

## ACCOMMODATIONS THROUGH ADAPTATIONS AND MODIFICATIONS

All students must have equitable access to learning opportunities for achievement and the pursuit of excellence in all aspects of their education. Three principles of learning guide the differentiation of instruction, assessment methods and materials: (1) Learning requires the active participation of the student; (2) Students learn in a variety of ways and at different rates; (3) Learning is both an individual and a group process. Today’s classrooms are diverse and inclusive by nature. Differentiation of instruction and assessment and universal design principles provide systematic approaches to setting learning goals, choosing or creating flexible materials, media and assessments. A range of accommodations (multiple means of representation, expression and/or engagement) may be necessary to help each student succeed.

**STUDENTS IN PRIMARY GRADES (K-3) should not have grade and/or subject prescribed learning outcomes modified unless there is current documentation to support a Ministry of Education SPED code of “K” (Mild Intellectual disability) or “C” (Moderate to Profound Intellectual disability).**

**STUDENTS IN GRADES 4-12, current documentation needs to be in place that meets the Ministry of Education criteria for:**

- Designation of “K” (Mild Intellectual Disability) or
- Designation of “C” (Moderate to Profound Intellectual Disability) or
- Students with very complex profiles (with medical and other assessments) could be candidates for modifications to regular coursework.
- Discussion with the District School Psychologist MUST take place, parent(s) guardians MUST be consulted and documented on the School District 10 Tracking Form BEFORE any aspect of the student’s course work is modified.
- Note: *Some students with Q, Learning Disability may require some courses to be adapted and some modified.*

Before a student’s grade and/or subject curriculum are modified the following steps MUST be followed:

1. Classroom assessment, school level assessment to determine learning strengths, skills, needs.
2. Preliminary SBT meeting with parents (documented) to discuss learning needs and concerns.
3. Involvement of your District School Psychologist to determine if the full psycho-educational assessment is required or to review a previous psycho-educational assessment and assist with program recommendations.
4. SBT meeting with parents (documented) to discuss long term ramifications of modifying curricular outcomes.
5. Parent approval to modify (signed by parent/guardian and on file at school) using the IEP and Grades 10-12 School Completion Certificate Tracking Form.

### Adaptations

Adaptations retain the prescribed learning outcomes of the prescribed curriculum, and are provided so the student can participate in the regular program or challenge the regular learning outcomes. These adaptations can include alternate formats, instructional strategies and assessment procedures. Students are assessed using the standards for the course/program and can receive credit toward a Dogwood graduation certificate. These students may be eligible for Adjudication so that appropriate adaptations can also be made to the administration of provincial exams in Grade 12. Adaptations include, but are not limited to:

- advanced organizers to assist with following classroom activities,
- extended time for assignments or tests,
- a learning assistance support block is scheduled to develop and practice study skills, organization skills,
- alternate formats, electronic texts, audio books on tapes or a peer helper to assist with assigned readings,
- a computer to facilitate the completion of written assignments,
- alternatives to written assignments to demonstrate knowledge and understanding,
- pre-teaching key vocabulary, concepts, multiple exposure to materials,
- separate setting for tests and exams, and
- supervised breaks for tests and exams.

### Modifications

Modifications are individualized learning outcomes which are substantially different from the prescribed curriculum and specifically selected to meet the student’s special needs. These learning outcomes are detailed on the student’s IEP. As well as regular courses, a student’s program may include some courses that are modified and others that are adapted. When reporting on modifications teachers must use structured written comments rather than letter grades or percentage marks. Modified courses are not counted as credit toward a Dogwood graduation certificate. Students with modified PLOs are working toward a Grade 10-12 School Completion Certificate. Some examples of modifications include:

- A Grade 9 student could be learning how to manage a personal budget while other students are introduced to Algebra.
- A Grade 5 student could be learning to recognize common signs while other students write booklets about safety.
- Alternate assignments and/or tests, reduced in conceptual difficulty, are developed at a student’s own level so that the student can achieve a feeling of success.
- Only portions of the provincially developed learning outcomes are used for a specific student. For example, in a science class a student with learning differences is required to complete the learning outcomes in only two modules (weather and the environment) while the provincial curriculum requires the completion of six modules.

Source: [www.bced.gov.bc.ca/speialed/landdif/18.htm](http://www.bced.gov.bc.ca/speialed/landdif/18.htm)