Teaching to Diversity:

Special Education Edition

Department of Education
Government of Newfoundland and Labrador

Foreword

Teaching to Diversity provides a clear, consistent approach to the teaching and learning of the province's curriculum. In so doing, it embraces the diverse nature of school communities, recognizes that students learn in different ways, and seeks to support learners to achieve the most they possibly can. It also recognizes the important role of instructional approach, and promotes professional practices designed to sustain the continual advancement of educator practice.

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Introduction

The Special Education Edition of *Teaching to Diversity* is a companion to the Responsive Teaching and Learning Policy and the Service Delivery Model. The Responsive Teaching and Learning Policy is implemented in a number of provincial schools, with plans to expand to all. The Service Delivery Model is the pre-existing guideline, and is gradually being phased out. As of the date of publication (September 2023), Responsive Teaching and Learning Policy is in K-6 and the Service Delivery Model is in 7-12.

As both documents currently exist within our school system, this document will address both. It will expand upon provincial directives, contextualizing special education programs and services as part of an education system focused on diversity: all students, all teachers, and all learners.

A background on civil rights and special education

In the last century, western society and culture has undergone unprecedented and unparalleled social growth. The way in which governments and courts address topics related to race, religion, gender identity, sexual orientation, disability, and diversity have radically changed.

In the 1970s, one of the last civil rights movements to gain impetus in western society took hold. It was the disability rights movement. As the rights of individuals with disabilities gained momentum, public education - which at the time viewed the education of individuals with disabilities as "charitable work" - took some tentative steps towards educating individuals with disabilities.

In 1979, the Government of Newfoundland's Schools Act was amended to require mandatory education of children and youth with disabilities in provincial schools. That same year, Memorial University of Newfoundland implemented a degree in special education. The concept of what special education is and how it operates continues to rapidly grow and change to the present day.

Figure 1 highlights special education policy and practice in Newfoundland and Labrador. Notice how rapidly directives related to special education occurred from the 1970s to the present day.
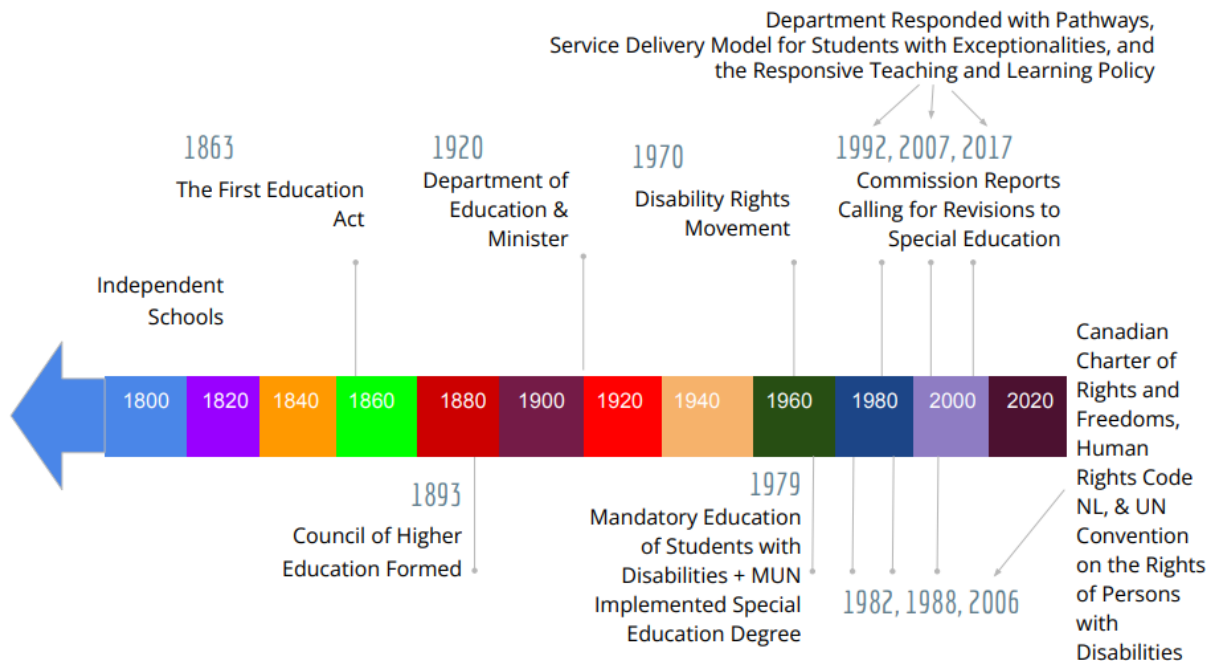
Figure 1: Impact of Civil Rights Movement on Educational Policy and Practice

Moving from exclusion to diversity

The rapid policy change detailed in Figure 1 is indicative of extensive and ongoing social and systemic change. Prior to the disabilities rights movement, individuals with disabilities were excluded from receiving an education or received a minimal segregated education outside the school system. By the 1980s, individuals with disabilities were integrated into public schools, but continued to be segregated within special education rooms. At the beginning of the 21st century, individuals with disabilities were recognized as members of general education classrooms and the school community.

Today, the concept of inclusion has grown beyond the placement of individuals with disabilities in general education classrooms. Rather, inclusive education recognizes diversity among the entire student population, and questions the concept of a rigid curriculum designed for the "average". As a result, educational policies and guidelines are again changing to support needed flexibility for the teaching and learning of a heterogeneous community.

Figure 2 highlights the impact of the civil rights movement on the make-up of schools and classrooms. As the student population changes, so does teaching and learning.
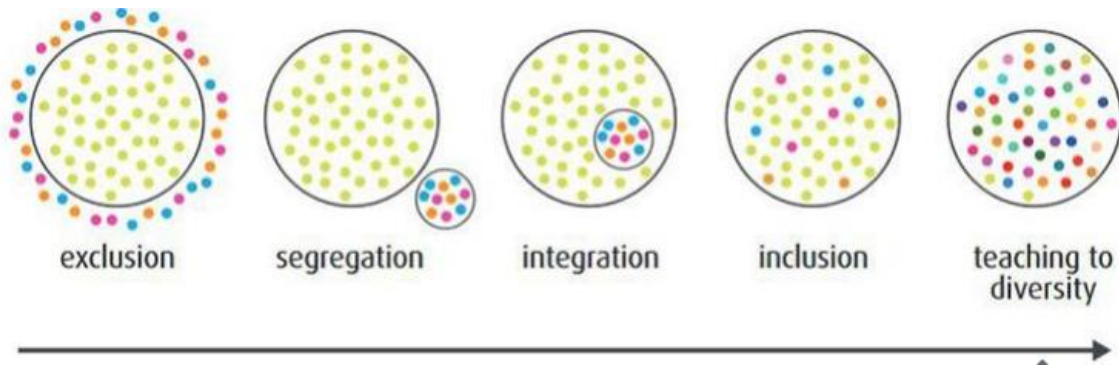
Figure 2: The progression of special education from 1970s to present day
(Shelley Moore @tweetsomemoore)

Frameworks supporting the teaching and learning of provincial curriculum

Special education is one of five frameworks that support the teaching and learning of provincial curriculum to a diverse community. The other four are EAL and LEARN programs (within multicultural education), universal design for learning, differentiated instruction, and the tiered approach to learning/enrichment of universal instruction (or pre-referral intervention for those following the SDM). See Figure 3.
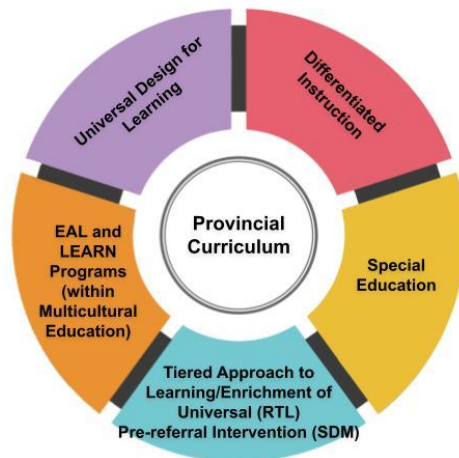
All five of these frameworks:

- embrace the diverse nature of school communities,
- recognize students learn in different ways, and
- seek to support learners to achieve the most they possibly can.

