


Administrative Procedures 213
Functional Integrated Program

	<p>External References:</p> <ul style="list-style-type: none"> • Education Act: Sections 87, 109, 176, 186 • Policy, Guidelines and Procedures for Functional Integrated Programs (Sask Learning, Sept 2006) • Registrar's Handbook for School Administrators • Worker's Compensation Board 	<p>Adopted: June 28, 2011</p> <p>Amended: July 8, 2015</p>
	<p>Internal References:</p> <ul style="list-style-type: none"> • AP 213 – Appendix A – Functional Integrated Career Work Exploration (CWEX) Programs • AP 433 Workers' Compensation • Form 210-1 Informed Consent for Student Programming Placement • Form 212-2 Colony School Permission Alternative and Functional Integrated Vocation Program • Form 213-1 Functional Work Experience Consent and Agreement • Form 213-2 Functional Integrated Program Teacher Health and Safety Orientation Checklist • Form 213-3 Functional Integrated Program Work Experience Employer Health and Safety Checklist • Form 213-4 Functional Integrated Program Work Experience Information for Employers • Student Diversity Handbook 	

Background

School divisions have the responsibility to make choices that will best serve the students in their jurisdictions. 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 (FIP), the following procedures are to be followed:


Procedures

1. Parents/guardians and students 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 and does not meet admission requirements for post-secondary programs. The official transcript of secondary level achievement issued to graduates of a Functional Integrated Program does not contain subject and/or marks areas.
2. Parents/guardians must sign Form 210-1 Informed Consent for Student Programming Placement indicating their choice to have their child in a Functional Integrated Program. The parents/guardians have the right to discuss their child's educational options with the Director or designate prior to a final decision being made. Parents always have the right to bring their concerns to the Director or designate as a final step in this process.
3. Students enrolled in a Functional Integrated Program are registered with the Registrar's Office following the same procedures as for students enrolled in Regular Education Programs. The school must ensure that the **program selection** identified on the Student Data System for the student indicates a Functional Integrated Program. Program registration and program completion submissions for Functional Integrated Program may be made throughout the school year. A student **must be at least 14 years, 8 months of age** to be registered in a Functionally Integrated Program.

4. Functionally Integrated students can be enrolled in regular and alternative classes, however the marks are not to be submitted to the Ministry of Education's Student Data System (SDS). To ensure marks are not sent for these classes the grade level needs to be removed from the student course enrolment in PowerSchool.
5. Students enrolled in a Functional Integrated Program have an electronic Inclusive and Intervention Plan (eIIP). The annual goals and objectives of the eIIP 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 eIIP includes plans of action for transition. Students will vary both in their individual program needs and the pace at which they will be able to complete their Functional Integrated Program. Many students, under appropriate circumstances, may remain in school until age 22.
6. Local school authorities inform the Registrar's Office when a student completes a Functional Integrated Program. At that time the Registrar's office provides the student with a transcript indicating successful completion of a Department approved Functional Integrated Program designed for that individual.

Administrative Procedures 213 – Appendix A

Functional Integrated Career Work Exploration (CWEX) Programs

		Adopted: June 28, 2011
	External References: <ul style="list-style-type: none">• Education Act: Sections 87, 109, 176, 186• Policy, Guidelines and Procedures for Functional Integrated Programs (Sask Learning, Sept 2006)• Registrar's Handbook for School Administrators• Workers Compensation Board	Amended: July 9, 2013
		Internal References: <ul style="list-style-type: none">• AP 433 Workers' Compensation• Form 213-1 Functional Work Experience Consent and Agreement• Form 213-2 Functional Integrated Program Teacher Health and Safety Orientation Checklist• Form 213-3 Functional Integrated Program Work Experience Employer Health and Safety Checklist• Form 213-4 Functional Integrated Program Work Experience Information for Employers• Form 315-1 Marsh Canada School Incident Report• 552-2 Driver Authorization Application

The division recognizes the importance of work experience and views a Functional Integrated Program work experience plan as essential in assisting students to develop the skills and educational system. The schools may offer a work experience through the electronic Inclusive and Intervention Plan (eIIP) goal(s).

1. The Student Support Teacher is responsible for securing appropriate non-paid work placement opportunities for students. The placement must be suited to the student's interests and abilities as well as provide him/her with meaningful learning experiences. The Student Support Teacher will complete all of the mandatory information found below as they are important in order to ensure proper insurance coverage is in place:
 - 1.1 A pre-screening safety check must be performed by the Student Support Teacher prior to placing students at the workplace.
 - 1.2 Upon placing students, employers must complete a safety orientation with the student and complete Form 213-2 Functional Work Experience Consent and Agreement.
 - 1.3 The Student Support Teacher will provide the employer with Form 213-4 Functional Integrated Program Work Experience Information for Employers.
2. Prior to attending work placements, all parents/guardians must sign and return Form 213-1 Functional Work Experience Consent and Agreement and if applicable, the student will also sign the form.
3. Monitoring Work-Based Learning
 - 3.1 Minimum monitoring expectations require a monitoring visit to each student at the work placement site at least once per reporting period. This corresponds to the three reporting periods within the school year (November, March, June).
 - 3.2 Monitoring visits provide the opportunity to discuss any problems at the site and to provide any support needed to ensure success for the student at the work placement and monitor the progress of the student's eIIP goal.
 - 3.3 Telephone conversations with the employer supervisors and casual contact with the students should be used to reinforce the on-site monitoring. These methods do not replace on-site visits and do not constitute monitoring.

4. Insurance Documentation

4.1 The Division requests that employers provide evidence of appropriate levels of liability insurance. This is completed at the initial safety orientation using Form 213-3 Functional Integrated Program Work Experience Employer Health and Safety Checklist.

5. Transportation Arrangements

5.1 Student travel for work experience is outlined in Administrative Procedures 552 Private Vehicle Use for Student Transportation.

5.2 Form 552-2 Driver Authorization Application is to be used for drivers. It is available on the Division website (www.sunwestsd.ca).

6. Reporting Student Injury

6.1 Form 315-1 Marsh Canada School Incident Report will be completed at school level.