

FUNCTIONALLY INTEGRATED SERVICES

Background

Generally, most students should be able to successfully complete the regular education program. However, when the learning objectives/outcomes are not appropriate for a student they will require an Inclusion and Intervention Plan (IIP) to outline the learning outcomes and instructional strategies. Students who are in Kindergarten to Grade 9 will continue to receive most of their programming within the classroom. Students in Grade 10 to 12 may be placed in a Functionally Integrated Program if the learning outcomes of the Alternative Program are too rigorous.

The Functional Integrated Program is provided for a student who:

- is in their tenth grade up to age of 22 (if their birthdate falls before September 30)
- has significant multiple or intellectual disabilities
- has limited academic abilities across subject areas
- requires qualitatively different, individualized programming
- has needs that cannot be met through the Regular Education Program or an Alternative Education Program even after the Adaptive Dimension has been utilized at each grade level.

Procedures

Selection Process for Admittance into a Functionally Integrated Program:

1. When a student is recommended for a Functionally Integrated Program (FIP) this recommendation is discussed among the student's interdisciplinary team which includes student, parents or guardians, student support teacher, student services coordinator, and any other consultants or agencies as deemed appropriate by the team members.
2. Achievement and cognitive assessments have been completed prior to making a final placement decision. It is recognized that complete assessments may not be possible for some students with multiple and/or intellectual disabilities; however every attempt to determine cognitive and academic levels must be made with formal and informal procedures to ensure that the students is not a candidate for the Alternative Education.
3. The following information must be provided to parents and students prior to placement in a Functionally Integrated Program:
 - 3.1. Program goals and content;
 - 3.2. Differences between Regular, Modified, Alternate Education, and Functionally Integrated programs;

- 3.3. Completion of a Functionally Integrated program does not represent the completion of a Regular Education program;
- 3.4. Method of program delivery; and,
- 3.5. Rationale for recommending a Functionally Integrated Program.
4. Based on discussions and assessments, the educational team, including the student support teacher, the principal, the student and his/her parent(s)/caregiver(s) will make a decision as to the program placement. If it is determined that the student is to be placed in the Functionally Integrated Program then complete Form NEW-1.
5. A student enrolled in a Functionally Integrated Program must have an Inclusion and Intervention Plan. The long-term goals and short-term objectives of the IIP represent the areas of development determined as authentic to the individual student's life and necessary for developing the skills and abilities needed to participate in the school and community. The IIP must include plans of action for transition.
6. Parents or caregivers signature on the IIP indicate their involvement in the development of the IIP.
7. In cases where parents choose not to participate in the development of the IIP or sign agreement to the IIP, reasons for refusal are documented in Form 211-1.
8. Student annual goals as outlined in the IIP are carried out under the direction of the classroom teacher and student support teacher.

Reference: Section 87, 109 Education Act

Forms Manual: Form 224-1 Acknowledgement of Enrollment in a Functionally Integrated Program