While they have much in common, the frameworks are also distinct (see Table 1). It is their combined practice that ensures the engagement of all learners with the provincial curriculum.

Table 1: Five Frameworks Supporting the Teaching and Learning of Provincial Curriculum	
Universal Design for Learning	Anticipates that a diverse instructional design is needed and incorporates adjustments at the outset. It applies to all students.
Differentiated Instruction	Emphasizes formative assessment and makes adjustments in response to teaching and learning data. It applies to all students.
The Tiered Approach to Learning (RTL Policy only)	The tiered approach to learning adjusts the time and Intensity of foundational skills instruction in literacy, numeracy, and social-emotional learning. Universal instruction applies to all students on prescribed or modified prescribed, with a few students availing of the top two tiers.
Enrichment of Universal Instruction (RTL Policy only)	Enrichment of Universal Instruction occurs during universal instruction and applies to a few students. It is not tiered and does not extend time.
Pre-referral Intervention (Service Delivery Model only)	Pre-referral intervention is a preventative and responsive instructional plan. The teacher is aware of an area of concern and is actively taking steps to ensure the student is given every opportunity to be successful with prescribed curriculum. It occurs during universal instruction and applies to a few students.
EAL and LEARN Programs (within Multicultural Education)	Supports students with culturally and linguistically diverse backgrounds who require support in developing English language or background academic skills in order to succeed with the provincial curriculum.
Special Education	Provides individualized programs and services for students whose learning profile, informed by comprehensive assessment, indicates a need for enrichment and/or skill development.

Embedded Collaboration and Professional Learning

Conditions needed to support teaching to diversity

All five of the frameworks outlined in Table 1 promote professional practices designed to sustain the continual advancement of educator practice and instructional approach. Their success depends on:

- the use of a collaborative inquiry model,
- excellence in teaching and learning through the adoption of research-based pedagogy and practice,
- self-directed and team–directed professional learning, and
- an optimal learning environment.

These four conditions are promoted by the Department of Education's Responsive Teaching and Learning Policy and the Department of Education's School Development Model (see Appendix A).

The condition of optimal learning for all students is also guided by the:

- Comprehensive School Health Framework,
- Indigenous Education Framework,
- Multicultural Education Framework,
- Safe and Caring Schools Policy, and
- Responsive Teaching and Learning Policy.

Supporting successful professional collaboration in policy and guidelines

The Responsive Teaching and Learning Policy and the Service Delivery Model both speak to the importance of professional collaboration.

The Service Delivery Model speaks to the importance of collaboration, defining it as the "merging of the knowledge, experience and skills of all partners to meet common goals" (p. 24). Likewise, Responsive Teaching and Learning Policy directs a collaborative team – the teaching and learning team – to analyze student data, inform teaching and learning, and inform self-directed and team–directed professional learning (Standard 1).

There are times when the teaching and learning team (RTL) and collaborating teachers (SDM) will expand their collaborative process regarding individual students. In the Service Delivery Model, collaborating teachers include the service delivery team when the pre-referral intervention process does not "satisfactorily meet the student's strengths and needs" (p.10). In Responsive Teaching and Learning Policy, the consultation

process is further detailed. It states that a teaching and learning team consults with a service delivery team when:

1. Universal instruction and intensive intervention for literacy, numeracy, and/or social-emotional learning are in place but the student is still experiencing difficulty or progress has stalled.
2. Enrichment of universal instruction does not provide sufficient challenge and the need for advanced programming though special education is suspected.
3. The team questions if prescribed curriculum is appropriate for the student either because the student is experiencing significant difficulty or is significantly exceeding prescribed curriculum expectations.
4. The team has concerns about the student's speech, stuttering and/or voice.
5. The team has concerns about the student's access to learning as a result of a medically diagnosed impairment of hearing, vision, or physical functioning.

The collaborative efforts of consulting teachers and the service delivery team results in:
- information to inform teaching and learning and/or
- the establishment of a comprehensive assessment team.

A comprehensive assessment further informs educators' understanding of a student's learning profile, and therefore informs teaching and learning. If the comprehensive assessment identifies the need for enrichment and/or skill development programming, teaching and learning may be supported by special education programs and/or services.

The program planning team (for students with existing IEP's) will consult with the service delivery team when the student's learning needs have changed and the existing comprehensive assessment is no longer adequately informing teaching and learning. More information on the program planning team is available on page 9 of this document.

Supporting students in English as an additional language (EAL) or literacy enrichment and academic readiness for newcomers programs (LEARN)

Teaching and learning teams (RTL) or collaborating teachers (SDM) working with students in English as an Additional Language programs include EAL teachers. Those working with students in Literacy Enrichment and Academic Readiness for Newcomers programs include LEARN teachers.

Students in EAL or LEARN programs are supported in accessing the provincial curriculum by the following frameworks:
- multicultural education,
- universal design for learning,
- differentiated instruction, and

- tiered approach to learning [universal instruction, targeted intervention and intensive intervention] and enrichment of universal instruction (RTL)/pre-referral intervention (SDM).

If these four frameworks are ineffective in supporting the growth and development of the student, the teaching and learning team (RTL) or collaborating teachers (SDM) consults with the service delivery team. Comprehensive assessment occurs if evidence indicates that the student's teaching and learning needs are beyond the scope of the four frameworks. Through the comprehensive assessment process and an enhanced understanding of the student's learning profile, the need for special education programming for enrichment and/or skill development may be determined.

Informing Special Education

All students have a learning profile. A learning profile is a complete description of a student's learning preferences, strengths and needs. It aids teachers in selecting instructional approaches and classroom strategies that benefit all learners. A student's learning profile may be further informed through a comprehensive assessment when the service delivery team has questions that cannot be answered through existing teaching and learning data. Students who require special education will present with a learning profile, informed through a comprehensive assessment, which indicates a need for individualized programming to support skill development in one or more of four skill areas or enrichment. Understanding a student's learning profile helps educators to design instruction and materials, and helps the student understand how they learn best. Understanding student learning profiles supports teaching to diversity.

Note: The concept of a learning profile does not refer to an authorized form, but rather to an understanding of the learner.

Comprehensive assessment informs understanding of the student's learning profile, and may indicate a need for enrichment and/or skill development programming. Skill development programming is categorized in four areas:
- academic skill development,
- accessibility skill development,
- adaptive skill development, and
- social-emotional/behavioural skill development.

Descriptors that identify areas for skill development and/or enrichment that require consideration by the program planning team for special education programming and services are detailed in Appendix B.

Medical diagnosis and understanding learning profiles

A medical diagnosis is considered by the comprehensive assessment team when interpreting assessment data and will, if present, be an important factor in programming

decisions. However, a medical diagnosis does not indicate a need for special education programming and services. The table below outlines the relationship between diagnosis and a learning profile informed by comprehensive assessment.

Table 2: Diagnosis vs. an Informed Understanding of the Student's Learning Profile		
Student has a diagnosis	A student's learning profile (informed through comprehensive assessment) indicates a need for Enrichment and/or skill development	Student has access to special education programs and services
No	No	No
Yes	No	No
Yes	Yes	Yes
No	Yes	Yes

Learning profiles and special education

Special education programs and services are associated with enrichment and four unique areas for skill development. A summary of special education programs and service options and their relationship to enrichment and skill development programming are available in Appendix C.

Co-occurrence of enrichment and skill development

The need for enrichment and skill development may co-occur and will inform special education programs and services. The table below outlines the relationship among enrichment and skill areas.

