



# Hugh Boyd School Inclusion Policy

Policy Update: April 2022

*At Hugh Boyd Secondary the MYP is an inclusive programme that encompasses students in both adapted and modified programs. Hugh Boyd prides itself on being an inclusive school with a diverse student population. Hugh Boyd strives to develop lifelong learners, taking into account all students with different needs.*

## **Mission Statement:**

Hugh Boyd develops compassionate and respectful young adults who are well-balanced, principled inquirers with an understanding of their responsibilities within society and as global citizens. Students balance academic excellence with attributes that allow them to realize their potential as whole learners in a dynamic and complex world.

## **School Inclusion Philosophy:**

As a public school in the Richmond School District, Hugh Boyd is a fully inclusive school that offers an enriched learning environment for students of all abilities. All teachers and staff recognize that students come from a variety of backgrounds and have range of academic, physical, and other needs. As such, the school offers a range of programmes that provide access to success for all students. Educators provide different supports in the classroom by differentiating classroom instruction, make adaptations as needed, or modify work upon agreement from all stakeholders. Administrators, counselors, learning support specialists, classroom teachers, parents and students all collaborate to provide support for the best educational outcomes at Hugh Boyd. All stakeholders are committed to providing opportunities for students to reach their highest potential.

## **Definitions**

*Adaptations:* are teaching and assessment strategies especially designed to accommodate a student's needs so he or she can achieve the learning outcomes of the subject or course to demonstrate mastery of concepts. A student working on learning outcomes of any grade or course level may be supported through use of adaptations. Adaptations do not represent unfair advantages to students. If appropriate adaptations are not used, students could be unfairly penalized for having learning differences, creating serious negative impacts to their achievement and self-concept.

*Assessment:* is a systematic process of gathering information in order to make appropriate education decisions for a students. It is a collaborative and progressive process designed to identify the student's strengths and needs, set goals, and results in the identification and implementation of selected educational strategies.

*Inclusion:* describes the principle that all students are entitled to equitable access to learning, achievement and the pursuit of excellence in all aspects of their education. The practice of inclusion is not necessarily synonymous with integration and goes beyond placement to include meaningful participation and the promotion of interaction with others.

*Individual Education Plan (IEP):* is a documented plan developed for a students with **diverse abilities** that describes individualized goals, adaptations, modifications the services to be provided, and includes measures for tracking achievement

*Modifications:* are an instructional and assessment related decisions made to accommodate a student's educational needs that consist of individualized learning goals and outcomes, which are different than learning

outcomes of a course or subject. Modifications should be considered for those students whose special needs are such that they are unable to access the curriculum.<sup>1</sup> Documented consent is required by families and guardians.

**Diverse Ability needs:** are those characteristics which make it necessary to provide a student undertaking an education program with resources different from those which are needed by most students. Special education needs are identified during assessment of a student; they are the basis for determining an appropriate educational programme (including necessary resources) for that student.<sup>2</sup>

### **Legality and Obligations of the Hugh Boyd Inclusion Policy**

The British Columbia Ministry of Education provides a “single point of reference regarding legislation, ministry policy and guidelines to assist school boards in developing programs and services that enable students with special needs to meet the goals of education.”<sup>3</sup> The Special Education Services: A Manual of Policies, Procedures and Guidelines provides information that support the delivery of special education services in BC’s public schools. As a public school, Hugh Boyd is obligated to deliver inclusive programmes as set by the ministry and the school board.

### **District Policy on Equality & Inclusion**

The Board of Education is committed to providing an inclusive environment that is safe and supportive for all students and staff. The Board recognizes the diverse needs, abilities, experiences and personal circumstances of its students. The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community and is committed to working in partnership with parents and community members. For more details on the District philosophy, please see Appendix A.

