



Department of Education:
Service Delivery Model for
Students with Exceptionalities

Professional Learning Package
Fall 2011

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Introduction

The *Service Delivery Model for Student with Exceptionalities* supports a philosophy of inclusive education. The Department of Education of Newfoundland and Labrador defines inclusive education as:

- the right of all students to attend school with their peers, and to receive appropriate and quality programming
- a continuum of supports and services in the most appropriate setting (large group, small group, individualized) respecting the dignity of the child
- a welcoming school culture where all members of the school community feel they belong, realize their potential, and contribute to the life of the school
- a school community which celebrates diversity
- a safe and caring school environment

These tenets apply to all members of the school community regardless of economic status, gender, racial or religious background, academic ability or other facet of diversity.

An inclusive philosophy of education is infused within the culture, policies and practices of schools. The inclusive model embodies a more collaborative approach to teaching and learning. Within a school community, all members are encouraged to share responsibility for the learning and well-being of all students. The focus is on providing a classroom environment where responsive teaching is the norm and where strategies, materials and resources used are tailored to student profiles.

The *Service Delivery Model for Students with Exceptionalities* provides an inclusive framework for program delivery. It identifies prescribed curriculum, accommodations, modified prescribed curriculum and alternate programs, courses, and curriculum. The education of students with exceptionalities is a shared responsibility among school staff, parents and the community at large.

The *Service Delivery Model for Students with Exceptionalities* is a tool which describes programming options for students in Kindergarten to Grade 12 who meet the criteria for an exceptionality as defined by the Department of Education. An **exceptionality** is a term used by the Department of Education to identify patterns of strengths and needs common to groups of students. These strengths and needs may be cognitive, emotional, behavioural, medical, social, and/or physical. Students with an exceptionality may access a range of school-based services depending on the students' needs and level of functioning.

Categories of exceptionalities

(www.ed.gov.nl.ca/edu/k12/studentsupportservices/exceptionalities.html) recognized by the Department of Education include brain injury; cognitive disorder; developmental delay; emotional, mental health, and/or behavioural disorder; gifted and talented; hearing loss; health disorder; learning disability; pervasive developmental disorder; physical disability; speech and/or language disorder; and vision loss.

Chapter One: An Overview of the Service Delivery Model

Diagram 1 outlines the framework for the delivery of educational services for Kindergarten to Grade 12 students who meet the criteria for an exceptionality in Newfoundland and Labrador.

The centre of the diamond represents the prescribed curriculum accessed by the majority of students, including many students who meet the criteria for an exceptionality. Flanking this are modified prescribed courses appropriate for students with exceptionalities who require adjustments to the prescribed curriculum to create programming above or below grade level. Alternate programs and courses are appropriate for students with exceptionalities who require programming outside the scope of the grade level prescribed curriculum. Alternate (functional) curriculum may be appropriate for students with moderate to profound cognitive disorder.

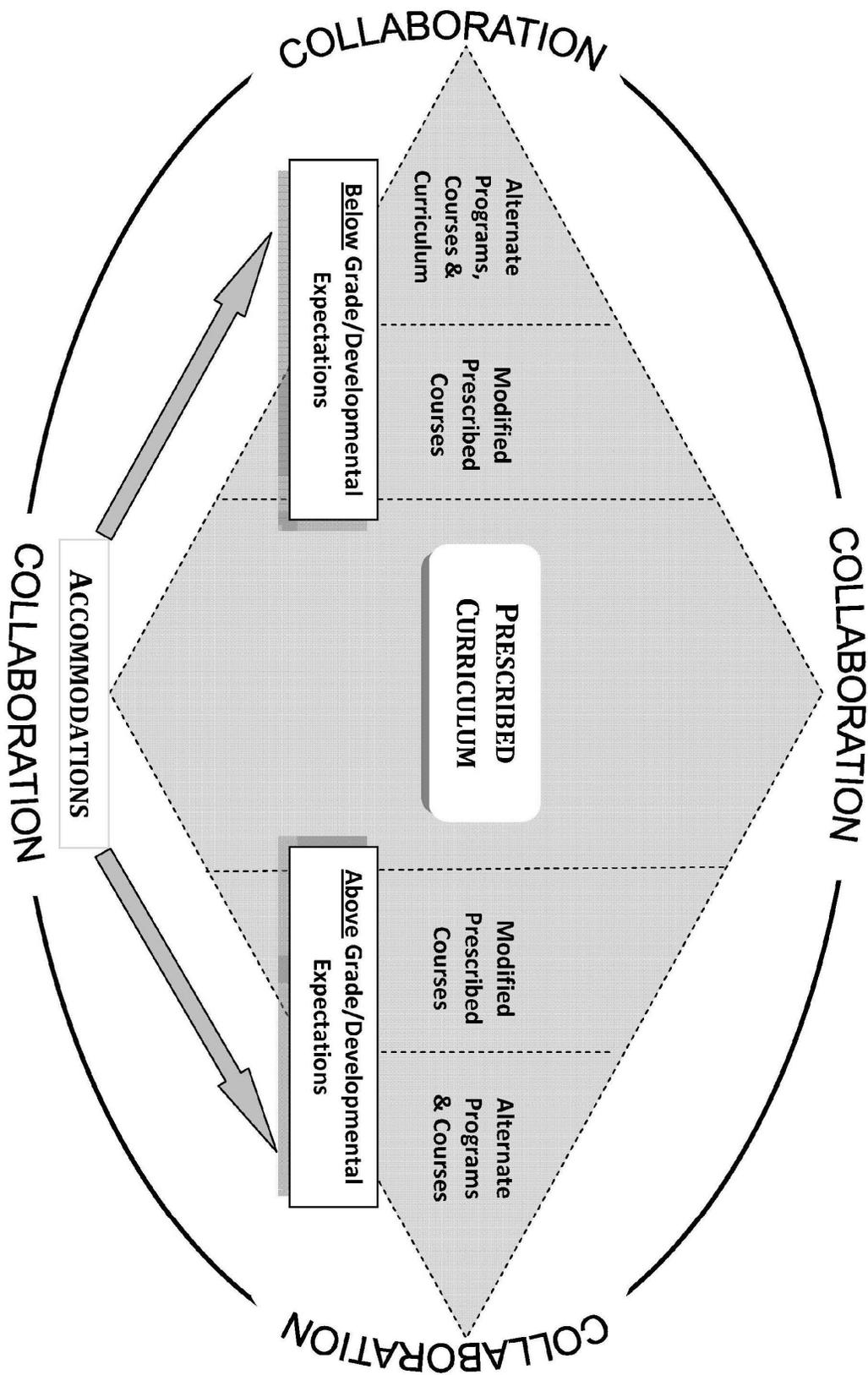
The dotted lines show the fluidity of the model and do not necessarily imply a linear progression from prescribed to modified prescribed to alternate. A student may simultaneously access a variety of programming options reflected in the diamond on the previous page.