Table 3: Co-occurrence of Enrichment and Skill Development	
Enrichment/Skill Development Area	May Co-occur With
Enrichment	● Accessibility Skill Development ● Academic Skill Development ● Social-Emotional/Behavioural Skill Development
Academic Skill Development	● Accessibility Skill Development; ● Social-Emotional/Behavioural Skill Development; ● Enrichment
Accessibility Skill Development	● Academic Skill Development; ● Adaptive Skill Development; ● Social-Emotional/Behavioural Skill Development;

	● Enrichment
Adaptive Skill Development	● Accessibility Skill Development
Social-Emotional/Behavioural Skill Development	● Accessibility Skill Development; ● Academic Skill Development; ● Enrichment

Learning profiles change

A learning profile changes over time in response to teaching and learning. The profiles that require special education programming are no different. For example, a learning profile that indicates a need for enrichment in Grade 4 may also indicate a co-occurring need for social-emotional/behavioural programming in Grade 6. A learning profile that indicates a need for academic skill development programming in Grade 5 may see no such need in Grade 10. The addition or removal of enrichment and/or skill development programming is determined through comprehensive assessment. A new comprehensive assessment is required when the program planning team has questions regarding the student's learning profile that are not answered within the current comprehensive assessment.

Program planning team and individual education plan

A program planning team is initiated for a student whose learning profile indicates the need for enrichment and/or skill development programming. It includes parent(s)/guardian(s), educators, and the student, if developmentally appropriate. The team meets *at least* annually to review teaching and learning data to make informed and responsive decisions regarding the student's special education programming. If the student's learning has changed significantly, the program planning team seeks a consultation with the service delivery team.

The program planning team is responsible for developing an individual education plan (RTL/SDM) and/or Record of Accommodations (SDM). This is a record of special education programs and services for an individual student. It outlines the student's provincial curriculum and the special education programs and services in place to support access to that curriculum.

Provincial Curriculum Overview

Key competencies, foundations, and progressions

The provincial curriculum is supported by the Collaborative for Academic, Social and Emotional Learning (CASEL) [competencies](). The competencies provide an overarching set of attitudes, skills, knowledge and values that are evident across programs. They are:
- Self-Awareness

- Self-Management
- Responsible Decision-Making
- Relationship Skills
- Social Awareness

The provincial curriculum is also supported by three pillars. They are:
- Foundational Literacy
- Foundational Numeracy
- Foundational Social-Emotional Learning

These competencies and pillars are evident in all provincial curriculum, including:

- Prescribed curriculum/modified prescribed courses
  - English (includes Additional Language and Newcomer Programs)
  - French immersion
  - French first language
- Expanded Core Curriculum for Deaf and Hard of Hearing (DHH) and Blind or Visually Impaired (BVI)
- Alternate Curriculum

Prescribed curriculum and modified prescribed courses (SDM & RTL Policy)

The prescribed curriculum is the education plan for the majority of students. These curricula are outlined in the Program of Studies.

A modified prescribed course is a prescribed curriculum course that has outcomes/indicators altered. Such a course will result in either increasing or decreasing challenge. It is important to note that a modified prescribed course is not the day-to-day adaptations and scaffolding practices associated with differentiated instruction, universal design for learning, the tiered approach to learning/enrichment of universal instruction (pre-referral in SDM), and EAL and LEARN programs. Adaptations and scaffolding are good teaching practices available to all students and all teachers. Rather, a "modified prescribed course" refers to special education programming documented on an Individual Education Plan.

A program planning team, following the directives of the Responsive Teaching and Learning Policy or Service Delivery Model Guidelines, determines whether or not a modified prescribed course is needed. Only students with a comprehensive assessment that indicates a need for enrichment, adaptive skill development, or academic skill development programming may avail of a modified prescribed course. With regards to academic skills development, most students requiring modified prescribed courses have significant needs in language or numeracy. Only a comprehensive assessment led by an Educational Psychologist or Guidance Counsellor can be used to determine whether

a student would benefit from a modified prescribed course. A decision to offer modified prescribed programming is not based on the results of language tests in isolation.

When exploring enrichment options, a program planning team may consider enhancing the challenge of the prescribed course. This occurs when pre-assessment shows that a student has achieved the majority of the prescribed course or would achieve it rapidly.

When exploring programming options to support the teaching and learning of special education programming for adaptive or academic skill development, a program planning team may consider reducing the challenge of the prescribed course. This occurs when formative assessment and a Comprehensive Assessment Report shows that a student would be unable to achieve the majority of the prescribed course. **If a student can pass a prescribed course, a modified prescribed course that reduces the challenge is not appropriate.**

Whenever a prescribed course is considered for modification, care must be taken to maintain the integrity of the subject area. Modification does not occur in isolation from the teaching and learning strategies and the assessment suggestions provided by the curriculum guide. Neither does it occur in isolation from the practices of differentiated instruction, universal design for learning, the tiered approach to learning and enrichment of universal instruction (RTL)/pre-referral intervention (SDM), EAL and LEARN programs, and special education. Decisions regarding the outcomes to be changed (including extended), deleted, or added should be reached by the classroom/subject teacher responsible for the delivery and evaluation of the modified prescribed version. This work must be done in consultation with the district program specialist (with expertise in the curriculum area), the instructional resource teacher, and other relevant educational specialists. In the case of students in English Additional Language (EAL) and/or Literacy Enrichment and Academic Readiness for Newcomer (LEARN) programs, this would include the EAL and/or LEARN teachers.

A Record of a Modified Prescribed Course is part of an Individual Education Plan.

Reference:
RTL Policy Standard 4
SDM Chapters Two and Five

Supporting the teaching and learning of prescribed and modified prescribed courses

The teaching and learning of prescribed curriculum and modified prescribed courses are supported by:
- differentiated instruction;
- universal design for learning;
- the tiered approach to learning (RTL);
- enrichment of universal instruction (RTL);
- pre-referral intervention (SDM);

- the framework for multicultural education; and
- special education programming such as:
  - Accommodations (SDM & RTL Policy)
  - Intensive Intervention determined by a program planning team (RTL) or Alternate Programs (SDM)
  - Advanced Programming for Enrichment (SDM & RTL)
  - Expanded Core Curriculum for DHH and BVI (SDM & RTL)

Accommodations (SDM & RTL Policy). Accommodations are required alterations in the way teaching and learning tasks are presented and accomplished that allow students access to the prescribed curriculum and modified prescribed courses. In Responsive Teaching and Learning Policy, they include:
- alternate format materials;
- assistive technology;
- reading of print materials;
- scribing; and
- transcribing.

In the Responsive Teaching and Learning Policy, accommodations are reserved for students who exhibit significant difficulty with receptive and expressive language or print communication, and require accommodation to adequately access teaching and learning. **Teaching and learning practices not listed above are considered good teaching, and available to any student.**

The Service Delivery Model recognizes the five accommodations above, as well as eight others:
- adaptive aids (considered as "low tech" assistive technology in RTL Policy);
- extended time;
- copies of notes;
- alternate setting (considered under optimal learning environment in RTL Policy);
- supervised breaks (considered a preventative strategy in a K-6 social-emotional/behavioural support plan);
- clarification of instructions;
- independent study (considered enrichment of universal instruction in RTL Policy); and
- curriculum compacting (considered enrichment of universal instruction in RTL Policy).

A program planning team, following the directives of the Responsive Teaching and Learning Policy or Service Delivery Model Guidelines, decides whether or not accommodations are needed.

In the Responsive Teaching and Learning Policy and the Service Delivery Model, a student whose comprehensive assessment indicates a need for academic, accessibility, adaptive or social-emotional/behavioural skill development programming may avail of

accommodations. In the Service Delivery Model, a student whose comprehensive assessment indicates a need for enrichment may also access accommodations.