Additionally, included in the 2020-2025 Strategic Plan is the Strategic Priority 2 – Equity and Inclusion. It is the mission of the school district to ensure that all our students, families and staff feel welcomed, are treated respectfully, and have a sense of belonging<sup>4</sup>. More details can be found in Appendix B

### **Support in the Curricular Classroom in Planning and Instruction**

Through specialist training, professional development days, training in the new curriculum, and collaborating with learning support teachers, classroom teachers design learning experiences and assessments that allow students to access the curriculum and demonstrate learning in ways best suited to individual students. For students with special needs, Individual Education Plans provide the classroom teacher with information and strategies they can use to create meaningful and effective opportunities tailored to students’ needs. A visual for the pyramid of support provided to students can be found in Appendix C.

Individual Educational Plans for students with special needs are developed through collaboration among classroom teachers, Learning Support teachers, school counselors, case managers, involved district specialists, the students, and the student’s family.

When needed, some IEP’s may draw recommendations for accommodations from psycho-educational testing reports generated by registered psychologists. Additional information may come from formal testing by qualified professions as sampled below:

#### **Testing or screening tools we have access to/ we administer:**

Level A Testing, Level B Testing, NNAT, GSRT, PPVT (Diagnostic Reading Inventory), Key Math, KTEA

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<sup>1</sup> Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016, p V-VI)  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special\\_ed\\_policy\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

<sup>2</sup> Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016, p V-VI)  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special\\_ed\\_policy\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

<sup>3</sup> Special Education Services: A Manual of Policies, Procedures and Guidelines (April 2016, p III)  
[https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special\\_ed\\_policy\\_manual.pdf](https://www2.gov.bc.ca/assets/gov/education/administration/kindergarten-to-grade-12/inclusive/special_ed_policy_manual.pdf)

<sup>4</sup> Richmond School District No.38. (n.d.). *Strategic plan 2020-2025. Equity and Inclusion* | School District No. 38 (Richmond). Retrieved April 20, 2022, from <https://sd38.bc.ca/board-education/strategic-plan/our-strategic-priorities/equity-and-inclusion>

Test results are communicated to educational assistants, parents, students and teachers, resource teachers, counselors, administrators or educational psychologists, depending on the situation. A copy of the results are put into the G-4 File (the student's permanent school file).

**Hugh Boyd has the following educational support to assist students with special educational needs:**

- Trained Educational Assistants
- Resource Teachers
- Counsellors
- District Support Specialists: Hearing Resource, Vision Resource, Speech & Language Pathologists, Inclusion Support Team, Educational Psychologists, Vancouver Coastal Health Pediatric Team, SCERTS (Social Communication, Emotional Regulation and Transactional Supports)
- Peer tutors and work experience students

**Support in the HUB (Learning Resource Room)**

The HUB model at Hugh Boyd is an inclusive programme where students in learning support blocks work with their case managers, other learning support teachers, Education assistants, or peer tutors for learning assistance.

In addition, the HUB is a productive space where students who do not have designated special needs or extra support can go to as an alternate setting, to receive extra help, or connect with a non-enrolling teacher for additional academic and social support. HUB teachers are there to support the students in learning material for classes, and aid in developing study, organizational and time-management skills so that students can begin to work independently.

Specific students transitioning from Grade 7 to Grade 8 may be recommended a support block in the HUB by elementary school grade teachers or resource teachers, in consultation with parents and students.

Students in grades 8-12 brought up to the School Based Team may be recommended for a HUB support block depending in consultation with all stakeholders and in the best interests of the student.

**Hugh Boyd students' special education needs:**

Students may require: physical space, audio-visual devices, communication devices, behavioural support, supportive technology, Educational Assistants, adapted and/or modified curriculum, safety plans, medical needs, mental health, Resource Teachers, District Specialists, outside agencies (ie. physiotherapy), parental support and interaction, support of the school community, and personal care.

**Hugh Boyd's Gifted Students:**

Gifted students may require: differentiated learning strategies to reach their highest potential, extra-curricular activities of interest, adaptations and flexibility in curriculum design, parental contact home on a regular basis, leadership opportunities in the classroom and school, Incentive Program, and working with district specialists for further support of students.

**Differentiation**

According to Carol Ann Tomlinson, in differentiated classrooms, teachers "accept and act on the premise that teachers must be ready to engage students in instruction through different learning modalities, by appealing to differing interests, and by using varied rates of instruction along with varied degrees of complexity."<sup>5</sup> This early call to action for teachers to start with student diversity of learning allows for academic success. Through teaching units in their different subject areas, teachers implement strategies that are accessible to our very diverse student population.

