

Guidelines and Standards

Educational Planning for Students
With Diverse Learning Needs

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Introduction

The Department of Education and Early Childhood Development (EECD) is committed to a process of inclusive, quality education. Every effort is made to educate all learners of mixed ability and of the same age in a common learning environment within neighborhood schools. Based on the conviction that everyone is a unique learner, schools require flexible curriculum delivery, support services, and appropriate resources. A collaborative effort among educators, parents, learners and the community is essential to the success of the student.

Goals/Principles

The following Goals/Principles are drawn from *Policy 322 – Inclusive Education*.

Inclusive public education:

- recognizes that every student can learn;
- is universal; the provincial curriculum is provided equitably to all students in an inclusive, common learning environment shared among age-appropriate peers in their neighbourhood school;
- is individualized; the educational program achieves success by focusing on each student's strengths and needs, and is based on the individual's best interests;
- requires school personnel to be flexible and responsive to change;
- respects student and staff diversity in regard to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition, or political belief or activity; and
- is delivered in an accessible physical environment where all students and school personnel feel welcome, safe, and valued.

Implementation of best practices considers eleven areas of critical importance. These are the areas of:

1. school learning environment
2. collaborative planning
3. administration
4. social responsibility
5. curriculum planning and implementation
6. support programs and services
7. classroom practices
8. planning for transition
9. partnerships among school, family and community
10. innovation
11. accountability

As well, the following core practices help ensure that students with diverse learning needs are included within the common learning environment where educators will implement the principles of Response to Intervention (RTI):

- use a multi-tier model of instruction
- use a problem-solving method
- use scientific, research-based interventions/instruction
- monitor student progress to drive instruction
- use data to make decision
- use assessments for screening, diagnostics and progress monitoring
- effectively teach all children
- intervene early

(<http://www.dayofreading.org/DOR10HO/Binks.pdf>)

Rationale

In implementing the philosophy of inclusion, the province of New Brunswick has a responsibility to make sure each student feels respected, confident, and safe so they can participate with peers in the common learning environment, and learn and develop to their full potential. Section 12 of the *Education Act* states:

A “personalized learning plan” means a personalized plan for a pupil that specifically and individually identifies practical strategies, goals, outcomes, targets and educational supports and designed to ensure the pupil experiences success in learning that is meaningful and appropriate, considering the pupil’s individual needs.

(Education Act Section 1, Definitions)

To facilitate a greater degree of success in enabling students to learn and to achieve, a consistent province-wide approach to educational planning is critical. This will help ensure broader student success in meeting educational outcomes, effective and efficient delivery of services, and will provide common language and understanding that is transferable in and amongst schools and districts within the province.

The purpose of this document is to detail a consistent and standardized method for the development and application of Personalized Learning Plans by clearly setting standards for plans which will benefit all stakeholders (students, parents, teachers, administrators and others).

Determination of the Need for a Personalized Learning Plan

The determination of the need for a Personalized Learning Plan (PLP) is the responsibility of the superintendent of a school district. Section 12.1 of the *Education Act* states:

“A personalized learning plan shall be developed for a pupil if the superintendent concerned, after consulting with qualified persons, determines that the physical, sensorial, cognitive, social-emotional or other needs of the pupil requires that a personalized learning plan be developed.”

Qualified persons may include classroom/subject teacher(s), members of the school-based education support services team (ESS team), and appropriate district staff including psychologists or residents in psychology, medical personnel, speech-language pathologists, occupational therapists, Early Childhood Intervention personnel, social workers and others.

According to *Policy 322*, learners must receive a PLP when one or more of the following conditions exist:

1. Strategies beyond robust instruction are required.
2. Behavioural supports, as outlined in section 6.6 of *Policy 703 – Positive Learning and Working Environment* are required.
3. The common learning environment is to be varied in accordance with section 6.4 of this policy.

In other words, a PLP should be considered when a student is experiencing difficulties over an *extended* period and not making progress even with the additional support that a teacher would typically employ following the tiers of intervention and differentiation. When the classroom teacher or parent suspects that a PLP may be necessary for a student, they should approach the Education Support Teacher-Resource, (EST-Resource) for consultation. Initiation of a referral to the ESS team should occur if the teachers believe the extent of the difficulty warrants such intervention. It is expected that data from informal and/or formal assessment be provided with a student’s referral to the ESS team for consideration.

