

What is an Integration Plan ?



Integration Plans

An Integration Plan is a formal document used to guide the interventions and supports provided for a learner under the age of 16 who is attending school on a part-time program.

There are **two reasons** why this type of plan is implemented:

- 1) The school team determines that a student is not able to participate in a full-time educational program due to significant medical, social-emotional or behavioural needs, and a temporary reduction in the length of the school day is necessary.
- 2) A student's parents or guardians wish to have their child regularly participate in activities outside of the school setting during the school day.

Integration Plans are time-limited supports which assist the student while they develop the stamina and skills required to be successful for a full school day.

Elements of the Integration Plan include:

- A rationale for part-time attendance
- The student's personalized schedule
- Specific criteria for increasing time
- A mechanism for regular, ongoing monitoring of the student's progress and the collection of data
- A clear structure for regular, ongoing communication with parents/guardians
- A plan for the student's learning outside of the hours they are attending school
- Any additional notes or relevant background information

Who Creates an Integration Plan?

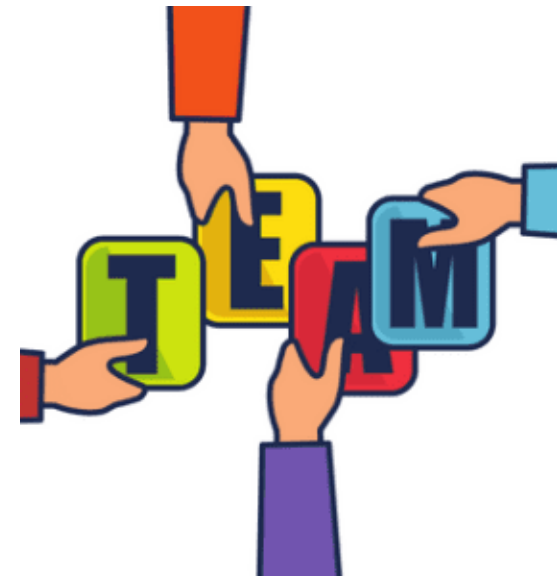
Integration Plans are developed collaboratively, and often involve consultation with a large team.

The team typically includes:

- The principal or vice-principal
- An Inclusion Support Teacher (where the student is formally designated, this is typically the case manager)
- The classroom teacher
- The school counsellor
- The student's parent/guardian
- Other members of the student's team outside school, as requested by the parent (e.g. medical doctor, behaviour consultant or interventionist, mental health clinician, social worker)
- Integration Plans are most successful when families and school teams work collaboratively to develop a program that is specifically tailored to a student's individual needs.

Where the broader team (e.g. medical doctor or out-side therapist) is unavailable for a team meeting, the school team will request consent to exchange information through other means (e.g. emails, phone calls).

The more we learn about the student and their needs, as well as the strategies and supports that are effective in other settings, the better we are able to support them.



How do we know when my child is ready to increase their time?

Every Integration Plan is supported through ongoing data collection. Typically, this data is recorded on a personalized schedule, which identifies the antecedents, observed behaviours, and outcome, of the activities your child engages in while at school.

All data collected is reviewed by the school team, and shared with parents/guardians on a regular basis (typically weekly or every two weeks). Each time the child demonstrates success with a particular set of criteria, their time is increased, and the criteria revised.

School teams understand that children who require Integration Plans have additional needs. The criteria for increasing time is developed with the learner's needs in mind. Where the student is very complex, additional district resources may be provided, or staff may be provided additional training, to ensure everyone at school understands how to successfully support the learner.

Can the school implement an Integration Plan if I do not wish for my child to attend part-time?

Sometimes, even with a large number of supports and interventions in place, students continue to experience significant difficulties in the school setting. The decision to place a student on an Integration Plan is never taken lightly.

The school team will work with parents/guardians to find a solution that works for everyone, but there are times when this is not possible with a full-time schedule at school. There are **two occasions** where the school team will require a part-time schedule:

- 1) The learner is exhibiting such a high level of distress in the school environment that the staff is concerned for their health and dignity.
- 2) The learner is experiencing significant, ongoing behaviour escalations, and is placing themselves, or others, at risk.

School staff are trained in Non-Violent Crisis Intervention, and will implement proactive strategies to minimize the risk and keep students and staff safe, to the best of their abilities.



Why might a school team require my child to be on an Integration Plan?

Our goal is for all of our learners is to be safe, successful, and thriving in school.

There are times when learners experience significant barriers in finding this success in their school day. School teams will collaborate with families to explore all possible solutions toward limiting the need for an Integration Plan.

While strategies to support children are as diverse and individualized as the learners themselves, some examples of support that is available includes:

- Personalized schedules—including adaptations and accommodations for learning tasks
- Access to break spaces and flexible learning environments
- Access to tools such as flexible seating, fidgets, and quiet spaces
- Strategically scheduled learning opportunities outside of the classroom
- Additional adult support in class
- Additional adult support outside of the classroom environment