**Adaptation and Modification:**

Adaptations and modifications are changes which allow all students to participate in regular classrooms as independently as possible to the best of their abilities. Things to consider when modifying or adapting a student's program include: skill level and activity, equipment and materials, instructional practices and curriculum. Student and

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<sup>5</sup> Tomlinson, Carol A. *The Differentiated Classroom: Responding to the Needs of All Learners*. Published by Pearson Education, Inc., by Special Arrangement with the Association for Supervision and Curriculum Development (ASCD), 2016.

parental goals are considered. Students at Hugh Boyd with special educational needs are all provided with an individualized Educational Plan (IEP) to support their educational challenges. (see [Appendix D](#))

#### *Adapted Programs:*

An Adapted Program addresses the learning outcomes of the prescribed curriculum but provides adaptations so the student can participate in the program. These Adaptations may include alternate formats for resources, instructional strategies and assessment procedures. Students on Adapted Programs are assessed using the curriculum standards and can receive full course credit, leading to provincial graduation (Dogwood certificate). Adaptations are made collaboratively by teachers and educational assistants, with support from case managers. (see [Appendix E](#))

#### *Modified Programs:*

A Modified Program has learning outcomes that are substantially different from the prescribed curriculum. These learning outcomes are specifically selected to meet the student's special needs, and usually involve parallel alternate materials. These students do not meet provincial graduation standards. Students who continue a modified program throughout their high school career complete school with an Evergreen certificate. Modification is done collaboratively among classroom teachers, education assistants, and case managers (See [Appendix F](#)).

#### **Monitoring of students with Special Educational Needs:**

- School Based Team - Names are brought to the table and resource teachers, counselors, teachers, EAs and administrators allocate a case manager to oversee students' needs and IEP goals
- Students are monitored through IEP meetings and report cards indicating what IEP goals have been met and which need further work
- Informal feedback is provided constantly from classroom teachers and/or EAs to the case managers (Resource Teacher or counselor).
- Further support is referred to the District Support Team, and then District Based Team

#### **Pro-D Support of Inclusion:**

- Training
- Workshops
- community resources
- SET-BC
- Consultants come in to present and train, safety, first aid, technical training, non-violent crisis intervention, assessment training

#### **Management of information on students with special educational needs:**

Information is kept in Confidential IEP and Transition Notes Binders and G4 Files. Individuals who manage the information include the case manager, resource teacher(s), and counselors. Staff, parents and appropriate outside agencies have access to files.

#### **Transition from Elementary to Hugh Boyd Secondary**

Counselors and a member from the Learning Support team visit all elementary feeder schools and sit down with Learning Resource Teachers and Grade 7 classroom teachers to develop transition notes.

A form is given to students who have been identified or receive learning support. Additional questions regarding student learning styles and successes are given to students and parents. (See [Appendix G](#))

Transition notes are shared with students' classroom teachers confidentially.

Individual Educational plans are shared with students' classroom teachers confidentially through a confidential binder. Individual teachers are notified of the existence of IEP's for students in their classes.

Students may receive extra support through the Resource Programme, be given a Learning Support block for extra assistance, assigned a case manager, or monitored by the counselors.

## **Transition and Placement in Learning Support**

Decisions for Learning Support is based on discussions with Grade 7 stakeholders, parents, student, and discussion with the School Based team. It is always done with the best interest of the student in mind. If given a support block, a case manager will be assigned to monitor student progress and liaise with classroom teachers for support.

### *Senior students:*

Case Managers have transition meetings for senior students on modified programs who leave Boyd that includes all pertinent information. They also do transition planning with the family, as needed.

## **Evaluation and Reporting:**

Students who are on modified programmes require Modified marks based on their IEP goals, as mandated by the BC Ministry of Education. See **Appendix H** for Modified Course Evaluations.

Adapted Students have specific adaptations as allowed on their IEPs. Final levels and assessments will include those adaptations and differentiated practices.