In accordance with *Policy 322*, other situations requiring documentation within a PLP include:

- reduced instructional hours including transportation arrangements which impact hours of instruction; (see Appendix B: Positive Behaviour Intervention and Supports)
- partial day plans including the projected timeline to return the student to fulltime instruction; and
- grade retention plans when supported by the district (6.7.3). (For more information see Appendix C: *Policy 322*)

The flexibility and ability to begin the immediate planning for and provision of intervention is consistent with the expectation that plans be dynamic and responsive to the student's needs, strengths, and circumstances. It is important that on-going monitoring and revisions to the plan occur throughout a school year for effective learning and achievement. Teachers are expected to continue implementing suitable interventions while awaiting special planning and services, should such be required.

Some students (K-2) will arrive in school with previously identified needs and will immediately require a PLP. However, it is important for classroom teachers in the early years to be cognizant of those learners who are experiencing difficulties beyond what would usually be expected of a student in the primary grades, but who have not previously been identified. Again, in these cases, teachers should consult with their EST-Resource, and refer the student(s) to their ESS teams to ensure a rigorous plan of intervention is implemented to avoid widening gaps.

Resource Model of Collaborative Consultation - Collaborative Communication

The model of collaborative consultation is supported by EECED as it enhances the philosophy of inclusion and involves all stakeholders in planning, implementing, and monitoring programs for students with diverse learning needs. Collaborative consultation and teamwork ensures effective and efficient service delivery. Teams work together to share goals, but not to duplicate each another's efforts. Collaboration helps support team members and provides the opportunity to learn from other's areas of expertise while keeping the child the central focus of the plan.

The role of the Education Support Teacher - Resource, Literacy, Numeracy, Guidance or Autism is to contribute their knowledge and skills, just as classroom teachers and others contribute in their areas of expertise, to the team. EST responsibilities include the following:

- co-planning and co-teaching with classroom teachers
- providing small group/ individual intervention to learners as needed
- suggesting varied methodologies
- assessing learners through classroom observation
- suggesting informal and formal assessment strategies
- acting as liaison between various outside agencies
- training, scheduling, and/or supervising teacher assistants
- planning for and training educational assistants, peer tutors, or volunteers
- providing small group and individual help to address a specific need.

The collaborative consultation model requires innovative thinking to create opportunities for consultation, co-planning, and co-teaching. Communication among the professional learning community takes time and, to be effective, it should be routinely built into the school schedule. This provides protected time for the necessary sharing among team members so that everyone is on the same page and able to complete their tasks.

Professional development regarding the skills and knowledge necessary to implement the collaborative consultation approach is the key to ensuring success and to seeing the benefits of this model. (For more information see Appendix A - School Based Education Support Teams to Support Inclusion)

Who should be a member of the planning team for a PLP?

Anyone who has a role in the student's day, program, etc., should be on the planning team. This includes administrators, classroom teachers, Education Support Teachers (ESTs), Educational Assistants (EAs), specialists, such as APSEA¹, speech language pathologists, occupational therapists, EST-Autism, school psychologists, social workers, etc., along with the family and learner.

Case Manager

The EST-Resource is usually responsible for making sure that all members of the planning team have the information necessary to ensure consistent program delivery for the learner. The EST-Resource facilitates team meetings, arranges meetings, communicates information to all people who need it, monitors interventions to ensure they are implemented as intended, and reviews learner progress in partnership with the classroom/subject teacher.

Parent/Guardian Involvement in Determination of the Need for PLP

Section 12.2 of the *Education Act* states that the parent/guardian of a student must be consulted during the process of the determination of the need for a PLP, and in the process of developing programs and services for the student.

Parents/guardians, as their child's first educator, have an important role to play in the development and implementation of a PLP for students with diverse learning needs. They are an integral part of the support mechanism for both the student and teachers.