If instruction is needed to learn an accommodation, it is detailed on:
- the Responsive Teaching and Learning Record as universal instruction and intensive intervention determined by the program planning team (RTL) (Once learning around the accommodation has been achieved, the intervention ends);
- an alternate curriculum record for students following an alternate curriculum (RTL); or
- a Record of Accommodation (SDM).

Instruction to use an accommodation specifically related to expanded core curriculum (DHH and BVI) is embedded within individualized expanded core programming.

It is important to note that accommodations do not refer to the day-to-day practices of differentiated instruction, universal design for learning, enrichment of universal instruction (RTL), the tiered approach to learning (RTL) and pre-referral intervention (SDM). These are good teaching and learning practices available to all students and all teachers. For example, any student may choose to access technology (e.g. text to voice software) to enhance their learning experience. By contrast, a student that requires assistive technology (e.g. that same text to voice software) is not making a learning choice. The student cannot adequately read curriculum material without it. Accommodations are documented on an Individual Education Plan (RTL) or on a Record of Accommodation (SDM) to ensure their provision. **Accommodations are not optional teaching and learning choices.**

Reference:
[RTL Policy](#) Standard 4
[SDM](#) Chapter Four

Intensive intervention determined by a program planning team (RTL Policy only).
An individualized intervention that extends the teaching and learning of foundational skills (literacy, numeracy, and social-emotional learning) beyond universal instruction. It occurs when the comprehensive assessment indicates special education programming may be required and the program planning team determines that intensive intervention is the best programming choice.

The times allocated for universal instruction of prescribed and modified prescribed courses are detailed in the Program of Studies. Intensive intervention determined by the program planning team extends the teaching and learning of universal instruction by *at least* 2 and a half hours a week. It can be more.
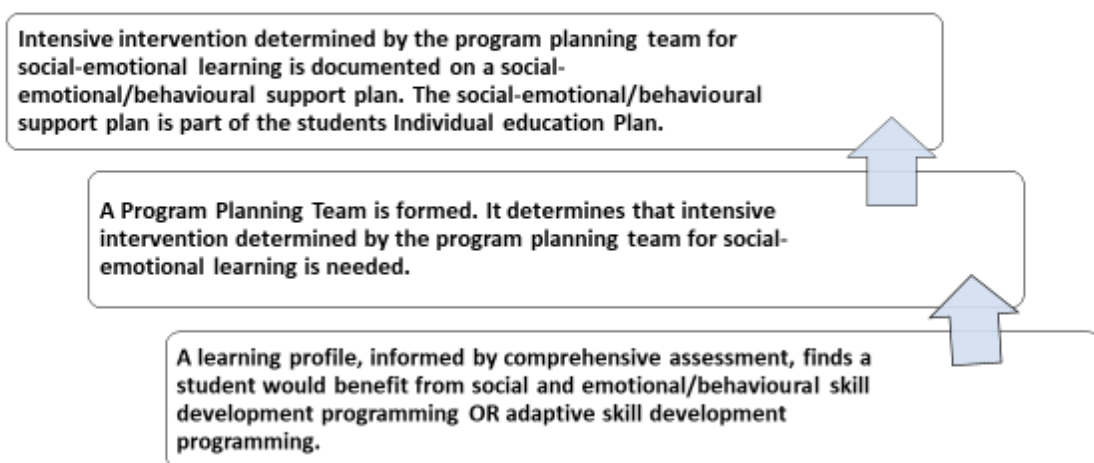
Only a student whose comprehensive assessment indicates a need for academic, adaptive or social-emotional/behavioural skill development programming may avail of intensive intervention determined by a program planning team. Specifically:

- Foundational literacy (includes expressive and receptive language) refers to the use of specific literacy skills to comprehend the message in language or text, and be able to form a response to the message. It is reserved for students whose comprehensive assessment indicates a need for academic or adaptive skill development.
- Foundational numeracy refers to the ability to use specific numeracy skills to comprehend mathematics. It is reserved for students whose comprehensive assessment indicates a need for academic or adaptive skill development.
- Foundational social-emotional learning (includes social communication skills) refers to the knowledge, skills, and attitudes required to develop healthy identities, manage emotions and achieve goals, feel and show empathy, establish and maintain relationships, and make responsible and caring decisions. It is reserved for students whose comprehensive assessment indicates a need for social-emotional/behavioural or adaptive skill development.

A program planning team, following the directives of the Responsive Teaching and Learning Policy, decides whether or not intensive intervention determined by a program planning team is needed. The decision to provide intensive intervention determined by a program planning team is recorded on an Individual Education Plan. It is important to remember that any intervention is an extension of the teaching (in both time and intensity) that occurs during universal instruction.

Intensive intervention determined by the program planning team for social-emotional learning is documented on a social-emotional/behavioural support plan. The social-emotional/behavioural support plan is part of an Individual Education Plan (Figure 4).

Intensive Intervention Determined by the Program Planning Team for Foundational Social-Emotional Learning (Figure 4)

Intensive intervention determined by the program planning team for social-emotional learning is documented on a social-emotional/behavioural support plan. The social-emotional/behavioural support plan is part of the students Individual education Plan.

A Program Planning Team is formed. It determines that intensive intervention determined by the program planning team for social-emotional learning is needed.

A learning profile, informed by comprehensive assessment, finds a student would benefit from social and emotional/behavioural skill development programming OR adaptive skill development programming.

By contrast, universal instruction and intensive intervention determined by the program planning team for literacy and numeracy is documented on a Responsive Teaching and

Learning Record. The goal(s), steps to achieving the goal(s), and learning environment from the Responsive Teaching and Learning Record are part of an Individual Education Plan (Figure 5).

Intensive Intervention Determined by the Program Planning Team for Foundational Literacy and Foundational Numeracy (Figure 5)

Intensive intervention determined by the program planning team for foundational literacy or foundational numeracy is documented on a responsive teaching and learning record (RTLR). The goal(s), steps to achieving the goal(s), and learning environment from the RTLR are part of the students Individual Education Plan.

A Program Planning Team is formed. The team determines that intensive intervention determined by the program planning team for foundational literacy and/or foundational numeracy is needed.

A learning profile, informed by comprehensive assessment, finds a student would benefit from academic skill development programming OR adaptive skill development programming.

Intensive intervention may also be determined by the teaching and learning team. In this instance, it is **not** informed by a comprehensive assessment and is not special education. If a student receiving intensive intervention (as determined by the teaching and learning team) is not progressing, a consultation with the service delivery team is required. All teaching and learning team decisions regarding universal instruction and interventions are documented on a Responsive Teaching and Learning Record.

Universal instruction, targeted intervention, intensive intervention, and intensive intervention determined by the program planning team are all managed by the teaching and learning team. The team uses the collaborative inquiry model to be responsive to teaching and learning data, continually monitoring and revising instruction to ensure success. The team meets as often as needed to do this work, but no less than once a month.

Reference:
RTL Policy Standard 4

Alternate programs (SDM). An alternate program in the Service Delivery Model is similar to an intensive intervention for foundational skills determined by the program planning team in the Responsive Teaching and Learning Policy.

Only a student whose learning profile (informed through comprehensive assessment), indicates a need for academic, adaptive, or social-emotional/behavioural skill development programming may avail of an alternate program. Specifically:

- Pre-requisite alternate programs – foundational skills outcomes in literacy and numeracy required to support the teaching and learning of prescribed or modified prescribed curriculum. It is reserved for students whose comprehensive assessment indicates a need for academic or adaptive skill development.
- Non-curricular alternate programs – outcomes that support skill-based programming to support the teaching and learning of prescribed or modified prescribed curriculum. It is reserved for students whose comprehensive assessment indicates a need for adaptive or social-emotional/behavioural skill development.

Note: Individualized programming based on the results of comprehensive assessment which includes a functional behavioural assessment is documented on a record of alternate program and the revised 7-12 social-emotional/behavioural support plan.

A program planning team, following the directives of the Service Delivery Model, decides whether or not alternate programs are needed. Alternate programs are documented on an Individual Education Plan.

