Supporting Inclusion

Modification and Individualized Programming in Manitoba Schools

Manitoba

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Manitoba Education and Early Childhood Learning

Supporting inclusion : modification and individualized programming in Manitoba schools

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INTRODUCTION

School boards are required to provide appropriate educational programming to all students within their schools. Policy and practice must comply with the *Canadian Charter of Rights and Freedoms* and *The Human Rights Code of Manitoba*, which specify that there must be reasonable accommodation of students' special needs unless they demonstrably give rise to undue hardship due to cost, risk to safety, impact on others, or other factors.

The Public Schools Amendment Act (Appropriate Educational Programming), S.M. 2004, c.9, proclaimed on October 28, 2005, reflects Manitoba's commitment to providing all students with access to appropriate educational programming.

General obligation 2(2) of *The Public Schools Act: Appropriate Educational Programming Regulation* (Regulation 155/2005), available online at http://web2.gov.mb.ca/laws/regs/current/_pdf-regs.php?reg=155/2005, states, "A school board must ensure that, as far as reasonably practicable, appropriate educational programming is available to a pupil in a regular class of his or her peers."

While the provincial curriculum is appropriate educational programming for most students, there are some students whose intellectual deficits/intellectual developmental disorder prevent them from accessing some or all of the provincial curriculum. Within the context of Manitoba Education and Early Childhood Learning's philosophy of inclusion, two instructional supports, modification and individualized programming, provide students with intellectual deficits/intellectual developmental disorder access to the benefits of education. This supports meaningful involvement in the school community and promotes enhanced student well-being.

Manitoba Education and Early Childhood Learning developed *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools* as a resource to facilitate appropriate educational programming for students at all grade levels who require modification of subjects/courses* or individualized programming. These instructional supports are not intended to direct the placement of students into specialized educational settings.

Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools is a combination and revision of two 1995 Manitoba Education and Training documents, *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4*, and *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years*. Manitoba Education and Early Childhood Learning would like to thank all those who contributed to the development of both the original documents and the current revision.

* *Subject* is used to refer to specific classes (math, science, etc.) in Kindergarten to Grade 8, while *course* is used to refer to courses in Grades 9 to 12.

DOCUMENTATION

Modification and individualized programming are instructional supports that involve changing or removing provincial expected learning outcomes. Any change from the provincial curriculum must be documented in a student-specific plan.

The term *student-specific plan* in this document reflects terminology currently used in the field to represent the global term *individual education plan* (IEP), as referenced in section 5 of *The Public Schools Act: Appropriate Educational Programming Regulation* (Regulation 155/2005).

Student-specific plan (SSP) is a global term referring to a written document developed and implemented by a team, outlining a plan to address the unique learning needs of a student. An SSP is a document that functions as a planning, record-keeping, and communication tool. Students with a wide range of very different strengths and needs can be served through SS planning. Each resulting plan is unique to the student for whom it is designed. The format, length, and content of the SSP will reflect the needs of the student.

School divisions use a variety of terms specific to the purpose of the plan to identify the written document for the student-specific planning process (e.g., curriculum modification plan [CMP], adapted learning plan [ALP], personalized transportation plan [PTP]).

Student-specific planning for students with modified subjects/courses must be documented in a student-specific plan. School divisions may choose to use the CMP sample template that has been developed for this purpose (Appendix A).

Student-specific planning for students with individualized programming will be documented in a student-specific plan called an individual education plan (IEP). Examples of an IEP can be found in the *Student-Specific Planning: A Handbook for Developing and Implementing Individual Education Plans (IEPs)* document, available online at www.edu.gov.mb.ca/k12/specedu/programming/iep.html.

DEFINITIONS

The following chart outlines the differences between *modification* and *individualized programming*:

Modification	Individualized Programming
■ involves changing the **number, essence, or content** of the student's grade-level provincial expected learning outcomes (ELOs)*	■ involves developing highly individualized and functionally appropriate learning experiences outside of provincial curriculum
■ is outlined in a curriculum modification plan (CMP) identifying the retained and changed grade-level ELOs	■ is outlined in an individual education plan (IEP) where the learning experiences are written as student-specific outcomes (SSOs)
■ is applied to an individual subject/ course	■ is applied globally

* The expected learning outcomes of a particular subject/course as prescribed or approved by the Minister of Education and Early Childhood Learning are outlined in the curriculum document(s) or curriculum framework(s) for a specific subject/course and grade level, available online at www.edu.gov.mb.ca/k12/cur/.

ELIGIBILITY

Eligibility for modification and individualized programming is determined by the student's intellectual ability to access the provincial curriculum, as outlined in the charts below.

Modification is intended for students who meet *all* of the following conditions:	**Individualized programming is intended for students who meet *all* of the following conditions:**
■ students who meet Criterion A of an intellectual developmental disorder* as determined by an individual standardized intelligence assessment administered by a qualified mental health practitioner (e.g., psychologist) ■ students whose intellectual deficits prevent them from attaining enough of the ELOs to be successful in a subject/course even with the documented use of instructional supports, such as differentiated instruction and adaptations** ■ students who would benefit from provincial curriculum that has been modified to meet their learning needs	■ students who meet Criterion A, Criterion B at the severe or profound level, and Criterion C of a diagnosis of intellectual developmental disorder as determined by an individual standardized intelligence assessment administered by a qualified mental health practitioner (e.g., psychologist) **or** students who have been diagnosed as having a global developmental delay or an unspecified intellectual disability by a qualified mental health practitioner (e.g., physician) Note: Both of these diagnoses require reassessment after a period of time. ■ students whose intellectual developmental disorder prevents them from benefiting from participation in provincial curriculum

* An intellectual developmental disorder is diagnosed using three criterion as outlined in the *Diagnostic and Statistical Manual of Mental Disorders, Fifth Edition, Text Revision (DSM-5-TR)*. Criterion A involves deficits in intellectual functions (e.g., reasoning, abstract thinking). Criterion B involves deficits in adaptive functioning in at least one of three domains (i.e., conceptual, social, or practical). Criterion C requires that onset occur during the developmental period.

** For additional information on differentiated instruction see *Success for All Learners: A Handbook on Differentiating Instruction: A Resource for Kindergarten to Senior 4 Schools*.