## **Inclusion Policy Alignment**

...to our mission statement:

Part of our mission statement is to develop “compassionate and respectful young adults...” Through inclusive participation of all members of the school community in the classroom, students develop the skills to be empathetic and respectful to all the diverse learners within the school. They respect differences and understand that individuals learn in different ways and have different strengths to show. In addition, they develop attributes “to realize their potential as whole learners in a dynamic and complex world.” By providing support and access to learning tailored to student strengths, all students will be able to realize their potential and provided with the skills to contribute to the world outside of school

...to our language policy

Our Inclusion policy aligns with our language policy in that all students are expected to enroll in language acquisition classes to become communicative in a second language, unless their individual learning needs are not being met, as agreed upon by all stakeholders. **All students are thus practicing and learning communication skills.** In addition, access to resources for all levels of language learners are also available to students with special needs, and the diversity of backgrounds appeal to both populations.

...to our assessment policy

Our Inclusion policy aligns with Hugh Boyd’s assessment policy in that all students are provided different ways to demonstrate their learning. Support for learning goals are also provided by Educational Assistants, Learning Support Teachers, differentiated instruction, and adapted curricular outcomes. Most of the student population will be obtaining the MYP achievement levels, while some students who are modified will also be participating in classroom activities and with their peers. Modified student reports will also refer to the objectives of the subject area.

...to our academic honesty policy

Our Inclusion policy aligns with our academic honesty policy in that students of all levels are taught strategies that prevent academic misconduct, and students can demonstrate knowledge in different ways. Students with special needs will be supported by Learning Support Teachers, Education Assistants, and classroom teachers to produce work and demonstrate learning at the students’ level and abilities.

### **Policy Review Process**

The Hugh Boyd Inclusion Policy is a working document **is reviewed and updated as needed**. Stakeholders will include the subject department heads in consultation with department members, the MYP Parent Steering Committee, the School Based Team, HUB/Resource Teachers, the Resource programme, administrators, counselors, coordinators, and district specialist staff.

### **Communication of Inclusion Policy**

**The Inclusion policy will be available to all staff via Microsoft Teams as well as in the staff handbook that is distributed to all staff at the beginning of the school year. It will also be on the website, and a newsletter sent to all parents in the fall will direct their attention to the school website. References to the document will also be posted in the student agenda and school calendar.**



## Appendix A

## DISTRICT PHILOSOPHY

## Policy 102

### Diversity and Inclusion

The letter and spirit of the Canadian Charter of Rights and Freedoms shall be observed, supported, and enforced so that all members of the school community may work and learn together in an atmosphere of celebration and respect for individual differences.

#### Employment Practices

A policy of nondiscrimination, as defined under the Canadian Charter of Rights and Freedoms, shall prevail in all matters of employment, promotion and assignment of staff, and in provision of facilities and access for those with disabilities.

#### Educational Practices

The Board of Education (Richmond) is committed to providing an inclusive environment that is safe and supportive for all students and staff.

The Board recognizes the diverse needs, abilities, experiences and personal circumstances of its students. Consequently, it will provide a continuum of learning services, beginning with inclusive classroom practices and including English as a Second Language (ESL) support, that is intended to enable all students to achieve their personal potential with respect to the curriculum. It will also establish policies and practices that ensure that no student is excluded for financial reasons from curricular programs required to graduate and that support, wherever possible, the participation of students experiencing financial hardship in all curricular and extra-curricular programs and activities.

The Board also recognizes the diverse cultural, linguistic and ethnic nature of the Richmond community. Consequently, it supports inter-cultural education for staff and students, and will promote cultural celebration and respect for human rights and freedoms through its educational programs. The Board will encourage student leadership in the promotion of mutual knowledge and respect amongst members of the school community and the development of an inclusive culture in schools.

The Board is committed to working in partnership with parents and to effective communication with parents and community members. Consequently, it will encourage educational staff to actively support two-way communication with parents and will seek the assistance of individuals and groups within the community who can enhance school and district communication. When necessary, appropriate and possible, the Board will provide interpretation or translation services.