An alternate program is shorter in frequency and duration than a 55 hour course, and may be renewed as needed. The alternate program may occur over the course of a school year, or less, whatever the program planning team determines. The frequency of the program is at the discretion of the program planning team.

Alternate programs contain outcomes which are achievable in the timeframe indicated by the program planning team. Programs undergo continual monitoring to gauge their success. **If the program is not addressing the student's strengths and needs, it may be revised, discontinued, or replaced. If a program is successful, there may be another program warranted to further develop the targeted area.**

The instructional resource teacher engages in progress monitoring of an alternate program to inform teaching and learning, including revision of individualized student outcomes. However, the instructional resource teacher does not independently renew, discontinue, or replace an alternate program; that is the role of the Program Planning Team. A program planning team may meet at any time in response to teaching and learning data.

Alternate programs extend the learning of foundational skills occurring during the instruction of prescribed and modified prescribed courses. This means an alternate program in numeracy would not replace the mathematics curriculum, but extend the time and intensity of the learning outside that mandated in the Program of Studies. Alternate programs do not occur during subjects which are cumulative or foundational in nature, or those that may negatively impact graduation requirements or post-secondary options.

Alternate programs are not eligible for high school credit.

A Record of an Alternate Program is part of an Individual Education Plan.

Reference:
SDM Chapter Six

Expanded core curriculum (SDM & RTL Policy). Students requiring accessibility skill development programming for BVI or DHH may avail of expanded core curriculum. Expanded core curriculum is individualized programming that addresses the unique needs of students who are blind/visually impaired (BVI) and/or Deaf/hard of hearing (DHH) and who are completing prescribed or modified prescribed curriculum. It supports access to prescribed and modified prescribed courses and provides specialized curriculum for areas not covered by the prescribed curriculum.

Reference Expanded Core Curriculum for:
- Blind/Visually Impaired
- Deaf/Hard of Hearing

Note: Accessibility skill development outcomes are recorded on the alternate curriculum record for students following an alternate curriculum.

Advanced programming for enrichment (SDM & RTL Policy). In the context of special education, enrichment references advanced programming that replaces the curriculum the student already knows through:
- modified prescribed course(s) (increased challenge);
- alternate course(s) (increased challenge);
- subject acceleration/dual enrollment; or
- grade acceleration.

It is provided to a student who excels in one or more areas and requires increased challenge. The need for advanced programming is considered when enrichment of universal instruction (RTL)/pre-referral intervention (SDM) is ineffective in meeting the student's learning needs and a comprehensive assessment indicates a need for enrichment through special education.

District program specialists (with expertise in the curriculum area) are included in the decision by the program planning team to provide advanced programming and, in the case of students in EAL and/or LEARN programs, EAL and LEARN teachers are included.

Students who have already covered the prescribed material in another jurisdiction (including in another country) or through teaching and learning outside the public education system, may also be considered for subject or grade acceleration. These students do not require a comprehensive assessment or a program planning team, as the reason for the challenge is curriculum exposure and not a learning profile indicating the need for enrichment. In this instance, the teaching and learning team consults with district curriculum staff who conduct a review of the teaching and learning the child

received. The district makes the decision for subject or grade acceleration, not the teaching and learning team.

Enrichment through special education becomes the student's new universal instruction. For example, if a student advances a grade level, either in its entirety or in a course, that is the student's universal instruction.

Enrichment of universal instruction is managed by a teaching and learning team. The team is responsive to teaching and learning data, continually monitoring and revising instruction to ensure challenge. The team meets as frequently as needed to do this work, but no less than once a month.

Note: Students educated in another country may receive enrichment of universal instruction while receiving EAL instruction. They may also receive literacy, numeracy, and SEL support as outlined under the tiered approach to learning (RTL)/pre-referral intervention (SDM). If a learning profile informed by comprehensive assessment indicates a need for enrichment and/or skill development programming, students receiving EAL instruction may avail of special education.

Reference:
RTL Policy Standard 4

Alternate courses and curriculum

A Record of an Alternate Course or Alternate Curriculum is part of an Individual Education Plan.

Reference:
RTL Policy Standard 5
SDM Chapter Seven
The Alternate Curriculum

Note: Alternate Courses and Alternate Curriculum are currently under review. Once the review is complete, they will be detailed in this document.

Supporting Access to Provincial Curriculum (SDM & RTL)

The teaching and learning of provincial curriculum is supported by a number of services, including:
- English as an additional language programs
- Literacy Enrichment and Academic Readiness for Newcomer programs
- Speech-language pathology services for articulation, voice and fluency (in the absence of language difficulties)
- comprehensive school guidance services

- special education services.

Special education services support all provincial curriculum, including:
- prescribed curriculum and modified prescribed courses
- alternate courses & alternate curriculum.

Special education services are:
- auditory-verbal therapy;
- functional behavioural assessment, social-emotional/behavioural support plan and response protocol;
- individualized transportation planning;
- orientation and mobility training;
- partial day programming;
- student assistant; and
- transition planning.

Auditory-verbal therapy

Auditory-verbal therapy supports the acquisition of spoken language for students who are Deaf or hard of hearing. The focus is the identification, development, implementation and evaluation of auditory perception, speech and language goals. An auditory-verbal therapist provides this service.

Only a student whose learning profile indicates a need for accessibility skill development for Deaf and hard of hearing may receive auditory-verbal therapy.

Functional behavioural assessment and the social-emotional/behavioural support plan

A functional behavioural assessment is required when the service delivery team decides that a comprehensive assessment is needed to identify the function or functions of a specific behaviour. Functional behavioural assessment is a process that adheres to the Comprehensive Assessment Guidelines. It involves data gathering and analysis of setting events, antecedents/triggers, consequences of challenging behaviour, and the function or functions of behaviour.

Findings from a functional behavioural assessment will inform instruction, intervention and individualized programming. Special education programming to develop social-emotional/behavioural skills is detailed on a social-emotional/behavioural support plan. The social-emotional/behavioural support plan focuses on direct skill building within a structured, relational, and supportive learning environment.

The social-emotional/behavioural support plan will include a response protocol when the challenging behaviour poses a safety risk towards self or others. The social-emotional behavioural support plan and the response protocol will be developed using the Guidelines for Behavior Support Planning.

Orientation and mobility training

A student whose learning profile indicates a need for the development of accessibility skills for blind and visually impaired may receive orientation and mobility training.

Orientation and mobility is an area of instruction focusing on students' ability to know where they are in relation to their environment (school and community) and to travel safely, efficiently, purposefully and as independently as possible throughout this environment.

Orientation and mobility is taught by an orientation and mobility specialist employed through the Atlantic Provinces Special Education Authority (APSEA).

See: https://apsea.ca/assets/files/bvi/canadian-national-standards-doc.pdf

Partial day programming

A student whose learning profile (informed by comprehensive assessment) indicates a need for adaptive or social-emotional/behavioural skill development and who meet the criteria for partial day programming may avail of this support.

Partial day programming is a short-term strategy used in extreme circumstances to reduce a student's school day. The goal is to address physical health needs, mental health needs and/or severe safety concerns in order to enable the student to experience success in school and return to full-day attendance.

Reference:
Partial Day Guidelines
RTL Policy Standard 7

Plan for Individualized Transportation

Students requiring accessibility, adaptive, or social-emotional/behavioural skill development programming who meet individualized transportation criteria may apply.

Based on a student's specific needs, a plan for individualized transportation is developed by a program planning team. It includes the application for individualized transportation, short and long-term goals for developing independence during transport, programming to support the most inclusive transport and transition to school based transportation.

Reference:
Alternate Transportation Guidelines

Student assistant support

Students who have severe needs in the areas of communication, accessibility, personal care, and/or safety, may require non-instructional support and/or supervision from an adult during their school day. The student assistant provides support to the student as directed by the classroom teacher.