Modification is not intended for	Individualized programming is not intended for
■ students who do not meet Criterion A of an intellectual developmental disorder diagnosis but have special needs in other areas such as ▪ physical disabilities ▪ emotional or behavioural disorders ▪ mental health concerns or illnesses ▪ specific learning disorders ▪ communication or language disorders ▪ being blind or visually impaired ▪ being d/Deaf or hard of hearing ■ students who meet Criterion A of a diagnosis of intellectual developmental disorder but who can meet or approximate enough of the ELOs of a subject/course to gain at least a limited understanding and application of the concepts and skills using instructional supports such as differentiated instruction and adaptations ■ students who meet Criterion A, Criterion B at the severe or profound level, and Criterion C of an intellectual developmental disorder diagnosis and require individualized programming	■ students who do not meet Criterion A, Criterion B at the severe or profound level, and Criterion C of an intellectual developmental disorder diagnosis but have special needs in other areas such as ▪ physical disabilities ▪ emotional or behavioural disorders ▪ mental health concerns or illnesses ▪ specific learning disorders ▪ communication or language disorders ▪ being blind or visually impaired ▪ being d/Deaf or hard of hearing ■ students with an intellectual developmental disorder who may be able to meet or approximate the ELOs of a subject/course using instructional supports such as differentiated instruction, adaptations, and modification

Student-Specific Planning

Determining suitability is a collaborative team process where input from all team members informs decision making about appropriate educational programming. Implementation follows the student-specific planning process.

Modification	Individualized Programming
■ When a student has met the eligibility criteria for modification, the student support team* (Figure 1) must decide if modifying a subject/course is appropriate educational programming: ▪ The student support team will review the ELOs of the subject/course being considered for modification (Appendix D) to determine whether an ELO – can be retained (achievable** by student) – needs to be changed (not achievable as written but important for future plans) – should be deleted (not achievable as written and not important for future plans)	■ When a student has met the eligibility criteria for individualized programming, the student support team must decide if individualized programming is appropriate educational programming: ▪ If the student's intellectual developmental disorder is so severe or profound that the student does not benefit from participating in provincial curriculum, then individualized programming would be appropriate educational programming.
■ If the student support team decides the student can gain an understanding of enough of the ELOs to attain at least a 1 on the ordinal grade scale or a passing mark on the percentage grade scale, the subject/course is not modified. For more information, see *Manitoba Provincial Report Card Policy and Guidelines: Partners for Learning, Grades 1 to 12* at www.edu.gov.mb.ca/k12/assess/docs/report_card/full_doc.pdf.	■ Subsequent planning involves identifying highly individualized functionally appropriate learning experiences related to building independence. ■ The learning experiences are written as SSOs in the IEP.

* School divisions shall provide parents with the opportunity to participate in decisions that affect students' education (PSA 58.6, MR 155/05).

** *Achievable* refers to a student's ability to demonstrate at least a limited understanding and application of the concepts and skills associated with the learning outcome with significant ongoing teacher support. See "Assessment and Grading: Achievement Grade Profiles" at www.edu.gov.mb.ca/k12/assess/report_cards/grading/profiles.html.

Modification	Individualized Programming
■ If the student support team decides the student cannot gain an understanding of **enough of the ELOs** to attain at least a 1 on the ordinal grade scale or a passing mark on the percentage grade scale, the subject/course is modified and the retained and changed ELOs identified during the decision-making process are written in the CMP. ■ A student's eligibility for modification of curriculum does not guarantee/ ensure suitability. ■ The decision-making process occurs each time modification of a subject/ course is considered (i.e., every subject/course, every year) and should happen before the school year or course begins.*	
■ The student support team develops, revises, implements, documents, monitors, and evaluates the CMP as needed and at least annually.	■ The student support team develops, revises, implements, documents, monitors, and evaluates the IEP as needed and at least annually.

* Exceptions occur when the student support team acquires new information part way through a school year that indicates modification of a subject/course is or is not appropriate.