For example, Fred is a student who is gifted and talented in mathematics and has a learning disability in written expression. His programming includes the prescribed curriculum, with a modified prescribed course above grade level in mathematics, an alternate program below grade level in written expression, and the accommodation of speech-to-text software.

Accommodations are adaptations to the learning environment which address particular student strengths and needs. These may include physical arrangements, assistive technology, particular instructional strategies and others. See the Record of Accommodations form for details. Such accommodations are available for students with exceptionalities in all areas of study whether prescribed, modified prescribed, or alternate.

The circle which surrounds the diamond indicates that collaboration is vital to the success of all students. Collaboration is the process of merging the knowledge, experience and skills of all partners to meet common goals. This includes collaboration among students, teachers, parents, and all other members of the school community.

Service Delivery Model



Chapter Two: The Prescribed Curriculum

Prescribed Curriculum

The education plan for the majority of students is the provincially prescribed curriculum available at www.gov.nl.ca/edu/k12/curriculum/index.html.

This is the first option for all students. It includes all of those courses prescribed and approved by the Department of Education and listed in the *Program of Studies*. The Program of Studies gives a brief description of the school programs, Kindergarten through Grade 12. It also identifies authorized learning resources for each course.

With the diversity of learners in classrooms, the task of matching instruction to individual strengths, needs and learning styles is not an easy one. It requires a well defined school-wide approach, a mechanism for teachers to support each others' efforts, and a consistent organized method of record keeping. Good teaching practices reflected in classrooms include:

- teacher knowledge of the provincial curriculum guides
- creation of classrooms which employ a variety of processes and strategies responsive to student learning styles
- recognition of the student who is experiencing difficulties, or being inadequately challenged, and the exploration of unique ways to support that student
- recognition that supporting the unique strengths and needs of a particular student is likely to benefit other students
- referral for additional assessments/supports when necessary

The term “differentiated instruction” simply means responsive teaching which attends to the learning profiles of all students. The differentiated classroom addresses the diversity of learners by:

- being flexible
- using effective and ongoing assessment to plan instruction that meets learner strengths and needs
- providing access to a wide variety of learning opportunities and working arrangements
- using a variety of teaching and assessment strategies to accommodate student learning styles
- integrating current and established best practices
- accepting and validating the range of student performance in any classroom

Pre-referral Process

The pre-referral process involves a period of problem solving at the classroom level. At this stage the student is on the prescribed curriculum. The teacher is aware of an area of concern and is actively taking steps to ensure that the student is given every opportunity to be successful. The focus at this stage is to gain a better understanding of the student's strengths and needs in order to plan instruction. It is an opportunity to use knowledge of the student to introduce strategies and practices which may enable the student to have his or her strengths and needs met within the provincial curriculum. Teachers gather data regarding the trial of various strategies during classroom instruction and evaluation and make decisions, while soliciting advice or support where necessary, regarding the various facets of instruction. Supporting the learning needs of students is an ongoing problem-solving process best accomplished by groups of teachers sharing ideas, experiences and resources. This includes classroom/subject teachers, instructional resource teachers and others.

During this process, the classroom/subject teacher decides whether a referral to the service delivery team is warranted. The classroom/subject teacher is responsible for using the Record of Pre-Referral Strategies to keep notes regarding the strategies tried, the period of time involved, and the results. The parent/guardian is informed of these strategies through parent-teacher interactions (e.g., phone calls, notes sent home, parent-teacher interviews). The Record of Pre-Referral Strategies is kept in the student's cumulative file.

If the areas of concern are not resolved through the pre-referral process, the student is referred to the service delivery team for further assessment.

For additional information regarding strategies, consult *Pre-Referral Intervention Manual* by Stephen R. McCarney et al. supplied to all schools by the Department of Education in Spring 2010. This manual includes strategies for students who are performing below grade level. For students who are gifted and talented, please consult the *Gifted and Talented Handbook*.

Note: Accommodations as listed and defined in the Record of Accommodations are not to be implemented until an exceptionality has been identified.