Parents/guardians are often the first to recognize when their child is struggling with schoolwork and, therefore, may initiate a request for a referral to the ESS team. If the child has not been identified in preschool, they may be the first ones to notice that their child is taking extra time on homework, is unhappy when dealing with certain subjects, or avoids certain school-related tasks. They may be concerned about the excessive amount of time their child spends on homework compared to the time others spend. Parents/guardians may also notice behavioural patterns such as a reluctance to go to school, crying spells, physical symptoms, or extended periods of sadness

¹ Students served by APSEA have a sensory impairment of hearing and/or vision that has the potential to delay their educational functioning. Therefore, APSEA personnel also need to be included in PLP meetings and processes in order to allow them to contribute their expertise to the school-based team.

or depression.

Parents/guardians can also provide a rich background history of the child. A student's past experiences (for example, premature birth, ear infections, tubes in ears, visual difficulties, a delay in acquisition of speech/language) often provide valuable information that may be relevant in planning for extra support.

When planning goals and outcomes for a learner, it is optimal for parents to be present to provide their input. Depending on the type of PLP, some goals and outcomes can be monitored by both home and school. This reinforces that parents/guardians have an important role in their child's personalized learning plan. In the development of a plan for their child, the parents may be assigned responsibility for certain parts of the plan; for example, seeking medical advice, obtaining a tutor, or enrolling the child in outside social activities.

Once a collaborative vision for the learner has been established, and all persons involved clearly know their part in the planning process, the learning potential is enhanced. The learner's school success is contingent upon parental support and involvement, although the ultimate decision for placement, programming, and services lies with the educators. When there is a disagreement between home and school, parents/guardians may request a formal appeal as outlined in the *Education Act*. If such is the case, it is the school's responsibility to inform them of their right to this process. (See Appendix E - Appeals Process)

Parents/guardians and the student (when possible) should also be part of continuous planning meetings throughout the school year. Goals and outcomes will change throughout the year, but parents and learners should always have a part in helping to identify them. Learners should be encouraged to participate in this process from the beginning, but particularly as they progress through the upper grades. There are ways to facilitate this participation even for non-verbal learners which is essential in developing self-determination and autonomy.

Parents/guardians may need support during the difficult period of referral, assessment, and implementation. Teachers should be sensitive to the turmoil that they may be feeling. Referral to community support groups such as the Learning Disabilities Association of New Brunswick, the New Brunswick Association for Community Living, or the Autism Society of New Brunswick will provide additional support to the family. The Premier's Council on the Status of Disabled Persons has information related to other support groups throughout the province should families be interested in pursuing this avenue. (For more information see Appendix H - Contacts)

Creation of a Personalized Learning Plan

Useful Terminology and Definitions

One of the more challenging issues during implementation of a PLP is ensuring clarity of the definitions for **accommodations**, **adjusted curriculum**, and **individualization**.

When trying to decide which components of a plan is right for a student, decisions are made based on an **educational** rather than a **medical** model, and an **inclusive** rather than a **special education** model. In other words, when deciding on an intensive educational plan (PLP), teachers must have gone through the process of trying various ways of presenting or evaluating the curriculum by employing the principles of Universal Design for Learning (UDL) to suit the diverse learning styles in the classroom. As well, options must have been exhausted in the school's pyramid of interventions. If the student in question has not responded, discussions with the EST-Resource, the ESS team, the parent/guardian, and student regarding a PLP are in order.

One factor in deciding which type of plan a student needs is the comparison of the student's current level of functioning to the prescribed grade level curriculum outcomes. Consideration of a PLP must be based on careful assessment of the work product and the characteristics that a student displays. Classroom teachers will want to ask for the assistance of the EST-Resource and the child's family in observing the child in context, and for conducting both formal and informal assessment.

The following terms are key to understanding the purposes, processes and procedures relevant to the development of a PLP for a student with diverse learning needs.

Personalized Learning Plan (PLP): A plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets, and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student's individual needs.

Accommodation: An accommodation is intended to remove barriers to learning while still expecting learners to master the same instructional content as their typical peers. Accommodations do not alter prescribed outcomes.