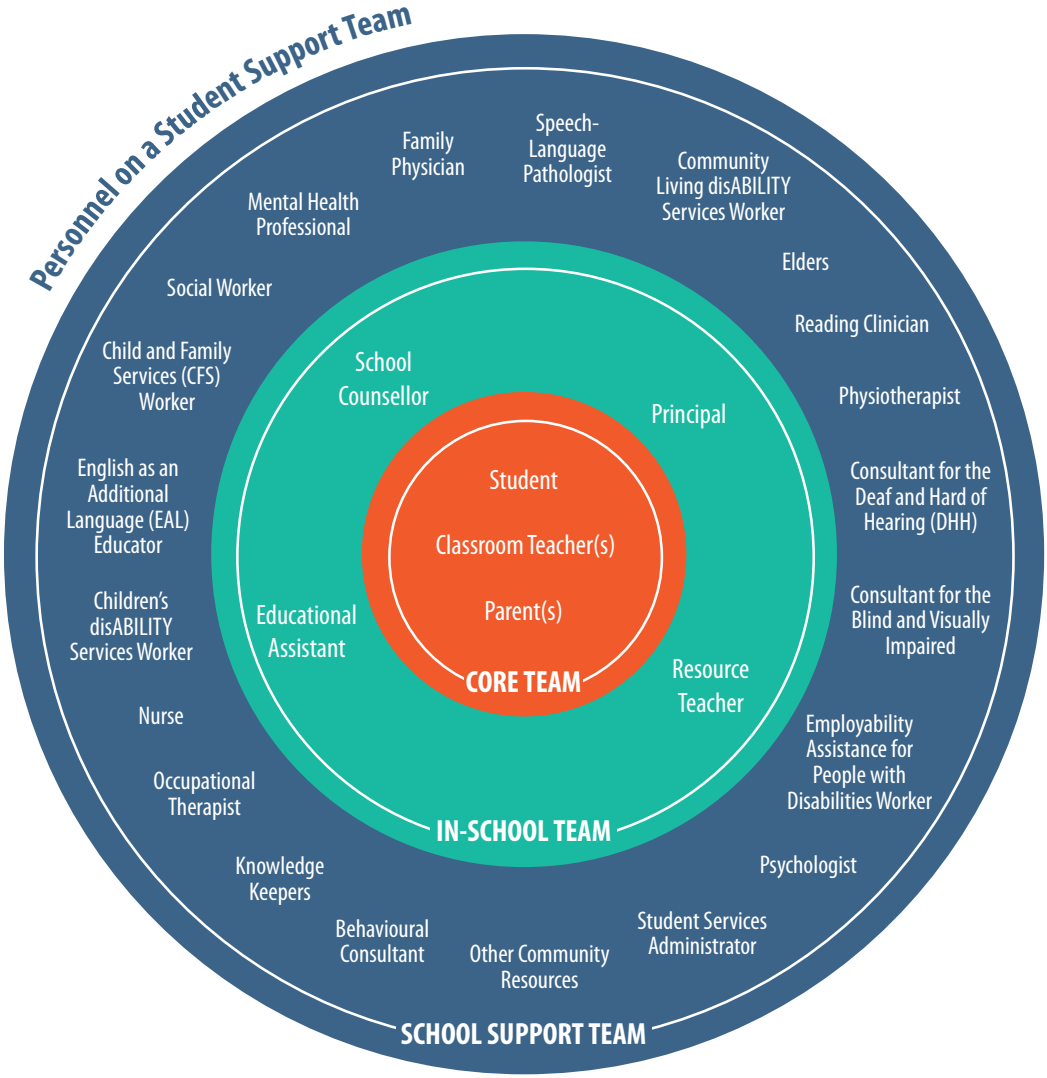
IMPLEMENTATION

Modification of a subject/course and individualized programming are instructional supports used to allow students with intellectual deficits/intellectual developmental disorder access to appropriate educational programming. Appropriate educational programming starts in the classroom with the student, the student's parent(s),* and the student's teacher(s). School principals are accountable for the delivery and implementation of educational programming and services for students with special learning needs (Manitoba, MR 155/2005, MR 468/88).

Modification	Individualized Programming
■ The student support team develops a CMP. ■ The principal designates a case manager. ■ Meeting dates are planned. ■ A process is established to monitor student progress. ■ The CMP is distributed to team members. ■ The classroom teacher creates a daily plan that links the CMP to daily instruction. ■ The daily plan begins with the existing classroom timetable and daily activities, and includes a list of specific supports, strategies, and materials needed by the student. ■ The resource teacher (or other team members) may be asked to provide resources and/or materials that supplement the classroom instruction. ■ Students should experience all ELOs but only be assessed on those that are written in their CMP.	■ The student support team develops an IEP. ■ The principal designates a case manager. ■ Meeting dates are planned. ■ A process is established to monitor student progress. ■ The IEP is distributed to team members. ■ The classroom teacher creates a daily plan that links the IEP to daily instruction. ■ The daily plan begins with the existing classroom timetable and daily activities, and includes a list of specific supports, strategies, and materials needed by the student. ■ The resource teacher (or other team members) may be asked to provide resources and/or materials that supplement the classroom instruction. ■ Students will be part of the classroom learning environment to the extent appropriate in meeting their individual learning needs.

* The term *parents* refers to both parents and legal guardians and is used with the recognition that in some cases only one parent may be involved in a child's education or that the significant adult in the life of a student may not be their parent.

Figure 1	Student Support Team



Assessment and Reporting

Assessment is used to identify student progress. Reporting is used to formally communicate student progress to parent(s).

Modification	Individualized Programming
Assessment	**Assessment**
■ Student progress is assessed based on achievement of the ELOs identified in the CMP. ■ A student should not fail when the subject/course has been modified as it has been designed to meet the student's individual learning needs. ■ If the ELOs initially selected are unattainable, the plan can be revised. ■ If the student is having difficulty attaining the ELOs within a targeted time frame because of attendance or lack of work completion, other methods should be used such as extending the course over a longer period. ■ In high school, students are permitted to continue the course in the following term or school year.	■ Student progress is monitored based on achievement of the SSOs; grades are not assigned to SSOs. ■ Students will progress through their individual program at a rate that meets their needs, potentially until the age of 21.
■ In Kindergarten to Grade 8, students with modified subjects are included in provincial assessments (see the "Provincial Assessment Program" web page at www.edu.gov.mb.ca/k12/assess/assess_program.html).	■ In Kindergarten to Grade 8, students receiving individualized programming are included in provincial assessments.
■ In Grades 9 to 12, students working on M-designated courses do not participate in provincial tests (see the "Provincial Assessment Program" web page at www.edu.gov.mb.ca/k12/assess/assess_program.html).	■ In Grades 9 to 12, students receiving individualized programming do not participate in provincial tests.

Modification	Individualized Programming
Reporting	**Reporting**
■ The provincial report card is used to report student progress. Information regarding the report card is available online at www.edu.gov.mb.ca/k12/assess/docs/report_card/index.html. ■ If continuing the course into the next term or school year, no final grade is reported on the provincial report card.	■ The front page of the report card should be completed to the extent possible and accompany the IEP-R (IEP Report). An IEP reporting template is available online at www.edu.gov.mb.ca/k12/specedu/programming/iep_report.html.
■ In Kindergarten to Grade 8, modification of subjects is identified by checking the IEP box on the report card.	■ In Kindergarten to Grade 8, students are not receiving grades in subjects (they are not working on provincial ELOs); therefore, the IEP box is not used.
■ In Grades 9 to 12, modification of courses is designated as "M" using the three-character course designation described in the *Subject Table Handbook*. *For example, a modified Grade 9 Math course would be reported as 10M where the* 1 *indicates the Grade 9 level, the* 0 *is curriculum developed by Manitoba Education and Early Childhood Learning for 1 credit, and the* M *indicates modified.*	■ In Grades 9 to 12, individualized programming is designated as "I" using the three-character course designation described in the *Subject Table Handbook*. *For example, a second year of individualized programming would be 21I where the* 2 *indicates it is the second year, the* 1 *indicates locally developed programming, and the* I *indicates individualized programming.*
■ Student progress will be recorded and reviewed at the school's regular reporting periods.	■ Student progress will be recorded and reviewed at the school's regular reporting periods.

High School Completion

All students work toward high school completion.

Modification	Individualized Programming
■ Students with some or all M-designated courses are eligible to graduate with a Manitoba high school diploma if they have accumulated a minimum of 30 credits from a combination of compulsory and optional courses. ■ Students may include school-initiated courses (SICs) or student-initiated projects (SIPs) to meet graduation requirements.	■ Students with individualized programming are eligible to achieve the Certificate of Completion if they have completed at least four years in the Individualized Senior Years Program or have reached the maximum eligibility of age 21 during the current calendar year.

- Student support team members need to check the entry requirements for post-secondary education and discuss with the student and the parents the potential impact of current decisions on future educational opportunities. Decisions to modify or individualize prior to high school and the credit system may also have an impact on future educational opportunities.