Service Delivery Team

Each school is required to have a service delivery team. This team meets at least every two weeks to review and direct special education services in the school. The team should not be so large that it is ineffective as a problem solving group. It is comprised of:

- administrator
- guidance counsellor
- representative classroom/subject teacher(s) for primary, elementary, intermediate, and secondary based on school configuration (large intermediate and high schools may choose representatives from subject area specialties)

- instructional resource teacher(s)
- educational psychologist and other itinerant teachers as required

The focus of this team will be to:

- problem solve around optimal deployment of resources
- problem solve issues identified by program planning teams
- support classroom/subject teachers through the pre-referral process
- problem solve with referring teachers by identifying strategies to support students on the prescribed curriculum
- review referrals and determine when and to whom a referral for assessment or re-assessment is appropriate
- designate team member(s) to follow Referral Tracking System (RTS) protocols
- invite other professionals (program specialists, classroom/subject teacher(s), etc.) for input as required
- other responsibilities as assigned by administration

Minutes of these meetings are kept and circulated to members.

Teachers who have initiated the pre-referral process will refer to the service delivery team if the strategies implemented do not satisfactorily meet the student's strengths and needs. Teachers submit a Referral for Assessment to the Service Delivery Team with the following attachments: the Record of Pre-Referral Strategies, hearing and vision results, work samples and any classroom-based teacher assessments that reflect the concerns prompting this referral.

Referral Process

The referral process and forms used at the school level are available on-line at the Department of Education websites listed below.

Referral Tracking System: www.gov.nl.ca/edu/k12/studentssupportservices/rts/index.html
Referral Forms: www.gov.nl.ca/edu/forms/studentssupport/referral.html

Chapter Three: The Individual Education Plan

Individual Education Plan

An Individual Education Plan (IEP) is a document that records and tracks the educational supports and services provided to a student. An IEP is required for students with identified exceptionalities who are receiving modified prescribed courses and/or alternate programs, courses and curriculum. **An IEP is an “education only” document.**

The Newfoundland and Labrador Service Delivery Model documents used in an IEP include:

- IEP Summary
- Record of Accommodations
- Record of Modified Prescribed Course
- Record of Alternate Program
- Record of Alternate Course
- Record of Alternate Curriculum

These are the working documents used by educators in delivering educational programming and become part of the students IEP.

Note: For students requiring accommodations only, no IEP is required. Accommodations are documented on the Record of Accommodations. (See section on Accommodations.)

Program Planning Team

A program planning team may be initiated for a student with one or more exceptionalities. ***Parent/guardian involvement is a critical component of the program planning process. As such, parents/guardians are part of the program planning team*** along with classroom/subject teachers. If the student is developmentally and emotionally ready, he or she should also be invited to participate as a team member. Other members may include:

- administrator
- guidance counsellor
- educational psychologist/itinerant assessor/educational assessment specialist
- speech-language pathologist
- instructional resource teacher
- other education professionals (such as itinerants for vision or hearing loss, etc.) as required

The composition of the program planning team may vary. For students who require accommodations only, the team may be comprised of only the parents/guardians and classroom/subject teacher(s). For students requiring modified prescribed courses, alternate programs/courses/curriculum, the team will be more substantial.

The role of the program planning team is to:

- identify the student's strengths and needs
- make decisions regarding programming - including accommodations, modifications, alternate programs/courses/curriculum, instructional strategies, based on current formal and informal assessment data
- assign roles/responsibilities for program development and/or referrals to other professionals
- discuss program delivery i.e. setting(s), personnel involved
- plan for periods of transition
- designate a contact teacher responsible for contacting team members to arrange meetings and to act as the first point of contact regarding programming. The contact teacher will also ensure that copies of necessary documentation are collated, reviewed with parent/guardian, signed, distributed and the original document placed in the cumulative file.

The program planning team will meet at least annually, with additional meetings as required. In preparation for a meeting, appropriate personnel will:

- review student file(s)
- ensure parents have access to the Department of Education's Parent Handbook
- gather relevant information

Once the IEP is developed, the contact teacher reviews the IEP and attachments with the parent/guardian, and the IEP is signed.

Chapter Four: Accommodations

Accommodations are adaptations to the learning environment which address particular student needs. These may include physical arrangements, assistive technology, particular instructional strategies and others. Such accommodations are available for students with exceptionalities in all areas of study whether prescribed, modified prescribed, or alternate.

In order for a student with an exceptionality to meet his or her learning potential, specific accommodations may be required over an extended period of time. This would include gifted and talented students who require high end learning opportunities commensurate with their abilities. The decision to provide an accommodation is made by the program planning team and documented on the Record of Accommodations form.

Classroom/subject teachers are responsible for providing the accommodations required by students in their class.

Accommodations are meant to support student learning but never to inhibit the development of independent learning skills. Students who require accommodations such as having materials read aloud or having answers scribed should be moved toward gaining skills such as use of assistive technology to foster as much independence as possible.

The reading of print materials, scribing, supervised breaks, etc. are not appropriate for a student without an exceptionality. However, a student without an exceptionality can periodically be offered devices and strategies such as curriculum compacting, copies of notes, pencil grips, fidget toys or independent study without them being considered accommodations. It is when a program planning team, guided by assessment results, deems the support to be a necessity for a student with an exceptionality that it becomes an accommodation. Without an exceptionality, these things are optional, not considered accommodations, and are not documented on the Record of Accommodations form.

Accommodations for public examinations are guided by regulations outlined by High School Certification

(www.gov.nl.ca/edu/k12/studentsupportservices/publications/accommodationpolicy.pdf)

Students accessing the prescribed curriculum are expected to participate in provincial Criterion Referenced Tests (CRTs). This includes students receiving accommodations and modified prescribed programming. Exemptions and accommodations may be granted on an individual basis as determined by Division of Evaluation and Research regulations.

(www.ed.gov.nl.ca/edu/k12/evaluation/crts/principalshandbook2010.pdf)

Instruction around an accommodation may be required for successful implementation of many accommodations. The Record of Accommodations form documents the plan for delivery of outcomes including the projected timeline, personnel responsible, and settings. Instruction around an accommodation does not require formal evaluation such as progress notes or grades. Implementation of accommodations is the responsibility of the classroom/subject teacher; other teachers, such as the instructional resource teacher, may provide support for the learning required.