- Universal accommodations are those strategies, technologies, or adjustments (good teaching strategies) that enable a student to reach prescribed outcomes and can be used as needed. These accommodations do not need to be documented in a PLP.
- Justifiable accommodations are strategies, technologies, or adjustments without which the student would not be able to access the curriculum and are documented in a PLP. (For more information see Appendix F – Accommodations for Instruction and Assessment)

Adjusted Curricular Outcomes): A course is adjusted when grade level curricular outcomes of a subject have been kept, deleted or changed to address the specific needs of that student. The integrity and general intent of the course is maintained while the depth of the outcomes have been

altered or deleted. Learners with adjusted curricular outcomes are part of the common learning environment, and receive differentiated instruction and supports as required. The decision to adjust a learner's curriculum is a weighty decision that is to be made with the parents/guardians, student, and ESS-team working together. This decision should be based on data after a rigorous and comprehensive program of intervention, as it can affect post-secondary options. (See Appendix G – Adjusted Curriculum Rubric)

Individualized Plan: The definition of an individualized plan is planning that supports a learner's skill development and does not follow the prescribed curriculum. This can include goals for academic, social, communication, behavioural, functional, social-emotional, motor, and personal care. The decision to create an individualized plan is straightforward as the outcomes have little resemblance to prescribed provincial curriculum and address the individual needs of the student.

Individualized plans record the significant support personnel, if applicable, that may be involved with the child. These would include education assistants, speech-language pathologists, occupational therapists, psychologists, Education Support Teachers-Autism, and school intervention workers. (For more information see Appendix D: Instructional Context Planning)

Justification Summary: The Justification Summary for the PLP is a section that includes all the pertinent information regarding the content of the plan for the current school year. It should be updated as needed to ensure it contains the most recent information. The following areas are included in this section:

- If applicable, a diagnosis
- Recent assessments and results to establish a present level of function
- List of strengths, needs, and interests
- List of current supports in place
- Type of plan(s):

Signatures: The signatures in the PLP are an important indicator that collaboration has occurred in the development of the plan for a student. The signature is also there for **accountability** purposes. For teachers, it shows that discussions are occurring for a student and agreement that the accommodations, adjusted curriculum or individualization are **reasonable** to the point of undue hardship. A PLP is a **living document** and is expected to change throughout the year as the educational needs of the student change, and as goals or outcomes have been met.

Once the plan is made, teachers are accountable to what is in it, **whether or not they have signed the document**. That's why it is important that teachers be involved in the decisions regarding the development of the plan.

In some cases, teachers attempt to contact parents/guardians many times for their input but do not receive a response. Once a school has made **three** attempts to garner input and a signature, and the school has not received a response, there is no further obligation but the attempts need to be noted in the PLP. Further attempts should be made at the next reporting period using the same guidelines.

Transition Plan: Specific planning at key times of transition may be necessary for some learners and should be noted in the PLP. These include:

- transition to school (entering the public system in kindergarten)
- transition between classes or programs
- transition between grades
- transition to a new school
- transition to adult life post high school

Specific planning for the transition of learners from school to adult life should begin by the spring of the grade eight school year. Transition planning needs to be future-focused toward the achievement of the student's vision. In doing so, planning will identify goals and outcomes, specific strategies, time lines, roles, and responsibilities for members of the transition team. As the transition plan is developed over time, those involved will change as goals and outcomes change. As the student approaches graduation, it is critical to involve outside agencies, community activity organizers, post-secondary institutions, and other sources that could provide support for the student as he or she moves into adult life. Transition planning must identify a continuum of activities and services from which choices can be made, depending on the student's vision for the future and the significance of his or her disability. (See Appendix J for information on Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities)

The starting point for the student's transition plan will be through Career Integrated Learning and the use of myBlueprint Education Planner. Initially the transition planning will have a broad focus on awareness and understanding, but, through the graduation years, the focus will be more specific to readiness, including courses and strategies to assist the student to fulfil his or her vision for the future. The planning process will work toward facilitating self-determination, self-advocacy, and independent-living skills, and toward developing natural supports for the student in his or her preferred future. (See Appendix K– Education Planner.)

FAQ's - Frequently Asked Questions

The following are frequently asked questions regarding Personalized Learning Plans.

