age: _____

School: _____

I have been involved in a discussion of my Personal Program Plan and agree to being placed in a Functional Integrated Program.

Signature of Student

Date

Note: This agreement form is completed for each year of student placement in a Functional Integrated Program. A copy must be provided for the parents and student with the original retained in the student's school file.

Example 2: Parental/Caregiver Agreement for Student Placement in a Functional Integrated Program

Name _____

Date of Birth _____

Grade _____

School _____

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

Parental Consent Statement

I clearly understand the recommendation and hereby give permission for the functional integrated placement described above. I understand the rationale for and the implications of this placement and realize that my child:

- (a) will be working on a selected number of the developmental areas specified in the Functional Integrated Program
- (b) will not meet the current admission requirements for post-secondary educational institutions.

Date

Signature of Parent or Guardian

Signature of Parent or Guardian

This form must be completed at the beginning of each school year and filed in the student's cumulative file.

Adapted from Potashville School Division, Esterhazy, SK: Author. Reprinted with permission.

Example 3: Program Development Checklist

As school division personnel complete the required documentation in the approval process for a Functional Integrated Program, the following checklist may be of use in ensuring that appropriate procedures have been carried out. The intent is to assist school divisions in preparing documents for submission and approval and to make the process transparent and easily accomplished.

Intent to Develop and Initiate a Functional Integrated Program (*Form I*)

This form is intended to assist the school division in exploring the viability of a proposed Functional Integrated Program or developmental areas of study before going through the entire developmental process. It is expected *Form I* will provide a brief summary of the proposed areas of development that will allow Saskatchewan Learning personnel to best advise the school division applicants on the next steps.

Check the following:

- Is the identification information complete?
- Have students, parent(s)/caregiver(s), and other school personnel agreed with enrolment into a Functional Integrated Program?
- Is a list included of all of the schools intending to implement the proposed functional integrated areas of development?
- Does the intent clarify the rationale/need for the Functional Integrated Program development?
- Has a description of the diverse needs of the students been included?
- Is there a brief description of the resources that will be used?
- Has the school division Director of Education authorized the form, prior to submission to Saskatchewan Learning?

Specific Description of a Functional Integrated Program (*Form I-1*)

This form is intended to provide a description of the proposed areas of development and the target audience. Identification details for the schools implementing the proposed course are also included.

Check the following:

- Is the identification information complete?
- Is a list included of all of the schools intending to implement the proposed Functional Integrated Program?
- Is there a detailed content outline for the proposed Functional Integrated Program?
- Are objectives for the Common Essential Learnings addressed where appropriate?

- Are Aboriginal content and perspectives addressed where appropriate?
- Is gender equity addressed within the activities, language, and resources used?
- Is a range of resources (e.g., human, video, print) listed?
- Are transition and work exploration integrated throughout the course?
- Is a range of instructional approaches being used? Is this indicated?
- Is a bibliographical list of instructional materials attached to the proposed course outline?
- Has copyright clearance been addressed regarding any materials included in the application?
- Are student assessments and evaluations described in the proposal? Are assessments and evaluations linked to the objectives of the proposed course outline?
- How will the applicants know if the course has been successful or if amendment/redesign is required?

Functional Integrated Program Approval (*Form I-2*)

This page will be generated by Saskatchewan Learning to indicate the status of the proposed program areas of development. When the program is approved, information will be sent to the school division by Regional Office for distribution to the schools implementing the approved Functional Integrated Program.

After receiving the approval page, the school division checks the following:

- Has the approval page been sent to all schools that intend to implement the Functional Integrated Program?
- Has the school division attached a copy of *Form I-2* to *Form I* so that a complete file for the program has been established locally?
- Has the information on *Form I* been entered correctly? Does it reflect the appropriate year in the five-year cycle of approval?
- Have conditions and suggestions detailed on the approval page, *Form I-2*, been discussed with the developer(s), and have arrangements been made to address the concerns or conditions in a timely fashion?

Monitoring: Functional Integrated Program (Division Summary) (*Form I-3*)

- Has the school division indicated whether the Functional Integrated Program is being used in the current school year?
- Have school division personnel reviewed *Form I* and made plans for revision, renewal, or completion of use of the various courses listed?

Example 4: Personal Program Plan Templates

Personal Program Plan

Student's Name:

Date:

School:

Grade:

Date of Birth:

Classroom Teacher:

Parent/Guardian:

Address:

Phone (Home):

(Work):

Other Team Members:

Schools Attended:

Parent/Guardian Signature:

Teacher Signature:

Strengths	Areas Of Need
Interests	Significant Factors

Assessment Data

Educational Psychologist Yes ___ No ___ Requested ___ Date _____
 Speech/Language Pathologist Yes ___ No ___ Requested ___ Date _____
 Occupational Therapist Yes ___ No ___ Requested ___ Date _____
 Physical Therapist Yes ___ No ___ Requested ___ Date _____
 Medical Yes ___ No ___ Requested ___ Date _____
 Other Yes ___ No ___ Requested ___ Date _____

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Area of Development		Target Skill
Current Level of Performance		
Annual Outcome (SMART Goal)		
Short Term Objectives	Date	Instructional Strategies
Evaluation		

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Transition Planning for Integration to Home, School or New Program

Team – classroom teacher, learning assistance teacher, field-based staff, principal, coordinator (mental health personnel, DCRE personnel if appropriate):

Strengths, Interests, Preferences:

Progress Shown in Targeted Behaviours:

Skills Being Taught and Practised:

Modifications, Supports, and Accommodations Needed (language used to cue behaviour):

Ongoing Concerns and Re-entry/Transition Plans:

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Transition Timeline for: _____ for the _____ school year.

Objective: Preparation for students to return to regular schools.

September:

October:

November:

December:

January:

February:

March:

April:

May:

June:

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