Accommodations listed on the Record of Accommodations form are defined below.

Alternate Format Materials are provided to students with exceptionalities who encounter barriers with traditional print materials. These students may not be able to use textbooks, class handouts, assessment tools and other materials in their original format. Instead the materials need to be provided in an alternate format. Some examples of alternate format materials include Braille, audio books, and digital versions of books that can be read by text to voice software.

Commercially produced alternate format materials such as e-books and videos are available for purchase and may be used with students as part of general class instruction. Teachers are cautioned that extended use of these materials with a student who does not have an exceptionality may impede the development of appropriate reading skills.

Eligibility requirements for accessing alternate format materials provided by the Department of Education can be found on the following websites.

Alternate Format Materials Site Entrance:

<https://cmaf.gov.nl.ca/>

The Alternate Format Materials Learning Center:

www.gov.nl.ca/edu/k12/studentsupportservices/resource_center/index.html

(Contains videos, Presentations, Power Points, and User Guides)

Assistive technology includes any equipment that is used to increase, maintain, or improve the functional capabilities of a student with an exceptionality. Such technology promotes greater independence. Forms outlining eligibility requirements for accessing assistive technology provided by the Department of Education are available at www.gov.nl.ca/edu/forms/studentsupport/applications.html.

Adaptive aids are devices, controls, or appliances that are necessary to address specific individual needs. They enable individuals to increase their abilities to perform activities of daily living, or to perceive, control, or communicate within the environment in which they live.

Extended time is appropriate for a student with an exceptionality who requires additional time on an ongoing basis.

Copies of notes are provided on an ongoing basis by the classroom/subject teacher to students with exceptionalities that impede their note taking ability.

Reading of print material entails the reading aloud of print text including assessment materials. This would be used for a student with an exceptionality that affects his or her ability to access print text. As appropriate, students should be moved toward more independent methods of accessing print such as text to voice software. Materials read aloud using assistive technology and/or alternate format materials would be recorded under those categories.

Not all types of questions translate well into oral format. Depending upon the design of the assessment, this may require some changes to the format. Teachers should keep in mind principles of universal design when creating assessments.

An alternate setting may be required for students with exceptionalities. This is generally used for students who have attention concerns or who may require a quiet room. Using an alternate setting to manage behaviour in an instructional setting should be recorded under behaviour management plan.

Supervised breaks may be provided to students with exceptionalities who require a short break from instruction. These would occur under the supervision of a teacher.

Scribing may be appropriate for a student with an exceptionality resulting in difficulty putting ideas on paper. It involves having a designated scribe record only what the student dictates, without prompting.

Clarification of instructions may be provided for students with exceptionalities who are unable to interpret the meaning and/or intent of what is being asked. In assessment situations, care must be taken to ensure that examinable terms are not defined for the student, thereby compromising the integrity of the assessment.

Transcribing involves the student with an exceptionality writing his or her response to a question. A teacher then reads the student's written answer back to the student. The student orally tells the teacher of any changes or additions required to his or her answer and the teacher records them.

Independent study is an individual project or course required by a student who is gifted and talented. It may enable him or her to pursue a topic related to the classroom study in greater depth, investigate an area of interest, or to complete a required or additional course outside of the general timetable. It will be monitored and assessed regularly by a teacher familiar with the particular curricular content.

Curriculum compacting is used for students who are gifted and talented in order to add challenge to their programming. It involves pre-testing the outcomes of a prescribed course, documenting any which are previously mastered, and replacing them with more appropriate content. For content areas, it can involve increasing the pace of coverage to "buy time" for more challenging content. It may be used in conjunction with independent study.

Chapter Five: Modified Prescribed Courses

Modified Prescribed Course

A modified prescribed course maintains the intent of the provincially prescribed curriculum. However, specific course outcomes are changed, deleted, added or extended. A modified prescribed course may be necessary to meet the strengths and needs of an individual student with a cognitive disorder or gifted and talented exceptionality. There may be *rare* instances where a modified prescribed course is appropriate for students with a severe learning disability, brain injury or an emotional, mental health, and/or behavioural disorder.

For students performing below grade level expectations, the decision to modify provincially prescribed curriculum outcomes requires considerable deliberation on the part of the program planning team. A modified prescribed course may impact the student's eligibility for post secondary programs. Before modifying a prescribed course, the program planning team must determine whether the proposed programming is in line with assessment data and whether all other means of supporting the student have been explored, exhausted and documented. Curriculum guides must be consulted regarding instructional strategies, resources, and evaluation procedures which may allow the student to successfully achieve course outcomes with accommodations. The program planning team should consider whether the student is capable of achieving at least 50% in the provincially prescribed course without modification. If a passing mark is possible, the course should not be modified.

For students who are gifted and talented, it may be appropriate to document mastered outcomes and change or add other outcomes in order to increase challenge and/or depth of coverage.

Up to 50% of the prescribed course outcomes may be changed/deleted/added/extended. This will not impact graduation requirements. It is important to ensure that student strengths and needs are also addressed through differentiated instruction and accommodations within the classroom.

Developing a Modified Prescribed Course

Since modified prescribed courses maintain the intent and integrity of the prescribed curriculum, they are taught within the general classroom, at the same time, and by the same teacher(s) as the prescribed curriculum. The classroom/subject teacher takes the lead in the modification, delivery, and evaluation. He or she may meet with the instructional resource teacher to examine course outcomes in light of the student's exceptionality and performance. The teachers consider each course outcome and determine if it will be retained, changed, deleted, extended or other outcomes added. Modifications are recorded on a course outcomes template and become part of the IEP.