1. **When is it appropriate to consider a PLP?**

A PLP should be considered when a student is experiencing difficulties over an **extended** period of time and is not making progress even with the additional support that a teacher would typically employ following the pyramid of intervention (RTI) and differentiation. *Policy 322* indicates the following be documented in a PLP:

- Behavioural supports, as outlined in section 6.6 of *Policy 703 – Positive Learning and Working Environment*, are required. (PLP-IBSP)
- Variation to the common learning environment in accordance with section 6.4 of this policy.
- Reduced instructional hours including transportation arrangements when impacting hours of instruction.
- Partial day plans including the projected timeline to return the student to fulltime instruction.
- A grade retention plan when supported by the district (6.7.3).

2. **Should APSEA students be on a PLP in addition to APSEA's Service Plans?**

Yes. Students served by APSEA have a sensory impairment of hearing and/or vision that has the potential to delay their educational functioning. APSEA personnel need to be included in the PLP meetings and processes to allow them to contribute their expertise to the school-based team. APSEA plans and assessments can be uploaded to the learner's file in ESS Connect.

3. **What is the difference between accommodations and adjusted curriculum?**

Accommodations help the student access and participate in curriculum without changing the instructional content. It is intended to remove barriers to learning while still expecting mastery of the same content as their typical peers. Adjusted Curriculum means that the grade level curriculum outcomes of the subject area have been changed, and the student is able to participate with the class, using modified materials and expectations. In this case, the integrity of the course is maintained while the depth of treatment of the outcomes has been changed, kept or deleted. Parents should be informed that adjusting the curriculum will impact a student's future goals.

4. **How do you determine if a PLP-Adjusted Curriculum (PLP-ADJ) is required?**

This is a weighty decision based on a body of evidence (data) gathered over time by the student's teachers and other professionals working with the child. The decision to adjust the

curriculum would be recommended by the ESS Team in collaboration with parents/guardians and the student after a rigorous attempt at evidence-informed intervention has not been successful in closing gaps in learning. Due to the fact that altering curricular outcomes impacts post-secondary options for the student, it is essential that every effort be made to intervene before choosing this route. Once chosen, frequent review of the student's progress is essential in determining if adjustments are still necessary and if so are effective.

5. Can a student have a PLP-ADJ in one subject?

Yes, a student can have a PLP developed that covers only one subject area if that is appropriate in addressing the student's needs.

6. What is the difference between accommodations in a PLP and accommodations that are done in the classroom on a daily basis?

Accommodations are those supports, methods and practices that are used in the classroom enabling a student to participate as independently as possible. As part of their professional practice and in adherence to the principles of Universal Design for Learning, teachers daily provide accommodation(s) to a full range of learners.

Universal accommodations are those strategies, technologies or supports that remove barriers to learning and are beneficial to all learners in the class. Universal accommodations do not necessitate a PLP or prior approval for provincial assessments as they are available to all learners when needed.

Justifiable accommodations are documented strategies, technologies or adjustments without which the student would not be able to access the curriculum or demonstrate his/her knowledge. These include accommodations such as a scribe, special lighting, a personal FM system, or large print. These accommodations are documented within the PLP and require prior approval to be accessed during provincial assessments. (See Appendix G for more information)

7. If a student is receiving accommodations on a regular basis in the classroom, should the student be entitled to have the same accommodations on provincial tests and exams?

Any student who is receiving accommodations, has a PLP-ADJ, or a PLP-IND should be considered for accommodations or exemption for the provincial assessments. For the purpose of large scale assessment, accommodations are permitted when they do not jeopardize the integrity or content of the test, yet give learners an equal opportunity to demonstrate what they know and can do as part of the assessment process. (See Appendix L for more information)

8. Who is the primary contact person for the student on the PLP?

The classroom teacher has the primary responsibility for ALL learners in their classroom; this person should be the first point of contact.