Students requiring accessibility, adaptive, or social-emotional/behavioural skill development programming who meet student assistant criteria may apply.

Reference:
Student Profile for Student Assistant

Transition planning

Transition planning is an ongoing collaborative process, preparing students with an Individual Education Plan for change.

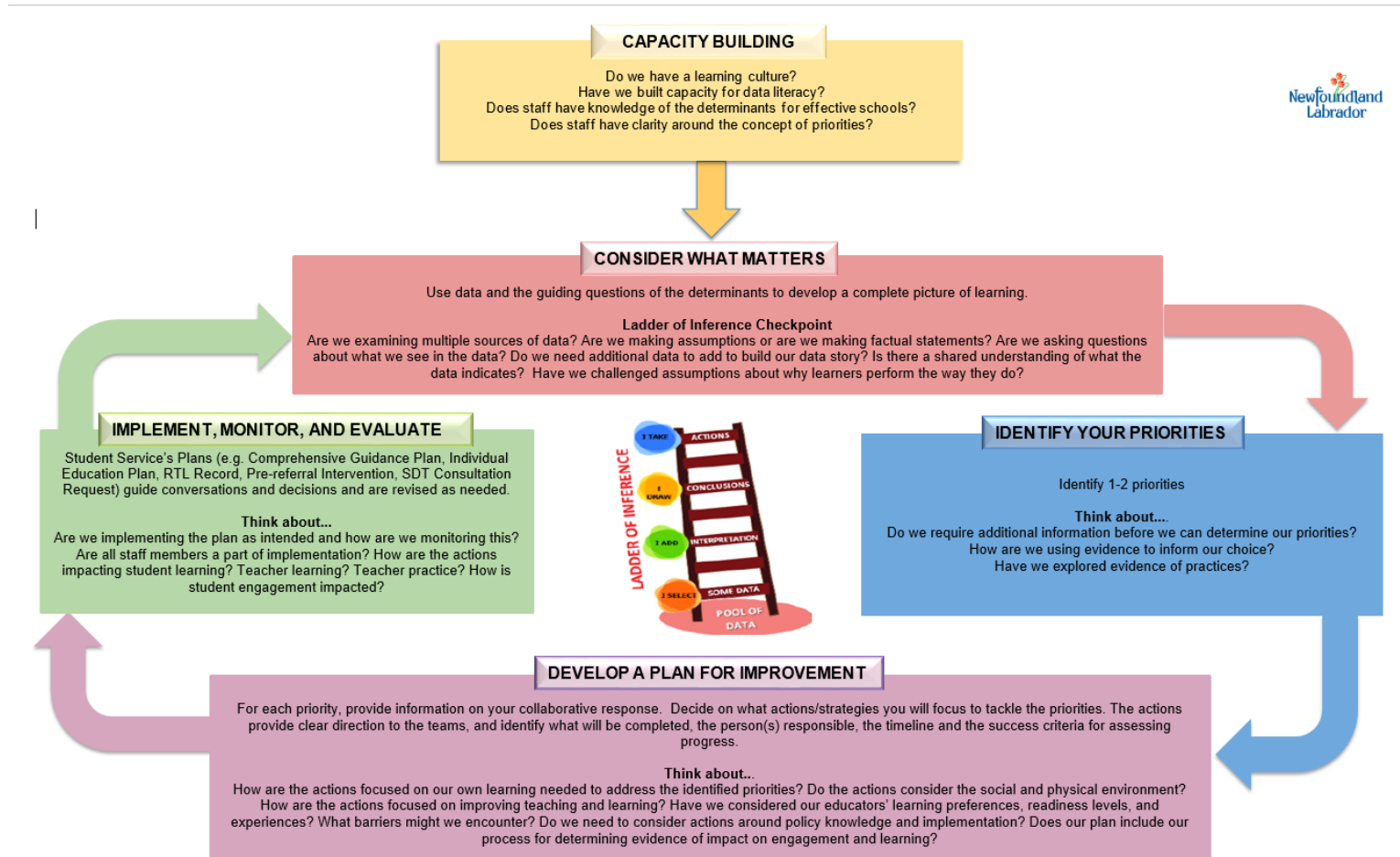All students requiring enrichment and/or skill development programming receive transition planning.

Reference:
Transition Planning
RTL Policy Standard 8

Appendix A

Supporting Teaching to Diversity

Appendix B
Special Education – Supporting Skill Development and Enrichment

Department of Education: Enrichment and Skill Development Programming

Students who require special education will present with a learning profile, informed through a comprehensive assessment, which indicates a need for individualized programming to support enrichment and/or skill development.

All students have a learning profile. The learning profile is a student's unique learning preferences, strengths and needs. Understanding student learning profiles aids teachers in selecting instructional approaches and classroom strategies that benefit all learners.

When the service delivery team has questions and determines that additional information is required to inform a student's learning profile and to support teaching and learning, a comprehensive assessment is required. A comprehensive assessment will consider a diagnosis; however, medical and psychological diagnoses do not determine special education programming and services.

Individualized programming may be provided in one or more of four skill development areas (academic, accessibility, adaptive, social-emotional/behavioural) or enrichment. Special education programming and application for services are decided by the student's program planning team.

Information on the skill development areas and enrichment are below.

Enrichment and Skill Development programming:

- enrichment programming ,
- academic skill development programming,
- accessibility skill development programming,
- adaptive skill development programming ,and
- social-emotional/behavioural skill development programming.

Enrichment

Special education programming to support enrichment is determined by a program planning team and informed by a Comprehensive Assessment Report. Special education programming for enrichment is considered when a student's learning profile indicates that the student exhibits exceptional intellectual potential and/or performance:

- over a period of time; and

- when compared to others of the same age, experience, and environment.

Enrichment requiring special education is typically associated with superior/very high intellectual ability.

Students who have already covered the prescribed material, either in another jurisdiction or outside the public education system, do not require a comprehensive assessment or special education programming. In this case, educators' consult with district curriculum staff who conduct a review of the teaching and learning the child received, and make programming recommendations. Likewise, students do not require special education programming for enrichment when their learning needs are met through differentiated instruction; universal design for learning; enrichment of universal instruction (RTL Policy); or pre-referral intervention (SDM).

Special Education Programming for Enrichment

Special education programming for enrichment may include:

- accommodations (SDM);
- modified prescribed courses (increased challenge);
- alternate curricular course (increased challenge).
- subject acceleration (including dual enrollment); and/or
- grade acceleration.

Special education programming for enrichment will include a Transition Plan.

A comprehensive assessment may determine that special education programming for enrichment co-occurs with a need for skill development in the following:

- accessibility skill development;
- academic skill development; and/or
- social-emotional/behavioural skill development.

Special education programming for enrichment does not co-occur with a need for adaptive skill development.

Academic Skill Development

Special education programming to support academic skill development is determined by a program planning team and informed by a Comprehensive Assessment Report. A diagnosis will be considered; however a diagnosis does not determine special education programming.

Prior to a comprehensive assessment, the student must exhibit learning difficulty despite the provision of strong academic instruction in literacy and numeracy foundational skills. This will involve using the collaborative inquiry cycle and responsive teaching and learning practices such as:

- universal design for learning;
- differentiated instruction; and
- tiered approach to learning (RTL Policy) or pre-referral intervention (SDM).

Foundational skills in literacy are defined as the ability to comprehend and make sense of the message in language and text, and to be able to inform a response to that message. Some of these skills include:

- receptive and expressive language;
- phonological awareness;
- phonemic awareness;
- word reading accuracy;
- reading comprehension;
- reading fluency;
- spelling accuracy; and
- clarity/organization of written expression.

Foundational skills in numeracy are defined as the ability to comprehend and make sense of mathematics, inclusive of aspects of measurement, geometry, probability and statistics. Some of these skills include:

- number sense;
- operation sense;
- accurate and fluent calculations (including the efficient recall of arithmetic facts); and
- mathematical reasoning.