Course modification requires long term planning. The modified prescribed course should be developed soon after the program planning team decides it is appropriate. The number of specific curriculum outcomes deleted or significantly changed must not exceed 50% and no

strand or General Curriculum Outcome may be omitted. When in doubt about whether the intent and the integrity of the provincially prescribed course has been maintained following modification of the outcomes, consult with the district level program specialist responsible for that particular curriculum area.

In the case where a course has been modified downward, the program planning team may subsequently suggest that the student challenge the outcomes which were previously modified. Should the student achieve a passing level of performance in the non-modified provincially prescribed course, this would be reflected on the student's report or transcript. A grade or credit will not be awarded for both a modified prescribed course and the provincially prescribed course. (Refer to the *High School Certification Handbook*)

When a course has been modified by expanding or extending the depth of treatment of outcomes but the student is not successful in achieving the modified outcomes, he or she may receive a grade or credit for the original course as long as the original prescribed outcomes are met.

Note: For high school courses, District office personnel and High School Certification, Department of Education, must be notified when there is a change in course designation as a result of a revision in the student's program plan.

Registering a Modified Prescribed Course for Credit

For senior high school students to be awarded credit for a modified prescribed course, the following must apply:

- The modified prescribed course is reviewed by the principal.
- The modified prescribed course is approved by the District's Assistant Director of Programs.
- The principal registers the student in the modified prescribed course with High School Certification, Department of Education by December 15.

High School Certification applies the digit 6 as the third digit of the course designation for courses which have been modified downward, and the digit 8 to courses where outcomes have been added or extended in depth of treatment.

Receiving high school credit for one or more modified prescribed course does not prohibit a student from achieving Graduation with General Status. However, post-secondary institutions in this province determine the applicability of specific modified prescribed courses to specific post-secondary programs. Although a student may achieve Graduation with General Status with one or more modified prescribed courses, this may not satisfy entrance requirements to some post-secondary programs/institutions.

Note: Before modifying a course, the program planning team must give serious consideration to the student's post secondary goals.

Chapter Six: Alternate Programs and Courses

Alternate Programs and Courses

The program planning team determines whether an individualized alternate program or course is required. Alternate programs and courses must be guided by the student's exceptionality(s), assessment results, and strengths and needs. Alternate programs and/or courses are only developed when the outcomes required are outside the scope of the student's current grade level curriculum.

Note: The teaching or re-teaching of prescribed curriculum outcomes is not considered an alternate program or course.

When an alternate program or course is warranted, the program planning team will designate teachers to develop the course and determine setting(s) on an outcome by outcome basis. When it has been determined that optimal learning for selected outcomes cannot occur in the classroom, a plan for review of the student's placement outside of the regular classroom will be developed. The instructional resource teacher will monitor the placement in consultation with the subject/classroom teacher. Parents/guardians will be notified of any changes to student placement.

When all or part of the instruction occurs in the classroom, responsibilities will be assigned to both the classroom/subject teacher and the instructional resource teacher. Specifically, the instructional resource teacher takes the lead in the development and evaluation of the alternate program or course and the classroom/subject teacher collaborates regarding delivery.

It is essential that students not be overloaded with alternate programs and thus be denied access to the prescribed curriculum. The long-term implications of removing students from provincially prescribed curriculum must be considered. Pull-out instruction for alternate programs should not occur during subjects which are cumulative or foundational in nature, or those that may negatively impact graduation requirements, and post-secondary options. The program planning team should problem solve with teachers of subjects impacted on how to minimize negative consequences for the student (i.e., the expectation that a student will "catch-up" on material missed). The segments of instruction from which a student is removed may be spread across several subject areas which are not cumulative or foundational in nature. By contrast, the delivery of an alternate curricular course occurs during the class's scheduled time for that particular subject area.

An alternate course completely replaces a prescribed subject area or high school level course. The alternate course time requirement equates with the time requirement specified for the course/subject which it is replacing. An alternate course can be one of two types:

1. Curricular (curriculum significantly different from the student's current grade level): This would include students with a cognitive disorder who are unsuccessful on the modified prescribed curriculum, as well as students who are gifted and talented who require above grade level curricular outcomes.

2. Non-curricular (outcomes that support student skill development): These are reserved for students who require mostly alternate courses (i.e., students with cognitive disorders who do not meet the criteria for alternate curriculum). These students may pursue life skills-based courses, but these courses are not eligible for high school credit (e.g., social skills, safety, and nutrition). This is the only instance in which non-curricular is considered a course. In all other instances, it is considered a program.

An alternate course at the high school level must be 55 hours or 110 hours. Curricular alternate courses receiving high school credit must be curriculum based and contain at least high school level content. Therefore, credit for curricular alternate courses may only be applicable to students identified as gifted and talented. Alternate courses consisting of outcomes below the high school level curriculum are not eligible for credit.

An alternate program is shorter in frequency and/or duration than a 55 hour course. The intensity and amount of time will vary depending on the nature of the programming. It involves flexibility with regard to scheduling, grouping, and setting.

An alternate program can be one of two types:

1. Prerequisite: foundational skill outcomes required for current grade level curriculum
2. Non-curricular: outcomes that support skill-based programming

Depending on the topic, student strengths and needs, and available resources, the timeframe for an alternate program will vary. For example, one program may be offered for 15 minutes per day over a three month period. Another may be offered for 30 minutes per day for 1 or 2 weeks. Timeframes will be determined by the program planning team.

Alternate programs must contain outcomes that are achievable within the timeframe allotted. Programs are to 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 area of need.

Note: Alternate programs are not eligible for high school credit.

