

SD22 Inclusive Education Guidelines for Supporting Students with Unique Programming Needs



	Adjusted School Schedule (Part-time Program)	Removal from Core Subject (Elementary)	Replacement Curriculum
Information	<ul style="list-style-type: none">Non-disciplinary approachOnly where a program cannot be provided without significant risk of self-harm or harm to othersConsideration for some students with significant mental or physical health issuesNOT applicable for gradual transition plansNOT applicable for adjusted start-stop times (e.g., soft start to the day)NOT applicable for situations where students are engaged with outside agency services (e.g., NONA days)Removal from core subject not applicable (goal is to return to class/school full-time)	<ul style="list-style-type: none">Students must have a ministry designationConsideration for students who require intensive intervention or support to meet IEP goals or that are unable to attend classNot typically removed from literacy or numeracy courses or courses that are high interestCore course is REPLACED with a Learning support block and an XSIEP course codeInterventions and instruction are connected to a student’s IEPRemoval from core subject in effect for school year (may return to class following year)Not used for students who are on a temporary part-time program	<ul style="list-style-type: none">Students must have a ministry designation who have complex needs or moderate to profound intellectual disabilitiesFor a FEW students who require individualized curricular goals and specific assessment supports (Tier 3)Subject/course specific (not entire program)Replacement goals are student-specific (individualized outcomes)Can often attend/participate in classes with their peersMay sometimes be removed from a core course (if appropriate)May sometimes be on a temporary adjusted school schedule (if appropriate)Replacement curricula is often focused on functional life skills and activities of daily living and has long-term implications for programming (e.g., school leaving certificate program)
Approval Process	<ul style="list-style-type: none">District support (Inclusion Specialist &/or School Psychologist) & Director Approval	<ul style="list-style-type: none">District support & approval (School Psychologist)	<ul style="list-style-type: none">District support & approval (School Psychologist)
Assessment & Reporting	<ul style="list-style-type: none">IE reporting until the student returns to class/full-timeEMG may be appropriate final grade (based on grade level proficiencies)If student is not full time by end of April please consult with the inclusion specialist and school psychologist regarding any next steps	<ul style="list-style-type: none">Core course is removed from MyEd and an XSIEP course is assignedGuidelines for XSIEP on SharePointTeacher who provides direct support/intervention during the learning support block is responsible for assessment and providing a proficiency level (based on IEP goals)Reporting for other classes remains the same (grade level proficiencies)	<ul style="list-style-type: none">Replacement Curriculum Courses are retitled with ‘X’ codeAssessment & reporting is based on Individualized learning goals as outlined in their IEPTeachers collaborate with Case Managers
Examples	<ul style="list-style-type: none">Student who is currently demonstrating unsafe behaviour (biting, kicking, running off school property) and we need to temporarily adjust their program to teach replacement skills and work on regulation	<ul style="list-style-type: none">Student (Cat G) who is unable to join music class due to significant sensory concerns.Student (Cat Q) where French class is not currently a good fit and they receive intervention & instruction in the learning centre with a SBRT.	<ul style="list-style-type: none">Student (Cat A) who is on a completely independent program.Student (Cat C) who is working on life skills programming.