ACADEMIC SKILL DEVELOPMENT	
When a comprehensive assessment identifies that **all four qualifiers** exist for one or more of the following characteristics, then **special education is required to support the learning of the prescribed curriculum**.	
Characteristics	**Qualifiers**
Literacy: • Difficulty with receptive and expressive language skills • Speech-sound disturbance in the presence of receptive and expressive language difficulties • Inaccurate or slow and effortful word reading • Difficulty understanding the meaning of what is read • Difficulties with spelling • Difficulties with written expression **Numeracy:** • Difficulties mastering number sense, number facts, or calculation • Difficulties with mathematical reasoning	1. Universal instruction and intensive intervention for the foundational skill have not been successful (RTL Policy); or pre-referral intervention has not been successful (SDM). 2. The affected academic skills are substantially and quantifiably below those expected for the individual's chronological age. 3. The affected academic skills cause significant interference with academic performance as confirmed by individually administered standardized achievement or language assessments, as part of a comprehensive assessment. 4. The difficulties are not attributed to Adaptive Skill Development.

Special Education Programming for Academic Skill Development

Special education programming for academic skill development may include:

- accommodations;
- intensive intervention (determined by the Program Planning Team) for literacy and/or numeracy documented on a responsive teaching and learning record (RTL Policy) or alternate pre-requisite program (SDM); and/or
- modified prescribed courses (decreased challenge).

Special education programming for academic skill development will include a transition plan.

A comprehensive assessment may determine that special education programming for academic skill development co-occurs with a need for skill development in the following:

- accessibility skill development;
- social-emotional/behavioural skill development; and
- enrichment.

Special education programming for academic skill development will not co-occur with a need for adaptive skill development.

Accessibility Skill Development

Students who have a medical diagnosis related to physical functioning, vision, and/or hearing, which impacts their ability to access learning, require a comprehensive assessment to identify their specific learning needs. A comprehensive assessment may determine that special education programming and services to support accessibility skill development are required. This may co-occur with a need for skill development in the following:

- academic skills;
- adaptive skills;
- social-emotional/behavioural skills and/or
- enrichment.

Special education programming and services for accessibility skill development is outlined under the subcategories of physical; blind or visually impaired; and Deaf or hard of hearing.

Special Education Programming and Services for Accessibility Skill Development

1. Physical
A. A comprehensive assessment will consider the impact of a medical diagnosis affecting physical abilities on the student's ability to access learning and the requirement for special education. Diagnoses that may require special education include acquired or congenital physical and/or motor impairment such as cerebral palsy, spina bifida, muscular dystrophy, arthritis, developmental coordination disorder, amputations, genetic disorders, etc.
B. The physical impairment must interfere with the student's functional ability at school and may include one or more of the following:
   i. paralysis;
   ii. altered muscle tone;
   iii. unsteady gait;
   iv. loss of, or inability to use, one or more limbs;
   v. difficulty with gross-motor skills such as walking or running; or

<blockquote>
vi. difficulty with fine-motor skills such as buttoning clothing or pencil grip.
</blockquote>

Special education programming and services for accessibility skill development (physical) may include:

- accommodations;
- individualized transportation plan; and/or
- student assistant support.

Special education programming and services for accessibility skill development (physical) will include a transition plan.

Note: Any recommendations made by medical personnel for students' medical care will be documented on a [medical plan,](#) and not as special education programming and services.

2. Blind or Visually Impaired

A comprehensive assessment will consider the impact of a medical diagnosis affecting vision, on the student's ability to access learning and the requirement for special education.

Special education programming and services for accessibility skill development (BVI) may include:

- accommodations for students with vision loss ranging from mild to severe;
- expanded core curriculum for students on prescribed or modified prescribed curriculum with one or more of the following:
  - visual acuity of 20/70 or less at near or distance in the better eye after correction
  - visual field of 20 degrees or less or a diagnosis of hemianopsia or bilateral scotomas
  - congenital or degenerative condition
  - Cortical Visual Impairment (CVI)
  - temporary eye condition where service is required for a limited time (determined on a case by case basis);
- orientation and mobility support
- individualized transportation plan; and/or
- student assistant support.

Special education programming and services for accessibility skill development will include a transition plan.

3. Deaf or Hard of Hearing

A comprehensive assessment will consider the impact of a medical diagnosis affecting hearing, on the student's ability to access learning and the requirement for special education.

Special education programming for accessibility skill development (DHH) may include:

- accommodations for students with hearing loss ranging from mild to profound;
- expanded core curriculum for students on prescribed curriculum or modified prescribed curriculum who have a moderate to profound hearing loss as follows:
  - there is a better ear average loss of 40db
  - there is a better ear average loss less than 40db, and assessment determines there is a need
  - language levels are impacted by hearing loss;
- individualized transportation plan;
- auditory-verbal therapy; and/or
- student assistant support.

Special education programming and services for accessibility skill development will include a transition plan.

Adaptive Skill Development

Special education programming and services to support adaptive skill development is determined by a program planning team and informed by a Comprehensive Assessment Report. Significant difficulties with intellectual and adaptive functioning typically associated with intellectual disability (Diagnostic and Statistical Manual-5-TR) will likely require special education programming and services for adaptive skill development.

Intellectual function is usually measured with individually administered, standardized, and culturally appropriate tests of intelligence. Adaptive Skill Development Programming recognizes that some measures of IQ may be invalid for a number of reasons. Given this, students may avail of Adaptive Skill Development Programming using data sources (other than IQ scores) that inform an understanding of an individual's cognitive profile. The data collected by the assessor would indicate that intellectual function is significantly affected.

The determination of adaptive skill development programming is strongly associated with the diagnosis of intellectual disability. However, in rare instances, the determination of adaptive skill development may occur in the absence of an intellectual disability diagnosis. When this happens, reassessment is required *at least* every five years to ensure that the option for alternate courses and alternate curriculum is still valid, and that the student's individualized programming is addressing learning. Reassessment

may be sooner than five years if there is an indication that the student's learning profile has changed.

Students who require adaptive skill development present with marked difficulties in the skills required for daily life functioning. Adaptive skill development supports students in becoming more socially responsible and independent in their performance of daily activities. These skills are categorized under three broad domains.

1. Conceptual Skills Domain:
    1. Special education programming and services focused on increasing the student's functioning in areas such as memory, receptive and expressive language, reading, writing, math, problem solving, self-direction, and judgement in novel situations.
2. Social Skills Domain:
    1. Special education programming and services focused on increasing the student's functioning in areas such as emotional literacy, social-awareness, communication, relationship skills, leisure skills and social norms.
3. Life Skills Domain:
    1. Special education programming and services focused on increasing a student's functioning in areas such as self-care, home, school and community living, health and safety, and employability skills.

Special Education Programming and Services for Adaptive Skill Development

Special education programming and services for adaptive skill development is provided through a progression of individualized support. The program planning team considers the relationship between the student's level of adaptive functioning and the demands of the provincial curriculum in determining the level of programming and services required.

Special education programming for adaptive skill development may include:

1. For mild through moderate severity:
    - accommodations;
    - Intensive intervention (determined by the Program Planning Team) for literacy, numeracy and/or social-emotional learning (RTL Policy) /alternate prerequisite and/or non-curricular programs (SDM);
    - modified prescribed course (decreased challenge);
    - alternate course (non-curricular or curricular – decreased challenge);
    - functional behavioural assessment;
    - social-emotional/behavioural support plan with or without a response protocol;
        - RTL Policy: Intensive intervention (determined by the Program Planning Team) for social-emotional learning is documented on a social-emotional/behavioural support plan, not on a responsive teaching and learning record.

- SDM: Individualized programming based on the results of comprehensive assessment which includes a functional behavioural assessment is documented on a record of alternate program and the revised 7-12 social-emotional/behavioural support Plan.
- individualized transportation plan; and/or
- student assistant support.