Developing an Alternate Program or Course

An alternate program or course must include the following components:

- type of program or course
- rationale - developed by the program planning team and based on the student's strengths and needs, previous interventions and assessment results

- general learning outcomes - broad statements which identify the key components of the program or course
- specific learning outcomes - what the student is expected to know and be able to do as he or she works toward the general learning outcome
- learning environment in which each outcome will be delivered
- personnel responsible for the delivery of each outcome
- instructional strategies
- learning resources
- assessment and evaluation strategies
- progress notes
- timeline (including frequency and duration for alternate programs)

If it has been determined that selected outcomes of an alternate program or course are to be delivered in a setting outside of the student's classroom, the program/course description must also include:

- a plan to address material missed (** for alternate programs only)
- a plan for the review of the student's placement outside of the classroom

These components are contained in a completed Record of Alternate Program or Record of Alternate Course. This becomes part of the student's IEP and is placed in the cumulative file. A copy would be maintained by the teacher(s) as a working document. Teacher(s) must regularly update progress notes.

Registering an Alternate Course for Credit

Students at the high school level may only receive credit for an alternate course under the **Any Subject Area** category of High School Graduation Requirements when all of the intended learning outcomes of the alternate course are at a level and quantity commensurate with high school (or higher). To register a curricular alternate course for credit with High School Certification, the school principal must first assign a course number (code) to the alternate course. The course number is chosen based on the following criteria:

- grade level (Level 1, 2, or 3)
- number of credits (1 or 2 credits)
- 70 – indicates alternate
- subject area (Language Arts–73, Science–74, Social Studies–75, Mathematics–79)

For example, a Level 2, 2 credit curricular alternate course in Language Arts would be 70 2273.

The Alternate Course Registration form is completed and signatures of approval obtained. The alternate course description and the alternate course registration forms must be approved by the program specialist for the curricular area and the Assistant Director of Programs (or his/her designate) before the application is submitted to High School

Certification, Department of Education. **All course descriptions** must be mailed by the District to the High School Certification Office.

Note: No more than four alternate course/local course credits may be applied to the thirty-six credit requirement for Graduation Status.

Chapter Seven: Alternate (Functional) Curriculum

Alternate (Functional) Curriculum

When it has been determined that a student's strengths and needs cannot be met through prescribed, modified prescribed, alternate programs or courses with or without accommodations, a functional curriculum may be required. Students who require a functional curriculum are identified as having moderate, severe or profound impairments in cognition and severe deficits in adaptive functioning as evaluated through the comprehensive assessment process. Severe deficits in adaptive functioning would be indicated by significant limitations in at least two of the following skill areas: communication, self care, home living, social/interpersonal skills, use of community resources, self direction, functional academic skills, work, leisure, health and safety. Reassessment is required every five years to ensure that an alternate curriculum is still a valid choice and that the student's individualized programming is addressing his or her strengths and needs.

A functional curriculum consists of programming in the following four domains: career development, personal development, independent living and functional academics. A student who accesses a functional curriculum will not receive high school credits.

Since there are thematic similarities between the functional curriculum and prescribed curriculum, students who are accessing a functional curriculum may have a number of the outcomes of their program delivered within inclusive classroom settings. For example, at the senior high level, many of the same outcomes outlined in the Career Development 2201 course are also in the career development domain of the functional curriculum.

Developing an Alternate (Functional) Curriculum

An alternate curriculum must include the following components within each domain:

- strands, topics, and outcomes
- learning environment in which each outcome will be delivered
- personnel responsible for delivery of each outcome
- instructional strategies
- learning resources
- assessment and evaluation strategies
- progress notes

Learning outcomes describe what the student is expected to know and be able to do. With consideration of the student's strengths and needs, outcomes must:

- be current and relevant to the student
- contribute to the long term growth and development of the student
- contribute to meeting the student's strengths and needs in appropriate environments
- be age appropriate
- be attainable within one year

The student's alternate curriculum will be recorded on the **Record of Alternate (Functional) Curriculum** which becomes part of the IEP and is placed in the student's cumulative file. A copy is maintained by the teacher(s) as a working document. Progress notes will be maintained by the teacher(s) and consolidated at the end of each reporting period.

Additional information is detailed in *Programming for Individual Needs: Functional Curriculum Guide*.

Chapter Eight: Roles of Teachers in Inclusive Schools

In an inclusive school, instructional resource and classroom/subject teachers work in partnership to support students' diverse learning needs. This partnership can take many different forms depending on students' unique learning needs, available resources, classroom profiles and teachers' curriculum expertise/familiarity. These partnerships include collaboration, co-teaching and pull-out instruction.

1. Collaboration

Collaboration is the process of merging the knowledge, experience and skills of all partners to meet common goals. Although collaboration occurs among all educational partners, this section focuses on collaboration between instructional resource teachers and classroom/subject teachers. This can happen both formally, such as a scheduled meeting, and informally, such as a work room conversation. Such collaboration may involve:

- problem solving around program planning, choice of instructional strategies, interpretation of assessment data to inform instruction
- participation on service delivery teams, program planning teams
- preparation and/or follow up regarding parent-teacher conferences
- sharing resources
- common planning such as grade level or department meetings

2. Co-Teaching

Although co-teaching can occur between two classroom/subject teachers or other education professionals, co-teaching in this document refers to a classroom/subject teacher and an instructional resource teacher:

- working collaboratively in the same physical space
- collaborating on the delivery, assessment and evaluation of outcomes
- devoting time for planning, reflection and /or problem solving
- instructing a heterogeneous class

Classroom/subject teachers and instructional resource teachers have complementary skill sets. The classroom/subject teacher has expertise in curriculum while the instructional resource teacher brings expertise in addressing the strengths and needs of students with exceptionalities. The collective effort of these two professionals ensures that the outcomes of alternate programs, courses or curriculum are addressed concurrently with the outcomes and activities of the prescribed curriculum. (See **Appendix A** for co-teaching models and teacher roles.)