9. What happens if parents are not in agreement with the proposed program or services for their child?

In cases such as this, all attempts should be made to work proactively with the family to resolve the issues. If the issues remain unresolved, however, it is important to note that the *Education Act* states that the final decision regarding placement, programs and services is made by the district superintendent. Parent(s)/guardian(s) then have the right to appeal. (See Appendix F for more information)

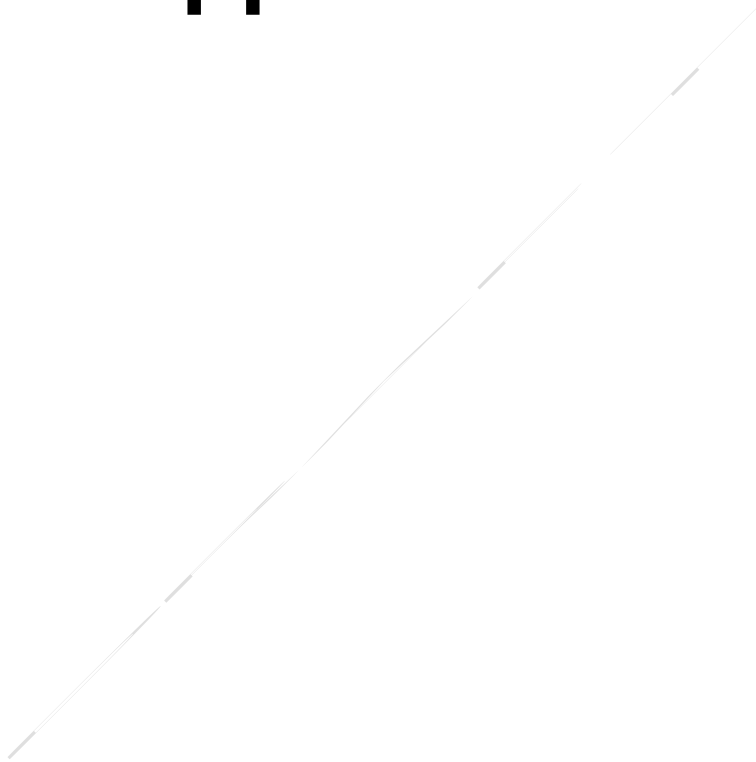
10. How do you record a behaviour plan in the PLP?

Policy 322: Inclusive Education indicates that behavioural supports must be documented within the context of a Personalized Learning Plan. The Individual Behaviour Support Plan is now also part of the PLP (PLP-IBSP) and is housed in ESS Connect.

11. Can a student have individualized goals and still follow prescribed curriculum in most areas?

Yes. A student can have goals in an Individualized PLP (PLP-IND) for skill development in areas that do not impact curriculum such as social skills, coping skills, study skills, etc., It is important to not label a student as Individualized for this very reason.

Appendices



Appendix A: School Based Education Support Teams to Support Inclusion.

<https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/Forms/AllItems.aspx>

Appendix B: Positive Behaviour Intervention and Supports (PBIS)

<https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/Firms/AllItems.aspx?RootFolder=%2ftr%2flr%2fEducation%20Support%20Teams%20Guidelines%2fRTI%20for%20Behaviour%5fPBIS%20Resource%20Guide%20and%20and%20Appendices&FolderCTID=&View=%7b730F9CD3%2d3BC6%2d4184%2d9DBF%2dA66AA466F940%7d>

Appendix C: Policy 322

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf>

Appendix D: Instructional Context Planning

Student: _____

Date: _____

Teacher: _____

When determining the instructional context for learners requiring individualized programming, consideration of the following questions can provide the team with some guidance regarding the most appropriate context for the student to learn a particular skill.

Guiding Questions

What is the **skill** the student needs to learn?

Does the student have the **pre-requisites** for learning this skill?

Can instruction of this skill be **embedded** within regular class routines? Under what circumstances? Where, when, with whom?

What is the **level of reinforcement** required for the student to learn this skill? Can that level of reinforcement be provided within the classroom context?

What is the **intensity of instruction** required for the student to learn this skill? Can that level of intensity (i.e. opportunities for practice) be provided within the classroom context?

What is the **natural context** in which typical learners use the skill? Once the student learns this skill, how frequently and in what contexts will he/she use the skill?

How will the instructional context (location and staff ratio) affect the student's **rate of progress**?

Does the learner demonstrate **observational learning skills**? Can he/she pick up salient cues from the environment that suggest what is expected of him or her?