For further information, see *Graduation Requirements* at www.edu.gov.mb.ca/k12/policy/grad_require.html.

Transition Planning

Transition planning should begin when the student enters high school.

The student, the student's support network, and others work together to provide the student with a coordinated transition from school to life in the community. For further information about transition planning from school to community, see *Bridging to Adulthood: A Protocol for Transitioning Students with Exceptional Needs from School to Community*, which is available at www.edu.gov.mb.ca/k12/docs/policy/transition/.

Modification	Individualized Programming
■ Person-centred planning strives to provide services and supports that meet the specific needs of the individual. ■ Student participation is key and their interests, strengths, and circumstances are the foremost factors to consider. ■ A person-centred planning process will involve key people working together to develop a transition plan that meets the student's needs, using available resources or advocating for new or enhanced services.	■ Person-centred planning strives to provide services and supports that meet the specific needs of the individual. ■ Student participation is key and their interests, strengths, and circumstances are the foremost factors to consider. ■ A person-centred planning process will involve key people working together to develop a transition plan that meets the student's needs, using available resources or advocating for new or enhanced services.

Frequently Asked Questions

Introduction

What are the changes between the two 1995 Manitoba Education and Training documents, *Towards Inclusion: A Handbook for Modified Course Designation, Senior 1–4*, and *Towards Inclusion: A Handbook for Individualized Programming Designation, Senior Years*, and this current document, *Supporting Inclusion: Modification and Individualized Programming in Manitoba Schools*?

This is an update of the two 1995 documents, and while the intent of the instructional supports outlined in the original documents has not changed, this revision provides clarification in a number of areas:

- Both modification and individualized programming occur across all grades. The 1995 documents focused on the course and program designations for Senior Years students. Students do not "develop" an intellectual deficit/intellectual developmental disorder in Grade 9. In this document, the terms *subject* (for Kindergarten to Grade 8) and *course* (for Grades 9 to 12) are used. This clarification facilitates consistent documentation on the use of these instructional supports across all grade levels.
- In the previous modification document, there was some confusion about how much of the curriculum could be changed or deleted before the subject/course was considered to have been modified. It is now clearly stated that if one or more of the ELOs has been changed or deleted, the subject/course has been modified.
- The term *significant cognitive disability* is no longer being used to describe the intellectual deficit criteria for eligibility for modification. Significant cognitive disability is not a diagnosis and has no clear criteria or definition. The intellectual deficit eligibility for modification is linked to Criterion A of an intellectual developmental disorder diagnosis as outlined in the *DSM-5-TR*.
- A clear decision-making process regarding modification is outlined. When a student meets eligibility for modification of a subject/course, it does not mean that the subject/course must be modified. The team is required to examine the ELOs of the subject/course and decide if the student can/cannot meet or approximate enough of the ELOs to be successful. The team must consider both eligibly and suitability when making a decision about modifying a subject/course for a student.

Documentation

What is the difference between a student-specific plan and a curriculum modification plan?

Student-specific plan (SSP) is a global term referring to a written document developed and implemented by a student support team, outlining a plan to address the unique learning needs of a student. The term can refer to various types of plans, including CMPs.

A curriculum modification plan is a type of a student-specific plan used to document the student-specific planning process for students with modified subjects/courses.

What is the difference between a student-specific plan and an individual education plan?

Student-specific plan (SSP) is a global term referring to a written document developed and implemented by a student support team, outlining a plan to address the unique learning needs of a student. The term can refer to various types of plans, including IEPs.

An individual education plan (IEP) is a type of a student-specific plan used to document the student-specific planning process for students with learning needs in domains that generally fall outside the provincial curriculum.

What is the difference between individualized programming and an individual education plan (IEP)?

Individualized programming is intended for students whose severe to profound intellectual developmental disorder prevents them from benefitting from participation in the provincial curriculum and for whom appropriate educational programming involves highly individualized and functionally appropriate learning experiences in domains outside the provincial curriculum.

An IEP is a written document developed and implemented by a student support team outlining a plan to address the unique learning needs of students in domains that generally fall outside provincial curriculum. A student with individualized programming would have all of their student-specific outcomes (SSOs) outlined in an IEP, while other students may have some SSOs outlined in an IEP.

Definitions

How many expected learning outcomes can be changed or deleted before a subject/course is considered to have been modified?

If only one expected learning outcome is changed or deleted, then the subject/course has been modified.

Can a student be modified?

No. A student's subject/course can be modified, but a student cannot be modified.

Is there a modified program?

No. A student's subjects/courses are modified on a subject/course by subject/course basis. Modification is not applied globally.

Can we develop a standard modified subject/course to be used for more than one student?

No. There cannot be a pre-developed modified subject/course as modification requires that the school support team consider the ELOs in a subject/course in relation to a student's abilities, interests, and future goals.

How many adaptations can be made before it becomes modification?

An adaptation is a change made in the teaching process, materials, assignments, or pupil products to help a pupil achieve ELOs. Adaptations are available for all students. Adaptations do not change the ELOs; modification does change the ELOs. There is no limit to the number of adaptations a student may require (i.e., adaptation + adaptation + adaptation ≠ modification).

How many modified subjects/courses can one student have?

A student can have one or all modified subjects/courses (i.e., modification + modification + modification ≠ individualized programming).

Can a student have both modified subjects/courses and individualized programming at the same time?

No. Modification of subjects/courses is appropriate for students with intellectual deficits who will benefit from department-developed or -approved curriculum that has been modified to meet their learning needs. Individualized programming is appropriate for students whose diagnosed intellectual developmental disorder is so severe or profound that they benefit from participating in highly individualized learning experiences outside the provincial curriculum.

Do students with individualized programming still have learning expectations in the academic domain?

Yes. Students with individualized programming may have SSOs in a functional academic domain. Depending on the individual needs and plans of the student, these may be functional academic goals related to building skills for independence.

Eligibility

If a student is failing to achieve expected learning outcomes and working below grade level for reasons such as emotional or behavioural issues, mental health issues, gaps in learning, limited school attendance, or refusal to complete work, can the subject/course be modified?

No. Modification of subjects/courses is only intended for students with deficits in intellectual functions and not for students who are underachieving for other reasons. When a student has the intellectual ability to meet or approximate the learning expectations of the provincial curriculum, the student support team will use instructional supports (e.g., differentiated instruction, adaptation) to help the student meet or approximate ELOs.