Co-teaching is appropriate when a student has an exceptionality **and** the program

planning team has determined that specific IEP outcomes would be best delivered in the classroom. The instructional resource teacher and classroom/subject teacher work together to ensure IEP outcomes are addressed.

Note: In primary language arts where outcomes are presented as part of a continuum: emergent, early, and transitional. While there are expectations as to where most children will be in terms of achievement at a specific grade level, it is recognized that not all children will meet these expectations at a specific point in time, and that some children may exceed them. Classroom teachers and instructional resource teachers may conjointly deliver this range of curriculum outcomes in primary language arts regardless of whether a student in the class has an exceptionality.

3. Pull-out Instruction

Pull-out instruction refers to implementation of individualized programming for alternate programs, courses, and curriculum which occurs outside of the classroom. Instruction should be offered in the least restrictive, most inclusive environment respecting the dignity of the student. Where it has been **determined by the program planning team** that outcome(s) designed for an individual cannot be optimally met in the classroom setting, pull-out instruction may be required.

For a student to receive instruction in an alternate learning setting (pull-out instruction) the following criteria must be met:

- The program planning team has determined that optimal learning for specified IEP outcomes cannot occur in the classroom. This decision will be based on a review of the following:
 - individual student strengths and needs
 - dignity of the student
 - effectiveness of changes made to the environment (e.g., grouping, lighting, seating arrangement, differentiation in content, process, and product)
 - success achieved in the classroom as a result of implemented accommodations
 - personnel available in the classroom setting
- The purpose, timelines, intended outcomes and evaluation plan for the intervention is stated.
- Alternate programs or courses contain a plan for ongoing review of the student's placement outside of the general classroom.

Chapter Nine: Guidelines for Decision Making

Optimal Deployment of Resources

Under an inclusive lens, prioritization of service should be guided by student strengths and needs rather than by type of support students require. Teams must make decisions regarding the priorities exhibited in their schools. For example, short term instruction around an accommodation may be just as important as an alternate program or course. Given that school profiles vary, staff deployment will look different in different schools. Decisions on staff deployment will be made by the administration in consultation with the service delivery team.

When determining the best use of a school's available resources, consideration must be given to:

- the school's profile
- individual programming to address each student's strengths and needs
- the most optimal environment for instruction including:
 - IEP outcomes
 - dignity of student
 - subject area
 - group size
 - classroom resources
 - opportunities for co-teaching
 - social climate
- teacher curricular expertise and skills

After weighing these factors, school schedules are developed to best address the strengths and needs evident in the school. This is not done in isolation but as part of the larger school timetable. These schedules must be flexible in order to accommodate changes in the school profile.

Range of Options for Instructional Settings

Instruction is offered in the **least restrictive, most inclusive environment respecting the dignity of the student**. Three requirements must be met in determining this:

- The environment must meet the student's individual learning outcomes and instructional needs.
- The environment must include the student's peers to as great a degree as possible while meeting the first requirement.
- The environment must not negatively affect the student's self-esteem or social needs.

It is the balance struck to address the strengths and needs of the individual that creates the inclusive environment.

When planning for the classroom delivery of individualized outcomes, classroom/subject teachers and instructional resource teachers investigate which prescribed curriculum outcomes are common or similarly themed to the student's individualized outcomes. In addition, teachers will examine how activities planned for instruction can support student's individualized outcomes.

Appendix A – Models of Co-Teaching

Appendix A – Models of Co-Teaching

Teachers employ various co-teaching models depending on student need, available resources, classroom profiles and curriculum expertise/ familiarity. Movement between models is expected to be fluid; different models may be employed within one class period or throughout instruction on a given topic. For example, a class may start with 10 minutes of alternative teaching and then employ another model better suited to the remainder of the lesson. The topic addressed on the following day may suggest the use of yet another model.

Before beginning any co-teaching endeavour, the teaching pair must reach consensus regarding components of co-teaching such as:

- interpersonal communication
- physical arrangement of the classroom
- teacher familiarity with curriculum
- prescribed curriculum outcomes
- modified prescribed curriculum outcomes
- outcomes from alternate programs, courses and curriculum
- accommodations
- instructional planning
- instructional presentation
- classroom management
- assessment and evaluation

Note: Instructional resource teachers will not be solely responsible for teaching provincially prescribed curriculum.

Teachers may work together in the general classroom using the six models of co-teaching as outlined in Friend and Cook's *Co-Teaching: Principles, Practices, and Pragmatics* as presented at the New Mexico Public Education Department Quarterly Special Education Meeting, Albuquerque, NM, April 29, 2004.

Teachers must bear in mind that when instructional resource teachers are working in the classroom, the selection of a co-teaching model must allow for the delivery of IEP outcomes concurrently with prescribed curriculum outcomes.

One Teach, One Observe

In this model, one person observes while the other teaches. Teachers decide in advance what types of information are to be gathered during the observation and agree on a system for gathering the data. Afterward, the teachers jointly analyze the information. That is, observation should be a deliberate part of the lesson, not just incidental checks of student activity.

One Teach, One Drift

In this model, one person instructs while the other circulates throughout the room providing assistance to students as needed. If both are familiar with the curriculum content, either teacher may lead instruction.

Parallel Teaching

In this model, the class is divided into two heterogeneous groups of approximately the same size. Both teachers plan the lesson(s) jointly and teach the same topic simultaneously. This approach gives each teacher an active – but separate – instructional role in the classroom. Students can be strategically placed in the two groups.