If so, the learner may be able to participate fully in the activity directed by the staff member. If not, the learner may need to be taught that skill.

What opportunities exist for the learner to be **grouped** with others who share similar interests or according to academic strengths or needs?

How does the student's behaviour in the common learning environment affect the student's **rate of progress**?

In which instructional context is the student most likely to learn this skill?

Comments:

Describe data and sources of information included in decision-making process:

If a variation to the common learning environment is deemed necessary,

- What is the skill "mastered" in the alternative context?
- What is the plan to move the new skill into the common learning environment?
- In which parts of the classroom schedule could he/she practice generalizing that skill?
- How will we make sure that the learner has enough opportunities to use the skill in the natural context?

Appendix E: Appeals Process

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/UsersGuideForTheAppealProcess.pdf>

Appendix F: Accommodations for Instruction and Assessment

<http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/AccommodationsForInstructionAndAssessment.pdf>

Appendix G: Adjusted Curriculum Rubric for Decision Making

Key Components	Quality Indicator	Notes (Fill in)
Justification/ Rationale		
There is an identified need beyond struggling with the curriculum	-One or more characteristics of an exceptionality (behavioural, intellectual, communication, perceptual/sensory or physical) may exist and/or a diagnosis -There is an educational delay	Characteristics/diagnosis: PLOP for Literacy: Numeracy:
Age and grade of the learner	Every means at all three tiers (RTI) must be tried before adjusting the curriculum. For this reason, learners in K-2 are not good candidates for adjusted curriculum	Grade:
The decision to adjust curriculum is based on a body of evidence (variety of assessment)	Assessment includes formal, informal, formative, observation, and other types of assessment by classroom teacher and ESTs	<i>Assessment – fill in below</i>
ACCOMMODATIONS		
Accommodations are in place (Universal and Justified if necessary)	There is evidence of support, technology, strategies and resources already in place but not sufficient for the student to successfully meet curricular outcomes.	Is the learner on an accommodated plan? Can more be done?
INTERVENTIONS		
Evidence-informed interventions have been put in place (RTI Model)	The student has had sufficient evidence-informed intervention that is matched to his\her need(s) at all 3 tiers.	<i>Fill in section below</i>
DECISION MAKING		
Collaboration and consultation have been on-going with all stake-holders	There is evidence that the ESS team and stakeholders have been part of the decision making regarding a recommendation for adjusting curriculum.	<i>Fill in section below</i>
The family and learner are part of the decision-making	There have been adequate documented meetings with student and family and post-	<i>Fill in section below</i>

Appendix G: Adjusted Curriculum Rubric for Decision Making

process	secondary implications discussed.	
The time of year is optimum to move forward with adjusting curriculum.	The plan is not being created due to failing grades, difficulty with a course, transitioning concerns (end of year), etc. Research supports this not being evidence-informed practice.	Desired date of creation:

Assessment

Assessment Type (Formal, informal, etc)	Date	Assessor	Data shared with:	Summary of Results - Data
1.				
2.				
3.				

Record of evidence-informed intervention

Intervention (all 3 tiers)	Time (mins)	Frequency x/week	Duration # of weeks	Given by:	Date/Results/Data
1.					
2.					
3.					

Record of meetings (case conferences, ESS team, problem-solving meetings etc.)

Date	Meeting Type	Outcome	Actions/Notes	Student/Family present
1.				
2.				
3.				

Appendix H: Contacts

Learning Disabilities Association of New Brunswick

<http://ldanb-taanb.ca/>

New Brunswick Association of Community Living

<http://nbacl.nb.ca/>

Autism Society of New Brunswick

<http://autismcanada.org/>

Premiers Council on Status of Disabled Persons

<http://www2.gnb.ca/content/gnb/en/departments/pcsdp.html>

Appendix I: Protocol for Accommodations and Exemptions

<https://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/eval/ProtocolsForAccommodationsAndExemptions.pdf>.

Appendix J: Canada Study Grant

<https://www.canada.ca/en/employment-social-development/services/education/grants/disabilities.html>

Appendix K: Educational Planner

<https://www.myblueprint.ca/products/educationplanner>