

## PROCEDURES FOR THE IMPLEMENTATION FOR MODIFIED AND/OR INDIVIDUALIZED PROGRAMMING

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### Addressing Student Diversity

Turtle Mountain School Division supports a philosophy of inclusion for students with special needs and offers a continuum of supports and services for its students. For those students with a significant cognitive disability whose educational needs cannot be addressed, through regular curricula and services, school teams may consider modified or individualized programming.<sup>1</sup>

Schools considering modified or individualized programming for a student must have completed the following:

- ✦ A review of the student's learning requirements within the context of the student's current and future needs, beginning at the classroom level.
- ✦ Assessments that rule out the possibility that the student's academic difficulties are due to limited language proficiency, limited vision, limited hearing and/or motor skills, cultural differences, or limited experiential base.
- ✦ Implementation of differentiated instruction and adaptations which respond to the presenting needs of the student.
- ✦ Compilation of a documented history outlining the significant academic difficulties which have not responded to differentiation or adaptations.
- ✦ Utilization of school-based resources including the presentation, discussion and involvement of Student Services Personnel for the purpose of educational programming.
- ✦ Development and implementation of an Individual Education Plan (IEP) with student specific outcomes in areas which have been identified as below grade level.

### Eligibility Criteria:

Students are eligible for modified or individualized programming provided that they meet the following criteria:

- ✦ Significant cognitive disability (IQ 70  $\pm$  5) as determined by a qualified psychologist using a standardized instrument **and**,
- ✦ Significantly below average levels of adaptive functioning as determined by a standardized instrument and/or appropriate ecological assessment **and**,
- ✦ Documented history of below grade level performance as determined by a combination of standardized instruments and informal assessment methods.

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<sup>1</sup> Modification is the altering of the number, essence and content of the curricular outcomes the student is expected to meet in the provincial curriculum. Individualized programming recognizes that some students with significant cognitive disabilities will not benefit from provincial curricula; IEPs for these students are functionally and developmentally appropriate for the students and center around domains such as communication, behaviour, socialization, independent living, vocational/transition, community, recreations/leisure and motor/physical.

### **Application Process**

The use of modified or individualized programming needs to be seriously considered as it has implications for post secondary education and employment opportunities. The decision to recommend modified or individualized programming requires a collaborative team decision. The School Team includes parents/guardians, the classroom teacher, the school administrator, student services personnel and other as deemed appropriate.

Schools make a written request for consideration for modification or individualized programming to the Assistant Superintendent of Student Services. The following documentation must accompany the request:

- ✦ Modified and/or Individualized Programming Application Form
- ✦ Individual Education Plan (IEP)

Upon review of the Application Form and supporting documentation, the Assistant Superintendent of Student Services will meet with the team to discuss the request. Parent/legal guardian must provide informed written consent upon explanation of the programming the student will receive and the implications for post-secondary education.

Prior to the implementation of modified or individualized programming, the **School Team** will:

- ✦ Review the student's learning requirements
- ✦ Identify the student's prime needs
- ✦ Review curricular outcomes and select the appropriate outcomes for instructions & assessment
- ✦ Document appropriate curricular modification through the Individual Education Plan
- ✦ Evaluate and adjust the IEP at regular reporting periods
- ✦ Meet with parents and student as a part of the School Team to report on student's progress in meeting IEP and curricular outcomes.

### **Students Transferring into Turtle Mountain School Division**

Students entering Turtle Mountain School Division from other school divisions must present with the above-mentioned characteristics, if modified or individualized programming is to be implemented. Decisions regarding programming will be made at the intake meetings following a review of the documentation which accompanies the student.

### **Implications for the Early/Middle Years**

A small percentage of children enter our school system with identified needs which might necessitate modified or individualized programming. These children are supported by outside agencies and have received a variety of supports as preschoolers. Decisions regarding eligibility for modification or individualization are made on a case-by-case basis once a thorough understanding of the child's strengths and capacities is determined. The process for identification in early and middle years must be completed in collaboration with the Assistant Superintendent of Student Services and follows the same guidelines outlined in the document.

APPLICATION FORM FOR  
MODIFIED AND/OR INDIVIDUALIZED PROGRAMMING

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Student Name: \_\_\_\_\_ Birthdate: (yy/mm/dd) \_\_\_\_\_

School: \_\_\_\_\_ Grade: \_\_\_\_\_

Modified

Individualized

Academic Profile: *(Please include grade/age levels)*

Reading Level: \_\_\_\_\_

Assessment Instruments: \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Comments:

Math Level: \_\_\_\_\_

Assessment Instrument(s): \_\_\_\_\_

Date of Assessment: \_\_\_\_\_

Comments:

List adaptations in Place to support the student in specific courses			
Course	Environmental Adaptations	Process Adaptations	Product Adaptations

History of School Performance:

Clinical Assessment Summary:

Adaptive Information:

- Communication (expressive/receptive/written)
- Social Skills
- Community Functioning (personal living skills)
- Motor Skills (Fine & Gross)
- Behaviour

Assessment Instrument:

Date of Assessment:

Other Contributing Factors:

Parental Awareness & Expectations:

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Student Awareness & Expectations:

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Post School Expectations (of student/parents/school):

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Team Member Name	Signature	Role

Plan of Action:		
Course	Designation	Comments

I, \_\_\_\_\_ parent/legal guardian of \_\_\_\_\_ have participated in and agree with the decision to modify/individualize the curricular outcomes for my child. I understand that courses that have been significantly altered are not typically accepted at post-secondary institutions and thereby might limit my child's ability to further his/her education after high school.

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature Parent/Legal Guardian

\_\_\_\_\_  
Date

\_\_\_\_\_  
Signature of Student Services Teacher

Dear Parent/Guardian:

Manitoba Education and Training recognizes the need to provide programming for students for whom the regular academic curriculum is too difficult. The school support team determines who may be assigned an “M” designation, which is appropriate for a student who exhibits a significant cognitive disability accompanied by one or more of the following:

- limitations in how an individual copes with common life demands and how well he/she meets the standards of personal independence expected of someone in his/her age group;
- Significant academic delay (which may be defined as two or more years below grade level).

Students with an “M” designation:

- will have written IEP which outlines the specific learning needs and the way the program will be modified to meet these needs;
- are exempt from writing provincial standards tests.

An “M” designation may have a significant impact on your child’s future course selection and post-secondary options. Although your child may graduate from high school with a complete Grade 12, the “M” course designation may limit his/her entry to community colleges and universities.

I, \_\_\_\_\_, have read and understand the above information.

(Parent/Guardian)

I have been involved in the decision-making process and give my permission for \_\_\_\_\_

(Student)

to be assigned an “M” designation in the following course(s): \_\_\_\_\_

\_\_\_\_\_  
Date

\_\_\_\_\_  
Parent/Guardian

\_\_\_\_\_  
Principal

\_\_\_\_\_  
Student

\_\_\_\_\_  
Student Services Teacher

\_\_\_\_\_  
Classroom Teacher (if applicable)