#### Supportive Documents

[Canadian Charter of Rights and Freedoms](#)

[Employment Standards Act](#)

[Human Rights Code](#)

[District Position Paper: Learning Services Framework](#)

[District Discussion Paper: Inclusion: What Constitutes Support?](#)

[District Discussion Paper: Supporting Diversity - Strategies for Inventing a New Future](#)

[District Discussion Paper: Role of the Educational Assistant](#)

[Parent Handbook: Learning Matters](#)





## Appendix B



Richmond Board of Education  
**Strategic Plan**  
**2020-2025**

## STRATEGIC PRIORITY 2 Equity and Inclusion

Equity and inclusion are foundational to learning and leading, and are critical to success, well-being, and fulfillment. It is our mission to ensure that all of our students, families, and staff feel welcomed, are treated respectfully, and have a sense of belonging. We acknowledge our responsibility to support all learners so they may successfully complete their education with a sense of dignity, purpose and options.



**GOAL 1**

District learning environments are equitable and inclusive.

**OBJECTIVES**

- I. Support all learners to develop a sense of connection, belonging and positive personal and cultural identity.
- II. Provide equitable and inclusive learning opportunities for all learners.
- III. Devote focused attention and specialized support to address the individualized needs of learners with disabilities and diverse abilities.
- IV. Actively address and support the unique needs of children and youth in care of the Ministry of Children and Family Development.
- V. Provide support for staff to increase understanding of and embed evidence-based practices related to the implementation of inclusive learning communities.
- VI. Develop and implement initiatives to support equitable access to technology.

**GOAL 2**

The district actively addresses unconscious bias and privilege, systemic discrimination and marginalization based on factors such as ability, colour, cultural identity, gender, gender identity, Indigeneity, political beliefs, race, religious beliefs, sexual orientation and socio-economic status.

**OBJECTIVES**

- I. Develop a plan to address the identified district challenges related to systemic discrimination and marginalization.
- II. Enhance awareness and understanding of unconscious bias and privilege and how they influence interactions throughout our learning community.
- III. Support students and staff to develop a deeper understanding of the history and impacts of systemic discrimination.
- IV. Ensure students and staff have access to current and relevant learning resources that reflect the diversity of, and the challenges faced by, our community and the world.





## Appendix C

**Intensive Intervention**  
The interventions are highly specific and individualized.

**Short-term Targeted Support**

- may occur in the classroom and/or through pull-out
- provide more *time*, not more work
- teach a second lesson (e.g. an extra guided reading lesson)
- explicitly teach strategies for learning, not just content
- use multi-sensory approaches
- reduce the volume of assignments
- use modelled reading
- model self-talk

**Classroom Instruction for All Students**

**Universal Design for Learning**

- cooperative learning techniques such as jigsaws and think-pair-share
- visual supports and graphic organizers
- open-ended activities which enable all students to access the curriculum

**Connecting: focusing on what is already known**

- K-W-L
- Listen Sketch Draft
- Making Predictions

**Processing: making sense of new information**

- Sort and categorize
- Venn Diagrams
- RAP

**Transforming or personalizing: student ownership/application**

- concept maps
- drawings
- role plays
- writing
- group presentations



## Appendix D

## MODIFICATION OR ADAPTATION

### How do we decide?

Definitions from **Special Education Services Manual or Policies, Procedures and Guidelines.**

An ***adapted program*** retains the learning outcomes of the prescribed curriculum, but adaptations are provided so the student can participate in the program. These adaptations can include alternate formats, (eg. Braille books, books-on tape), instructional strategies (eg. use of interpreters, visual cues and aids) and assessment procedures (eg., oral exams, additional time). Students on adapted programs are assessed using the standards for the course/program and can receive full credit for their work. School personnel should document the adaptations provided for the student.

A ***modified program*** has learning outcomes which are substantially different from the prescribed curriculum, and specifically selected to meet the student's special needs. For example, a Grade 9 student in a modified math program could be focusing on functional computational skills in the context of handling money and personal budgeting. Or, in Humanities 8, a student could be working on recognizing common signs and using the phone. In these examples, the learning outcomes are substantially different from those of the curriculum for most other students. A student's program may include some courses that are modified and others that are adapted.