If a student is failing to achieve expected learning outcomes because of a learning disorder, can the subject/course be modified?

No. Modification of a subject/course is only intended for students with intellectual deficits and not for students who are underachieving because of a specific learning disorder. A specific learning disorder is diagnosed by a qualified mental health professional using the *DSM-5-TR* criteria. One of the main diagnostic criteria for a specific learning disorder is that the learning difficulties are not the result of deficits in intellectual functions. An " 'unexpected academic underachievement' is often cited as the defining characteristic . . . in that the specific learning disabilities are not part of a more general learning difficulty as manifested in intellectual developmental disorder or global developmental delay" (APA 80).

Research shows that the most effective programming intervention for all students, including students with learning disorders, involves a combination of direct instruction, scaffolded instruction, strategy instruction, rehearsal, and practice. For additional information, see *Supporting Inclusive Schools: Addressing the Needs of Students with Learning Disabilities*, available at www.edu.gov.mb.ca/k12/docs/support/learn_disabilities/index.html.

When a student enrols in school, has no educational records, and appears to have learning gaps, can we modify a subject/course or provide individualized programming?

No. Modification and individualized programming **cannot** be provided until it has been determined through an individual standardized intelligence assessment (or for individualized programming the student has been diagnosed with a global developmental delay or unspecified intellectual developmental disorder) that this is appropriate educational programming for the student.

How do we meet the learning needs of students who are not eligible for modified subjects/courses but are struggling to meet grade-level curricular expectations?

When a student does not meet eligibility criteria for modified subjects/courses but is struggling to meet grade-level curricular expectations, school teams will explore other instructional supports for addressing student diversity, including differentiated instruction and adaptations. In order to provide all students with access to appropriate educational programming, the student support team will consult and collaborate to support student-specific planning and educational programming. A student-specific plan is used to document adaptations.

Teachers will use the curriculum documents that outline the expected learning outcomes mandated by Manitoba Education and Early Childhood Learning. Using curriculum documents helps teachers to clarify grade-level learning expectations when planning for all students. Teachers will assess students' progress toward the achievement of expected learning outcomes, and this data will play a constant role in informing instruction.

Additionally, at the high school level, it may be helpful to consider the diversity of courses and alternative ways of earning credits. Visit www.edu.gov.mb.ca/k12/policy/gradreq/alt_credits.html for further information.

Student-Specific Planning and Implementation

Who is responsible for the implementation of a modified subject/course or individualized programming?

Modification of a subject/course and individualized programming are instructional supports used in Manitoba to allow students with intellectual deficits/intellectual developmental disorder access to appropriate educational programming. Appropriate educational programming starts in the classroom with the student, the student's parent(s), and the student's teacher(s).

Both modification and individualized programming require that the student support team develop a student-specific plan. The student support team works to identify a student's unique learning needs and to determine, implement, and evaluate appropriate educational interventions. The principal designates a case manager.

A case manager is responsible for ensuring that the student-specific plan (e.g., CMP, IEP) is written, copies are distributed to all team members, and meetings are planned, and that a process is established to monitor student progress.

The classroom teacher, with support from other team members, creates a daily plan that links the student-specific plan to ongoing daily instruction. The daily plan begins with the existing classroom timetable and daily activities, and includes a list of specific supports, strategies, and materials needed by the student. The resource teacher (or other team members) may be asked to provide resources and/or materials that supplement the classroom instruction. The classroom teacher is responsible for implementation, evaluation, and reporting student progress on the provincial report card.

School principals are accountable for the delivery and implementation of educational programming and services for students with special learning needs (Manitoba, MR 155/2005, MR 468/88).

How do we meet the learning needs of students with modified subjects/courses or individualized programming in the classroom?

Universal design is an important principle that educators adhere to in meeting the needs of all the learners in their classrooms. Students will be part of the classroom learning environment to the extent appropriate in meeting their individual learning needs. Neither modification nor individualized programming sets limitations on teacher-student contact time nor on the percentage of time a student spends in the classroom. (MB Ed & AL, *Handbook for Resource Teachers*, Part 1)

Why should students with modified subjects/courses experience all grade-level curricular expectations and not just those that have been retained or changed in their curriculum modification plan?

This exemplifies the philosophy of inclusion. When a student with a modified subject/course experiences all ELOs, they are consistently given the opportunity to engage in learning with peers in their classroom community.

Additionally, students are presented with a wider range of information. This offers the broadest educational opportunity in the least restrictive educational environment.

Finally, when students with a modified subject/course are given the opportunity to experience all grade-level curricular expectations, the classroom teacher and the student support team have the opportunity to observe the student's ability to understand the concepts and skills in that subject/course. Students may be able to achieve more than expected. If it is determined that a student can demonstrate at least a limited understanding of the concepts and skills in that subject/course to attain at least a one on the ordinal scale or a passing mark on the percentage scale, the student can be assessed on all the ELOs and the subject/course would not be modified.

Can a course designation be changed from an M-designated course to a regular course designation if it appears the student can complete the work?

Yes. Decisions regarding modification are made on a course-by-course basis. The decision should always be made based on the student's ability to achieve at least a limited understanding and application of enough of the concepts and skills to be successful in the course. Sometimes, after a student has begun working on an M-designated course, it becomes apparent that the student can gain a basic understanding of the ELOs. If it is believed that the student will be able to meet enough of the ELOs to be successful in the course, then it would be appropriate to change to a regular course designation.

If a student wants to remove an M-designation from an already completed course, they would need to check with their school division to find out what their options are (e.g., Challenge for Credit Option and Substitution of Credit). For additional information, see "Alternative Ways of Earning Credits" at www.edu.gov.mb.ca/k12/policy/gradreq/alt_credits.html#challenge.

Can a student support team decide to change the instructional support if it is determined that the support being used is inappropriate?

If for some reason it is determined that the instructional support identified for a student is no longer appropriate, the student support team should provide educational programming that offers the broadest educational opportunity in the least restrictive environment and reflects what is in the best interest of the student.

Assessment and Reporting

How do we assess a student in a modified subject/course?

A student in a modified subject/course will be assessed on the retained and changed ELOs contained in their CMP.

Can a student fail if they are working on a modified subject/course?