Station Teaching (Centres)

In this model, teachers divide students and content. Each teacher then teaches the content to one group and subsequently repeats the instruction for the other group. A third station may be set up for independent work. Rotation through stations can occur during one or several class periods.

Alternative Teaching

In this model, one teacher works with the larger group while the other works with a smaller group of students. In alternative teaching, the larger group completes the lesson while the smaller group either completes an alternative lesson or the same lesson at a different level. This arrangement might take an entire class period or it might be used for just a few minutes at the beginning or end of a lesson. For this approach to be successful, the purpose for the small group and its membership should vary. If both are knowledgeable of the curriculum content, either teacher may lead either group.

Team Teaching

In this model, both teachers are delivering the same instruction at the same time. This is often called “tag team” teaching. This implies that each speaks freely during large-group instruction and moves among all the students in the class. Instruction becomes a conversation, not turn-taking. This co-teaching approach is affected more than any other by individuals’ teaching styles. This is the most interpersonally complex co-teaching approach. When a wide range of abilities exists within a class, this model may be less effective than others. Therefore it would rarely be used in addressing IEP outcomes.

Appendix B: The Roles of Instructional Resource and Classroom/Subject Teachers in Inclusive Schools

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The table that follows outlines the roles of teachers in inclusive schools. The level of collaboration and co-teaching in inclusive schools will be impacted by a number of variables such as: students' diverse learning needs, teachers' training and background, physical space, and available resources.

Administrators will evaluate the needs within the school and determine how best to deploy personnel. Instructional resource teachers are to support students with exceptionalities. In instances where the instructional resource teacher is working in a classroom with students with exceptionalities, he or she may also support the learning of other students as opportunities arise.

Although some roles are common to classroom/subject teachers and instructional resource teachers, it is important to acknowledge that both teachers bring areas of expertise from their respective fields which complement each other and enrich the teaching/learning environment.

Instructional Resource Teacher	Classroom/Subject Teacher
Provide information to the classroom/subject teacher regarding exceptionalities and the program planning process.	Provide information to the instructional resource teacher regarding curricula.
Conference with classroom/subject teacher regarding student-specific accommodations, strategies, modifications and alternate programming outcomes.	Conference with instructional resource teacher on curriculum outcomes and instructional and assessment strategies pertinent to individual students.
Make joint decisions regarding appropriate instructional environments for outcomes of alternate programs, courses or curriculum.	
As a member of the program planning team, collaborate in the development and implementation of the Behaviour Management Plan (BMP).	
Collaborate to identify co-teaching opportunities for the provision of classroom support. Teachers may want to consider things such as: IEP outcomes and accommodations, teachers' familiarity with the curriculum, curriculum goals and modifications, and physical arrangement of the classroom.	
Provide large group, small group and individual instruction to students as required.	

Instructional Resource Teacher	Classroom/Subject Teacher
Assist with identification of outcomes requiring modification.	Take the lead in the identification of outcomes requiring modification and the delivery of modified prescribed courses.
Take the lead in the development of alternate programs, courses and curriculum and collaborate with classroom/subject teacher in the delivery of the outcomes.	Collaborate with the instructional resource teacher regarding classroom delivery of selected outcomes of alternate programs, courses and curriculum.
Direct and monitor the student assistant working in the inclusive classroom.	
Take the lead in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum in collaboration with the subject/classroom teacher.	Collaborate with the instructional resource teacher in the assessment and evaluation of the outcomes of alternate programs, courses and curriculum.
May support classroom/subject teacher in the assessment and evaluation of students on prescribed curriculum. The extent to which this will occur may vary depending on the combinations of pull-out instruction, collaboration, or models of co-teaching employed. For example, if two teachers decide to parallel teach a topic in language arts, both may be responsible for assessment and evaluation of the class for that topic.	Take the lead role in assessment and evaluation of students on prescribed curriculum (including modified prescribed). This role may be shared with the instructional resource teacher if highly integrated models of co-teaching are employed for specific topics or units of work. Examples of highly integrated models might include extended use of parallel, team and station teaching.
<p>Coordinate the implementation of assessment/evaluation procedures such as:</p> <ul style="list-style-type: none"> • scheduling of tests • test accommodations • progress monitoring • running records 	
Any teacher working with a student requiring accommodation(s) is responsible for its implementation.	

Instructional Resource Teacher	Classroom/Subject Teacher
As members of the program planning team, collaborate to identify outcomes for instruction required around an accommodation and the personnel responsible for delivery of the instruction.	
Supply original documents related to accommodations and alternate program/course/curriculum to the contact teacher.	Supply the original documents related to accommodations and/or modified prescribed courses to the contact teacher.
Take the lead in the monitoring and documenting of alternate programs, courses, and curriculum.	Take the lead in the monitoring and documenting of modified prescribed courses.
Keep copies of the records of accommodations, modified prescribed, and alternate program/course/curriculum documents for regular revision and updates. These are working documents.	<p>Keep copies of the records of accommodations, and modified prescribed course documents for regular revision and updates. These are working documents.</p> <p>If there are alternate program, course, or curriculum outcomes being delivered in the classroom, the classroom teacher should also have copies of those documents.</p>
Participate in joint parent-teacher meetings as agreed upon with the classroom/subject teacher. This could be through physical presence or by providing written comments.	Involve the instructional resource teacher in parent-teacher meetings as determined through conferencing with the instructional resource teacher.
Hold parent-teacher meetings with parents of students on alternate programs/courses/curriculum. (This could be covered through joint meetings as noted above.)	<p>Hold parent-teacher meetings for all students in class. (This could be covered through joint meetings as noted above.)</p> <p>For students whose program primarily occurs in a pull-out instructional setting, teachers will collaborate to decide on the information to be shared and the format of parent-teacher meetings.</p>