Students who do not achieve their learning outcomes may receive a comment stating they did not meet expectations.

Students who require an adapted or modified program must be identified by SBT. This includes consultations with the students' counsellor and resource or Learning Resource teacher. Students receiving support in resource or L.R. programs will have an adaptation or modification plan signed by classroom teachers and their case manager by October of the school year





## Appendix E

## Instructional Strategies

<b>Literacy</b>	<input type="checkbox"/> Provide a range of reading levels (note student may be reading well below grade level) <input type="checkbox"/> Provide a range of reading materials to student interests <input type="checkbox"/> Teacher modeling of reading and literacy strategies <input type="checkbox"/> Link reading material to prior knowledge <input type="checkbox"/> Discuss summary of reading material (main ideas) <input type="checkbox"/> Use visualization strategies to assist with comprehension <input type="checkbox"/> Review prewriting strategies (brainstorm, point form) <input type="checkbox"/> Brainstorm a variety of ideas and categorize them <input type="checkbox"/> Provide opportunities for reading/writing across content areas <input type="checkbox"/> Use graphic organizers and frames <input type="checkbox"/> Provide access to technology (Co-writer, Inspirations, iPad, laptop, SmartBoard) <input type="checkbox"/> Reminders to write double-spaced to leave room for editing and thinking <input type="checkbox"/> Provide sentence starters <input type="checkbox"/> Explicitly teach reading strategies and provide practice time <input type="checkbox"/>
<b>Numeracy</b>	<input type="checkbox"/> Guide student to look for patterns in every content area <input type="checkbox"/> Provide support in learning strategies for different operations (a strategy sheet in binder) <input type="checkbox"/> Provide multiplication charts and/or calculator to support learning <input type="checkbox"/> Provide manipulatives <input type="checkbox"/> Give attention to numerical literacy and vocabulary around problem solving <input type="checkbox"/> Regularly review previous day's/week's concepts <input type="checkbox"/> Practice and repetition of basic skills/concepts <input type="checkbox"/> Flashcards
<b>Self Advocacy</b>	<input type="checkbox"/> Teach/model appropriate ways to ask for help <input type="checkbox"/> Teach when and with whom it is appropriate to ask for help <input type="checkbox"/> Support self awareness of learning modality strengths (challenges) <input type="checkbox"/> Provide opportunities for student to demonstrate knowledge in different ways to accommodate learning strengths (e.g., oral versus written) <input type="checkbox"/> Utilize learning resources available to student (e.g., extra time for assignments/tests, alternate setting, reader, scribe) <input type="checkbox"/> Provide positive reinforcement and reminders of learning success <input type="checkbox"/> Provide opportunities for student to be successful <input type="checkbox"/> Use oral strategies for metacognition (I remember when I used...; this is like ... first I need to...then I...)
<b>Behaviour</b>	<input type="checkbox"/> Warn student prior to a transition <input type="checkbox"/> Review expectations before a task/transition <input type="checkbox"/> Use a break card if/when necessary <input type="checkbox"/> Use and refer to visual/procedural schedule <input type="checkbox"/> Pair non-preferred activity with a preferred activity <input type="checkbox"/> Describe desired behaviour (provide a PCS) <input type="checkbox"/> Praise self control/positive and expected behaviour <input type="checkbox"/> Use POWER cards as a reward <input type="checkbox"/> Develop criteria for "high school/class" behaviour (e.g., inside voice, appropriate body posture, hands on desk rather than touching self) <input type="checkbox"/> Teach and reinforce proper personal space
<b>Organization</b>	<input type="checkbox"/> Reminders to use a agenda <input type="checkbox"/> Check/sign agenda <input type="checkbox"/> Verbal prompt reminding student what materials/resources they need <input type="checkbox"/> Graphic organizers <input type="checkbox"/> Provide a copy of teacher notes prior to start of class
<b>Communication &amp; Socialization</b>	<input type="checkbox"/> Invite a peer to participate in activity (silent reading /break, lunch) <input type="checkbox"/> Provide communication boards/PCS necessary for tasks (white board/markers, YES/NO card) <input type="checkbox"/> Provide visuals whenever possible, especially desired behaviour/specific tasks <input type="checkbox"/> Utilize Perspective Taking Sheet to debrief communication blunders <input type="checkbox"/> Role play communication scenarios <input type="checkbox"/> Model appropriate communication statements, requests, comments & questions <input type="checkbox"/> Rehearse statements, requests, comments, & questions <input type="checkbox"/> Avoid sarcasm/complicated humour <input type="checkbox"/> Remind student to use complete sentences <input type="checkbox"/> Look at teacher/speaker