A student should not fail when the subject/course has been modified to meet their individual learning needs. If the ELOs initially selected are deemed unattainable, the plan can be revised. If the student is having difficulty meeting or approximating the learning expectations within a targeted time frame because of attendance or lack of work completion, other methods should be used, such as extending the course over a longer period.

Do students with M-designated courses or individualized programming write provincial tests in high school?

No. A student who is enrolled in an M-designated course in high school does not participate in provincial testing for that course (but they would participate in provincial tests for other regular credit courses).

A student who receives individualized programming does not participate in provincial testing in high school.

High School Completion

Can a student with an individualized programming designation participate in the graduation ceremony and return to school for further programming until the age of 21?

Yes. A student can participate in the graduation ceremony with their peer group and return to school until June of the calendar year in which they turn 21 years old. At the ceremony, a school diploma may be provided but not the Certificate of Completion. The Certificate of Completion should be awarded to the student when they have completed their Individualized Senior Years Program.

Should a student with M-designated courses be on the honour roll when his or her marks are high?

Refer to your school or school division guidelines.

What are the guidelines for awarding a Certificate of Completion for a student with an individualized programming designation?

Guidelines for awarding the certificate are available at www.edu.gov.mb.ca/k12/policy/grad_require.html.

Transition Planning

What are the limitations to post-secondary educational opportunities when a student has one or more modified courses?

A modified course designation appears on a high school transcript and does not typically meet the entry requirements of post-secondary programs of study. Student support team members need to check the entry requirements for post-secondary education and discuss with the student and the parent(s) the potential impact of current decisions on future educational opportunities.

Appendix A: Curriculum Modification Plan

Curriculum Modification Plan—CMP (Sample Template)

Student Name: _____ Date of Birth: _____

MET Number: _____ School: _____

Case Manager: _____ Date of Plan: _____

Student Support Team

List members of the student support team, and fill in the role, signature, and date of signature for each.

Name	Role	Signature	Date of Signature
	Student		
	Parent(s)		
	Principal		
	Classroom Teacher		
	Resource Teacher		
	Psychologist		
	Other		
	Other		

Assessment Data

List relevant educational and psychological assessments.

Information Source	Assessment Tool	Date	Summary of Results

Student's Strengths and Needs

Areas of Strength	Areas of Need

Eligibility—Must meet all three criteria listed below

❑ Student meets Criterion A of the diagnosis of intellectual developmental disorder as outlined in the *DSM-5-TR*.	Name of Psychologist:
❑ Student's intellectual deficits prevent them from attaining enough of the ELOs to be successful.	Document the instructional supports provided (what/when/by whom) to help the student meet the ELOs of the subject/course being considered for modification.
❑ Student would benefit from provincial curriculum that has been modified to meet learning needs.	How does this fit with the student's interests, strengths, and future plans?

Suitability—The student support team will review the ELOs of the subject course being considered for modification to determine whether an ELO:

- Can be retained (achievable by the student)
- Needs to be changed (not achievable as written but important for future plans)
- Should be deleted (not achievable as written and not important for future plans)

Subject/Course:		Grade:
Names of Student Support Team Members Attending Meeting:		
Date of Meeting:		
Decision		
	Modify	The student cannot gain an understanding of enough of the ELOs to attain at least a 1 on the ordinal grade scale or a passing mark on the percentage grade scale.
	Do Not Modify	The student can gain an understanding of enough of the ELOs to attain at least a 1 on the ordinal grade scale or a passing mark on the percentage scale.

More than one subject/course may be modified to meet the student's needs. Copy this page as necessary.

Modified Subject/Course Grade-Level Expected Learning Outcomes

Name of Subject/Course	
Current Level of Performance	
Instructional Strategies and Materials	

Retained and Changed Grade-Level Expected Learning Outcomes*

*The retained and changed grade-level ELOs can be transferred from the electronic curriculum modification planning tool.

Modified Subject/Course Grade-Level Expected Learning Outcomes

Name of Subject/Course	
Current Level of Performance	
Instructional Strategies and Materials	

Retained and Changed Grade-Level Expected Learning Outcomes*

*The retained and changed grade-level ELOs can be transferred from the electronic curriculum modification planning tool.

Modified Subject/Course Grade-Level Expected Learning Outcomes

Name of Subject/Course	
Current Level of Performance	
Instructional Strategies and Materials	

Retained and Changed Grade-Level Expected Learning Outcomes*

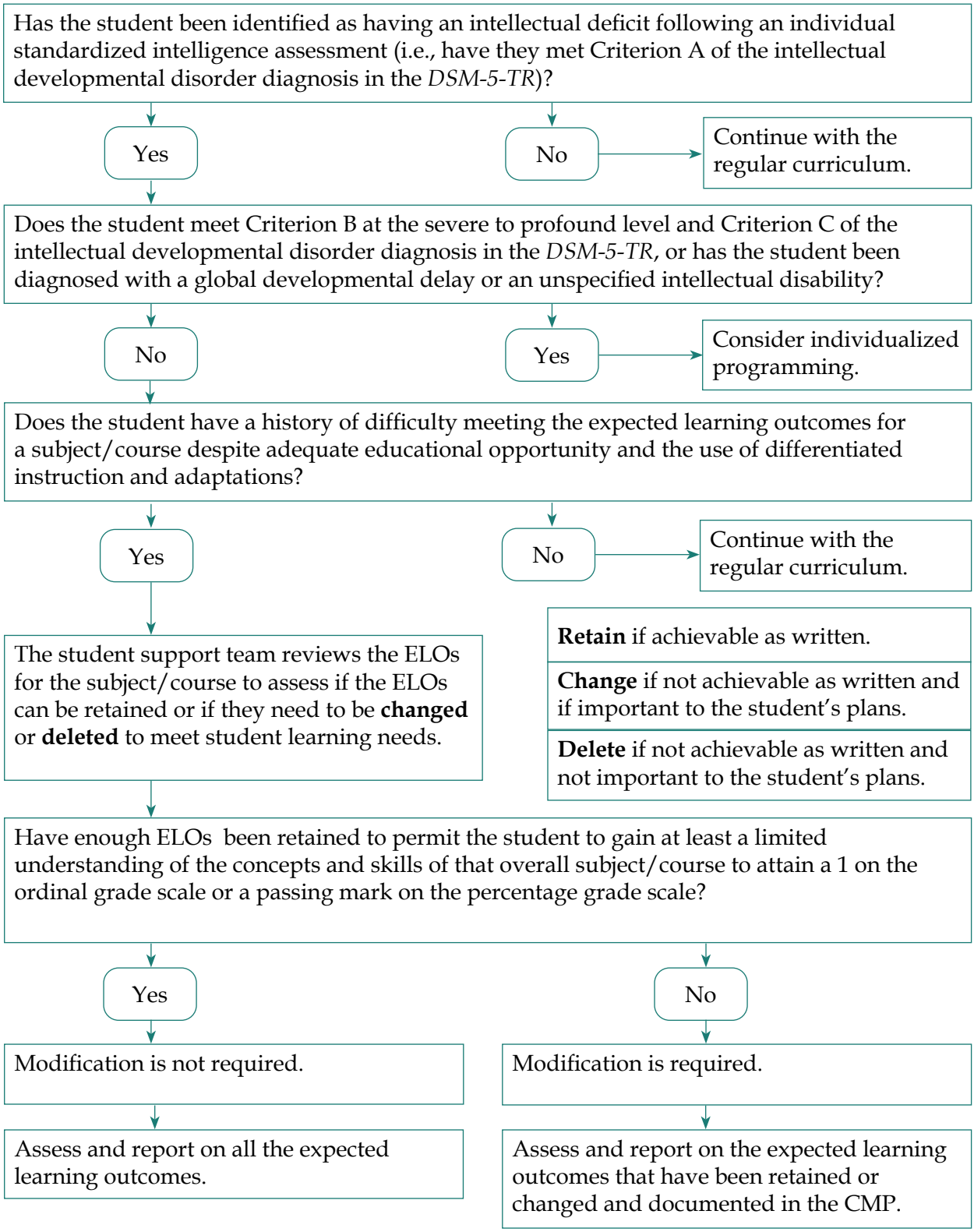
*The retained and changed grade-level ELOs can be transferred from the electronic curriculum modification planning tool.