2. For moderate through profound severity:
- accommodations;
- alternate curriculum;
- functional behavioural assessment;
- social-emotional/behavioural support plan with or without a response protocol;
- individualized transportation plan; and/or
- student assistant support.

Special education programming and services for adaptive skill development will include a Transition Plan.

A comprehensive assessment may determine that special education programming and services for adaptive skill development co-occurs with a need for accessibility skill development.

Special education programming and services for adaptive skill development will not co-occur with:

- academic skill development;
- social-emotional/behavioural skill development; or
- enrichment

Social-Emotional/Behavioural Skill Development

Special education programming and services to support social-emotional/behavioural skill development is determined by a program planning team and informed by a Comprehensive Assessment Report. Strong academic instruction in social-emotional learning foundational skills must occur prior to the comprehensive assessment and the comprehensive assessment will include a functional behavioural assessment. Strong academic instruction involves using the collaborative inquiry cycle and responsive teaching and learning practices including:

- universal design for learning;
- differentiated instruction; and
- tiered approach to learning (RTL Policy) or pre-referral intervention (SDM).

Foundational skills for social-emotional learning are defined as the ability to comprehend and exhibit:

- development of healthy identities;
- management of emotions;
- achievement of personal and collective goals;
- empathy for others;
- establishment and maintenance of supportive relationships; and
- attainment of responsible and caring decisions.

While a diagnosis is not required to determine the need for special education programming and services for social-emotional/behavioural skill development, it is expected that a student would either be seeing an appropriate health professional or has been/will be referred for further assessment and a possible diagnosis. The comprehensive assessment may inform such a referral.

SOCIAL-EMOTIONAL/BEHAVIOURAL SKILL DEVELOPMENT	
When a comprehensive assessment identifies that **all seven qualifiers** exist for one or more of the following characteristics, then **special education is required to support the learning of the prescribed curriculum**.	
Characteristics	**Qualifiers**
- An inability to establish or maintain satisfactory relationships with peers or adults (includes deficits in using communication for social purposes or pragmatic language). - The demonstration of a general mood of unhappiness. - The demonstration of continued difficulty in coping with learning. - An inability to regulate emotions or behaviours during normal conditions. - The demonstration of physical symptoms or fears associated with personal or school problems. - Difficulties in making responsible decisions affecting self and others.	1. Universal instruction and intensive intervention for the foundational skill have not been successful (RTL Policy); or pre-referral intervention has not been successful (SDM). 2. Social-emotional/behavioural skill(s) differs substantially and quantifiably from that expected for the individual's age. 3. Social-emotional/behavioural skill(s) needs are adversely affecting educational performance in one or more areas. 4. Social-emotional/behavioural skill(s) challenges are not a transient response to stressors in the student's environment.

	5. Social-emotional/behavioural skill(s) challenges persist after intervention and support.
	6. Social-emotional/behavioural skill(s) challenges are displayed in school or in relation to school.
	7. The difficulties are not attributed to adaptive skill development.

Special Education Programming and Services for Social-Emotional/Behavioural Skill Development

Special education programming and services for social-emotional/behavioural skill development may include:

- accommodations;
- intensive intervention (determined by a program planning team) for social-emotional learning (RTL Policy) /alternate non-curricular program (SDM):
    - o RTL Policy: Intensive intervention determined by the Program Planning Team for social-emotional learning is documented on a social-emotional/behavioural support plan, not on a responsive teaching and learning Record.
    - o SDM: Individualized programming based on the results of comprehensive assessment which includes a functional behavioural assessment is documented on a record of alternate program and the revised 7-12 social-emotional/behavioural support Plan.
- individualized transportation plan;
- partial day programming; and/or
- student assistant support.

Special education programming and services for social-emotional/behavioural skill development will include functional behavioural assessment and a transition plan.

A comprehensive assessment may determine that special education programming and services for social-emotional/behavioural skill development co-occurs with a need for skill development in the following:

- accessibility skills;
- academic skills; and/or
- enrichment.

Special education programming and services for social-emotional/behavioural skill development does not co-occur with a need for adaptive skill development.

Appendix C
Special Education Programs and Services Options

Specific special education programming and services are determined by a program planning team and documented on an Individual Education Plan. Special education programming and services include:

- accommodations*
- intensive intervention determined by a program planning team (RTL) or alternate program (SDM)
- modified prescribed courses
- expanded core curriculum (DHH or BVI)
- auditory-verbal therapy
- orientation and mobility training
- speech-language support (for a speech-sound disturbance in the presence of receptive and expressive language difficulties)
- subject or grade acceleration**

- alternate courses
- alternate curriculum
- functional behavioural assessment**
- social-emotional/behavioural support plans (with or without a response protocol)***
- student assistant support
- partial day programming**
- individualized transportation plans**
- transition plans

* RTL Policy: When teaching for an accommodation is required for students on the prescribed curriculum (inclusive of modified prescribed courses), the outcomes are documented as an intensive intervention determined by the program planning team or included within an expanded core curriculum. When teaching for an accommodation is required for students not on prescribed curriculum, the outcomes are documented within the alternate course/curriculum.

* SDM Guidelines: When teaching for an accommodation is required, it is documented on the Record of Accommodations.

** May also be accessed by students without a program planning team or an Individual Education Plan.

*** RTL Policy: For student accessing prescribed or modified prescribed courses receiving intensive intervention determined by a program planning team for social-emotional learning, teaching and learning is documented on a social-emotional/behavioural support plan.

***SDM Guidelines: For student accessing prescribed or modified prescribed courses requiring individualized programming as a result of a Functional Behavioural Analysis, that programming is documented on a record of alternate program and the revised 7-12 social-emotional/behavioural support Plan.

Special Education Program and Services Options and their Relationship to Enrichment and Skill Development	
Profile indicates	**Associated programs and services**
Enrichment	May have: ● accommodations (SDM) ● modified prescribed courses (increased challenge) ● alternate curricular course (increased challenge) ● subject acceleration (including dual enrollment); and/or ● grade acceleration. Must have a transition plan.
Academic Skill Development	May have: ● accommodations; ● intensive intervention determined by the program planning team for literacy and/or numeracy (RTL)/alternate pre-requisite program (SDM); and/or ● modified prescribed courses (decreased challenge). Must have a transition plan.
Accessibility Skill Development – Physical*	May have: ● accommodations; ● individual transportation plan; and/or ● student assistant support. Must have a transition plan.
Accessibility Skill Development – BVI*	May have: ● accommodations; ● expanded core curriculum; ● individual transportation plan; ● orientation & mobility support; and/or ● student assistant support.

	Must have a transition plan.
Accessibility Skill Development – DHH*	May have: ● accommodations; ● expanded core curriculum; ● individual transportation plan; ● auditory-verbal therapy; and/or ● student assistant support. Must have a transition plan.

Adaptive Skill Development	May have:
	● For mild through moderate severity:
	  o accommodations;
	  o intensive intervention determined by the program planning team (RTL)/alternate programs (SDM); and/or
	  o modified prescribed course (decreased challenge).
	  o Alternate course (non-curricular and curricular decreased challenge)
	
	● For moderate through profound severity:
	  o an alternate curriculum.
	
	● For all severity :
	  o functional behavioural assessment;
	  o social-emotional/behavioural support plan;
	  o response protocol;
	  o individual transportation plan; and/or
	  o student assistant support.
	
	Must have a transition plan.

Social-Emotional/Behavioural Skill Development	May have: ● accommodations; ● intensive intervention determined by the program planning team for social-

	emotional learning (RTL)/alternate non-curricular program (SDM)
	● individual transportation plan;
	● functional behavioural assessment;
	● social-emotional/behavioural support plan;
	● response protocol;
	● partial day programming; and/or
	● student assistant support.
	Must have a transition plan.

*An alternate curriculum represents an entirety of the student's curriculum. Accessibility skill outcomes are part of the alternate curriculum.