## Program Adaptations

### Testing

- ☐ Extra time
- ☐ Alternate setting
- ☐ Adjusted number of test items
- ☐ Oral questions
- ☐ Oral answers
- ☐ Use of calculator
- ☐ Reader
- ☐ Scribe
- ☐ Computer with speller checker
- ☐ Retests
- ☐ Alternate test measuring IEP goals/objectives
- ☐

### Assignments & Class Work

- ☐ Extra time
- ☐ Adjusted format (oral versus written)
- ☐ Audio books
- ☐ Scribe
- ☐ Use of computer
- ☐ No penalty of spelling
- ☐ Photocopied notes
- ☐ Preferential seating
- ☐ Calculator
- ☐ Use of manipulatives
- ☐ Parallel content activities at modified level
- ☐ Task checklist (procedural schedule)
- ☐ Visual schedule
- ☐ Break built into class
- ☐ Decrease pace of instruction
- ☐ Chunk long assignments into smaller chunks with due dates
- ☐
- ☐



## Appendix F



## MODIFIED ASSIGNMENT

<b>Student:</b> _____	<b>Teacher:</b> _____
<b>Subject:</b> _____	<b>Res. Teacher:</b> _____
<b>Date:</b> _____	<b>EA:</b> _____

Curriculum Unit:

**Main Learning Objectives:**

**Student's Modifications:**

Materials and Resources
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**Vocabulary:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Evaluation:**

**Has the student displayed knowledge/understanding of the content?**

10

**Has effort been shown?**

**Other:**

\_\_\_\_\_

□

Comments: \_\_\_\_\_



## Appendix G

**TRANSITION PLANNING**  
Elementary to Secondary  
Resource Program - Hugh Boyd Secondary



**From:** Clare Scott Educational Facilitator – Student Support Services

**To:** Elementary Feeder Schools/Case Managers

**Attention:** Case Managers for gr. 7 students identified as Low Incident – Diverse Abilities

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We are planning the transition of current gr. 7 students who are identified as Low Incident  
*These are students who require EA. support in their daily school routines, and typically on a Modified Program.*

Outlined below is the transition procedure we like to follow.

It is flexible to meet the needs of individual students.

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1. Send names and contacts to Clare ASAP
2. January – Breakfast at Boyd for Feeder Schools
3. Clare to contact schools to set up initial transition meeting
4. Clare to contact and invite parents into Boyd
5. March – Clare to invite students for tour of school
6. March – June Times and dates for student to come to Boyd and take part in classes
7. June – Clare to set up MAPS or IEP mtg. to confirm any transition needs for September.

Please complete and return the following information:

***School:***

***Student(s):***

***Ministry Designation:***

***Case Manager:***

***Parent contact:***

***Student Needs (basic):***

***Other:***

*Please return ASAP*

Thanks!

-Clare

[clscott@sd38.bc.ca](mailto:clscott@sd38.bc.ca)







## Appendix H



# HUGH BOYD SECONDARY SCHOOL MODIFIED COURSE EVALUATION

School Year: \_\_\_\_\_

Student: \_\_\_\_\_

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

Teacher: \_\_\_\_\_

Term: \_\_\_\_\_

Course Name: \_\_\_\_\_

Div: \_\_\_\_\_

STUDENT'S I.E.P. GOALS	8/7	6/5	4	2/3	1/0	Total
	Exceeds Expectations	Fully Meets Expectations	Generally Meets Expectations	Minimally Meets Expectations	Not Yet Within Expectations	

TOTAL = \_\_\_\_\_

AVERAGE = \_\_\_\_\_

COMMENTS:

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