Review Meetings

Meeting Dates	Team Members at Meeting	Meeting Notes	Next Steps

Daily Plan			
Student Name:		**Date Developed:**	
Subject/Course:		**Grade:**	
Time/Location	**Expected Learning Outcomes**	**Instructional Strategies and Resources**	**Assessment and Reporting**
	Which curricular learning outcomes is the student working to achieve? To what level?	Which strategies and resources are required to support the student?	Document observations. Which assessment tools and strategies will be used? Which environments? Did the student demonstrate the skill? ■ Independently? ■ Assisted? ■ On what date?

Appendix B: Decision-Making Flow Chart



Appendix C: Checklists

Checklist—Modification	
	Does the student have a documented history of difficulty meeting the ELOs for the subject/course despite adequate educational opportunity and consistent use of differentiated instruction and adaptations?
	Have the student and their parent(s) been a part of the discussions concerning the academic difficulties experienced by the student and have they provided consent for a specialized assessment?
	According to an individual standardized intelligence test, does the student meet Criterion A of the intellectual developmental disorder diagnosis in the *DSM-5-TR*?
	Has the student support team completed a review of and made decisions regarding the ELOs (i.e., retain, change, delete) for the subject/course being considered for modification (see Appendix D)?
	Has the student support team reached the decision that the student cannot gain at least a limited understanding of the concepts and skills in that subject/course to attain at least a 1 on the ordinal grading scale or a passing mark on the percentage grade scale?
	Has the student support team completed a CMP for that subject/course identifying the retained and changed ELOs?
	Is there a daily plan used to guide implementation of the CMP for the student?
	Has the IEP box on the provincial report card been checked for the subject that has been modified for a student in Kindergarten to Grade 8? Has the course that has been modified for a student in Grades 9 to 12 been assigned the M designation?

Checklist—Individualized Programming	
	Does the student have a documented history of difficulty participating in the provincial curriculum despite adequate educational opportunity and use of differentiated instruction, adaptations, and modification?
	Have the parent(s) and the student (where appropriate) been a part of the discussions concerning the academic difficulties experienced by the student, and have they provided consent for a specialized assessment?
	According to an individual standardized intelligence test, does the student meet Criterion A, Criterion B at the severe to profound level, and Criterion C of the intellectual developmental disorder diagnosis in the *DSM-5-TR*? Or has the student been diagnosed with a global developmental delay or unspecified intellectual disability by a qualified mental health practitioner?
	Has the student support team developed SSOs in domains outside the provincial curriculum related to building independence within age-appropriate school and community environments?
	Have these SSOs been outlined in an individual education plan?
	Is there a daily plan used to guide implementation of the IEP for the student?
	Has the IEP-R been completed and attached to the front page of the provincial report card?

Appendix D: Review Expected Learning Outcomes: Retain, Change, Delete

1. Review Manitoba Education and Early Childhood Learning department-developed curriculum for the subject/course for which modification is being considered.
2. In this review, consider the student's ability to meet or approximate each of the ELOs, keeping in mind the relevance of these ELOs to the student's plans.

   > Given what is known about the student's intellectual abilities, can the student meet or approximate the curricular learning expectation and demonstrate at least a limited understanding and application of the concepts and skills?

   - If an expected learning outcome is achievable as written, it can be **retained**.
   - If an expected learning outcome is not achievable as written and is important to the student's plans, it can be **changed** to make it more achievable.
   - If an expected learning outcome is not achievable as written and is not important to the student's plans, it can be **deleted**.
3. Once all of the ELOs have been reviewed for the subject/course, the student support team must make a decision on whether or not **enough of the ELOs** could be kept in order to permit the student to gain at least a limited understanding of the concepts and skills of that overall subject/course that would allow them to attain at least a 1 on the ordinal grade scale or a passing mark on the percentage grade scale (MB Ed & T, *Provincial Report Card Policy*).

   If the student is expected to be able to gain a limited understanding and application of the concepts and skills in that subject/course without the removal or changing of grade-level ELOs, then it is likely that the subject/course will not need to be modified.

   If the student is not expected to be able to gain a limited understanding and application of the concepts and skills in that subject/course without the removal or changing of grade-level ELOs, then it is likely that the subject/course will need to be modified.

GLOSSARY

adaptation
A change made in the teaching process, materials, assignments, or student products to help a student in achieving the expected learning outcomes (Manitoba, MR 155/05).

adaptive functioning
Refers to a person's ability to meet "community standards of personal independence and social responsibility, in comparison to others of similar age and sociocultural background. Adaptive functioning involves adaptive reasoning in three domains: conceptual, social and practical" (APA 37).

appropriate educational programming
A collaborative school-family-community process focused on creating learning environments and providing responsive resources and services that address the lifelong learning, social, and emotional needs of all students.

case manager
A member of the school-based student support team designated by the principal to coordinate the team's collaborative work to meet individual student needs through the student-specific planning process and student-specific plan (SSP) development and monitoring.

core team
A team that consists of the student, the student's parent(s)/guardian(s), and the student's teacher(s).

current level of performance
A student's current abilities and skills, with attention to strengths and areas of need in a particular subject/course/domain.

curriculum
An intentional design for learning developed within a discipline. It is based on the processes, practices, skills, and/or knowledge, and ways of thinking that meet the developmental needs and societal expectations for students related to that discipline. The provincial curriculum describes expectations for learning at different points (grades, grade bands, stages, etc.). Public and funded independent schools in Manitoba are expected to follow the provincial curriculum.

curriculum modification plan
A student-specific plan for students with modified subjects/courses.

daily plan
A plan that outlines how a student's student-specific plan (SSP) will be implemented daily, the student's daily timetable, and the learning expectations, outcomes, or goals.

differentiated instruction
A method of instruction or assessment that alters the presentation of the curriculum for the purpose of responding to the learning diversity, interests, and strengths of students.

expected learning outcomes (ELOs)
The learning outcomes consistent with the curriculum.

global developmental delay
"This diagnosis is reserved for individuals under the age of 5 years when the clinical severity level cannot be reliably assessed during early childhood. This category is diagnosed when an individual fails to meet expected developmental milestones in several areas of intellectual functioning, and applies to individuals who are unable to undergo systematic assessments of intellectual functioning, including children who are too young to participate in standardized testing. This category requires reassessment after a period of time" (APA 46).

inclusion
A way of thinking and acting that allows every individual to feel accepted, valued, and safe. An inclusive community constantly evolves to meet the changing needs of its members.

individual education plan (IEP)
A type of student-specific plan that documents student-specific outcomes (SSOs) that are in domains outside of the provincial curriculum.

IEP box
The IEP box on the provincial report would be selected when a subject has been modified for a student in Kindergarten to Grade 8. The student is working on provincial ELOs that have been modified to meet their learning needs.

The IEP box on the provincial report card would not be selected for a student in Kindergarten to Grade 8 who has individualized programming because the student is not working on provincial ELOs and is not receiving grades in subjects.

IEP-R (IEP Report)
A template for reporting on SSOs in domains that are outside Manitoba Education and Early Childhood Learning provincial curriculum and are detailed in an IEP (e.g., communication, cognitive/academic, social skills and relationships).

individualized programming
Programming intended for students whose diagnosed intellectual disability/ intellectual developmental disorder is so severe or profound that they do not benefit from participating in curricula developed or approved by Manitoba Education and Early Childhood Learning. Appropriate educational programming would involve identifying highly individualized functional learning experiences related to building independence in domains outside of the provincial curriculum and documenting these in an individual education plan.

in-school team
The core team and other school staff as required who have the knowledge and skills to identify student needs and to develop and implement a plan to meet those needs.

instructional supports

Inclusive schools provide accessible learning environments through instructional supports that address the diversity of student learning needs including differentiated instruction, adaptations, modification, and individualized programming. This is not a continuum of supports; rather, each instructional support is intended to address specific needs in consideration of expected learning outcomes and/or student-specific outcomes.

modification

Changes made by the school support team to the number, essence, or content of grade-level provincial ELOs in a subject/course to meet the learning needs of a student who through a specialized assessment has been identified as having an intellectual deficit. The changes to the grade-level ELOs are documented in a student-specific plan (e.g., a curriculum modification plan).

parent(s)

Refers to both parents and legal guardians and is used with the recognition that in some cases only one parent may be involved in a child's education or that the significant adult in the life of a student may not be their parent. The term may also apply to a student who has reached the age of majority.

psychologist, school (clinician)

A specialist in psychology and education. School psychologists are qualified mental health professionals in the areas of psycho-educational assessment, childhood development, behavioural management, individual/group counselling, and consultation. They are trained in the provision of support services within the school setting and certified under *The Education Administration Act* (C.C.S.M. c. E10): *Teaching Certificates and Qualifications Regulation* (Regulation 115/2015).

specialized assessment

Individualized assessment conducted by qualified practitioners across a variety of domains and specific learning contexts to provide additional information on the special learning needs of students. This can include assessment of learning, social/emotional, behavioural, sensory, physical, cognitive/intellectual, adaptive, communication, academic, or special health-care needs relevant to students' learning and performance.

specific learning disorder

A specific learning disorder is a neurodevelopmental disorder that affects "the brain's ability to perceive or process verbal or nonverbal information effectively and accurately" (APA 78). " 'Unexpected academic underachievement' is often cited as the defining characteristic of specific learning disorder in that the specific learning disabilities are not part of a more general learning difficulty as manifested in intellectual developmental disorder or global developmental delay" (APA 79–80).

student-specific outcome (SSO)

A concise description of what a student will know and be able to do by the end of the school year; SSOs are outcomes other than the learning expectations of the provincial curriculum.

student-specific plan (SSP)

A global term referring to a written document developed and implemented by a student support team, outlining a plan to address the unique learning needs of a student. An SSP is not a legal document; it functions as a planning, record-keeping, and communication tool. The format, length, and content of the SSP will reflect the needs of the student. School divisions use a variety of terms to identify the written document for the SSP process.

student support team

Consists of the in-school team and additional personnel, such as clinicians and consultants, who consult and collaborate with the in-school team to support student-specific planning and educational programming.

transition

Moving a student from one environment to another at key points in their development from childhood to adulthood (e.g., entry into nursery school or Kindergarten, transition from the Early Years to Middle Years, or transition from school to post-school life).

universal design

The process of creating systems, environments, materials, and devices that are directly and repeatedly usable by people with the widest range of abilities operating within the largest variety of situations.

unspecified intellectual developmental disorder

"This category is reserved for individuals over the age of 5 years when assessment of the degree of intellectual disability (intellectual developmental disorder) by means of locally available procedures is rendered difficult or impossible because of associated sensory or physical impairments, as in blindness or prelingual deafness; locomotor disability; or presence of severe problem behaviours or co-occurring mental disorder. This category should only be used in exceptional circumstances and requires reassessment after a period of time" (APA 46).

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