Guidelines and Standards

Educational Planning for Students With Diverse Learning Needs

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Introduction

The Department of Education and Early Childhood Development (EECD) is committed to a process of inclusive, quality education. Every effort is made to educate all students through instruction designed to be delivered to students of mixed ability and of the same age in a common learning environment within neighborhood schools. Based on the conviction that each individual is a unique learner, schools require flexible curriculum delivery, support services, and appropriate resources. A collaborative effort among educators, parents, students and the community is essential to the success of the student.

Goals/Principles

The following Goals/Principles are drawn from *Policy 322 – Inclusive Education.*

Inclusive public education:

- recognizes that every student can learn;
- is universal; the provincial curriculum is provided equitably to all students in an inclusive, common learning environment shared among age-appropriate peers in their neighbourhood school;
- is individualized; the educational program achieves success by focusing on each student's strengths and needs, and is based on the individual's best interests;
- requires school personnel to be flexible and responsive to change;
- respects student and staff diversity in regards to their race, colour, religion, national origin, ancestry, place of origin, age, disability, marital status, real or perceived sexual orientation and/or gender identity, sex, social condition, or political belief or activity; and
- is delivered in an accessible physical environment where all students and school personnel feel welcome, safe, and valued.

Implementation of best practices considers eleven areas of critical importance. These are the areas of:

1. school learning environment
2. collaborative planning
3. administration
4. social responsibility
5. curriculum planning and implementation
6. support programs and services
7. classroom practices
8. planning for transition
9. partnerships among school, family and community
10. innovation
11. accountability

As well, the following core practices help ensure that students with diverse learning needs are included within the common learning environment where educators will implement the principles of Response to Intervention (RTI):

- use a multi-tier model of instruction
- use a problem-solving method
- use scientific, research-based interventions/instruction
- monitor student progress to drive instruction
- use data to make decision
- use assessments for screening, diagnostics and progress monitoring
- effectively teach all children
- intervene early

(http://www.dayofreading.org/DOR10HO/Binks.pdf)

Rationale

In implementing the philosophy of inclusion, the province of New Brunswick has a responsibility to make sure each student feels respected, confident, and safe so he or she can participate with peers in the common learning environment, and learn and develop to his or her full potential. Section 12 of the *Education Act* states:

> A *"personalized learning plan" means a personalized plan for a pupil that specifically and individually identifies practical strategies, goals, outcomes, targets and educational supports and designed to ensure the pupil experiences success in learning that is meaningful and appropriate, considering the pupil's individual needs.*
> (Education Act Section 1, Definitions)

In order to facilitate a greater degree of success in enabling students to learn and to achieve, a consistent province-wide approach to educational planning is critical. This will help ensure broader student success in meeting educational outcomes, effective and efficient delivery of services, and will provide common language and understanding that is transferable in and amongst schools and districts within the province.

The purpose of this document is to detail a consistent and standardized method for the development and application of Personalized Learning Plans by clearly setting standards for plans which will benefit all stakeholders (students, parents, teachers, administrators and others).

Determination of the Need for a Personalized Learning Plan

The determination of the need for a Personalized Learning Plan (PLP) is the responsibility of the superintendent of a school district. Section 12.1 of the *Education Act* states:

> *"A personalized learning plan shall be developed for a pupil if the superintendent concerned, after consulting with qualified persons, determines that the physical, sensorial, cognitive, social-emotional or other needs of the pupil requires that a personalized learning plan be developed."*

Qualified persons may include classroom/subject teacher(s), members of the school-based education support services team (ESS team), and appropriate district staff including psychologists or residents in psychology, medical personnel, speech language pathologists, occupational therapists, Early Childhood Intervention personnel, social workers and others.

According to *Policy 322*, students must receive a PLP when one or more of the following conditions exist:

1. Strategies beyond robust instruction are required.

2. Behavioural supports, as outlined in section 6.6 of *Policy* 703 – *Positive Learning and Working Environment* are required.

3. The common learning environment is to be varied in accordance with section 6.4 of this policy.

In other words, a PLP should be considered when a student is experiencing difficulties over an *extended* period of time and not making progress even with the additional support that a teacher would typically employ following the tiers of intervention and differentiation. When the classroom teacher or parent suspects that a PLP may be necessary for a student, he or she should approach the Education Support Teacher – Resource, (EST-Resource) for consultation. Initiation of a referral to the ESS team should occur if the teachers believe the extent of the difficulty warrants such intervention. It is expected that informal and/or formal assessment information be provided with a pupil's referral to the ESS team for consideration.

In accordance with Policy 322, other situations requiring documentation within a PLP include:
- reduced instructional hours including transportation arrangements which impact hours of instruction;
- partial day plans including the projected timeline to return the student to fulltime instruction; and
- grade retention plans when supported by the district (6.7.3).

The flexibility and ability to begin the immediate planning for and provision of intervention is consistent with the expectation that plans be dynamic and responsive to the student's needs, strengths, and circumstances. It is important that on-going monitoring and adjustments to the plan occur throughout a school year in order to effectively enable the student to learn and achieve. Teachers are expected to continue implementing suitable interventions while awaiting special planning and services, should such be required.

Some students (K-2) will arrive in school with previously identified needs and will immediately require a PLP. However, it is important for classroom teachers in the early years to be cognizant of those students who are experiencing difficulties beyond what would usually be expected of a student in the primary grades, but who have not previously been identified. Again, in these cases, teachers should consult with their EST-Resource, and refer the student(s) to their ESS teams in order to ensure a rigorous plan of intervention is implemented to avoid widening gaps.

Resource Model of Collaborative Consultation - Collaborative Communication

The model of collaborative consultation is supported by EECD as it enhances the philosophy of inclusion and involves all stakeholders in planning, implementing, and monitoring programs for students with diverse learning needs. Collaborative consultation and teamwork ensures effective and efficient service delivery. Teams work together to share goals, but not to duplicate each another's efforts. Collaboration helps support team members and provides the opportunity to learn from other's areas of expertise while keeping the child the central focus of the plan.

The role of the Education Support Teachers-Resource, Literacy, Numeracy, Guidance or Autism (ESTs) is to contribute their knowledge and skills for teaching diverse learners, just as classroom teachers and others contribute in their areas of expertise, to the team. EST responsibilities include the following:
- co-planning and co-teaching with classroom teachers
- suggesting varied methodologies
- assessing students through classroom observation
- suggesting informal and formal assessment strategies
- acting as liaison between various outside agencies
- training, scheduling, and/or supervising teacher assistants
- making arrangements for and training educational assistants, peer tutors, or volunteers providing small group and individual help to address a specific need.

   The collaborative consultation model requires innovative thinking in order to create opportunities for consultation, co-planning, and co-teaching. Communication among the professional learning community takes time and, in order to be effective, **it should be routinely built into the school scheduling.** This provides protected time for the necessary sharing among team members so that everyone is on the same page and able to complete their tasks.

Professional development with regard to the skills and knowledge necessary to implement the collaborative consultation approach is the key to ensuring success and to seeing the benefits of this model. (For more information see Appendix A - School Based Education Support Teams to Support Inclusion)

Who should be a member of the planning team for a PLP?

Anyone who has a role in the student's day, program, etc., should be on the planning team. This includes administrators, classroom teachers, Education Support Teachers (ESTs), Educational Assistants (EAs), specialists, such as APSEA[1], speech therapists, occupational therapists, EST-Autism, school psychologists, social workers, etc., along with the family and student.

Case Manager

The EST-Resource is usually responsible for making sure that all members of the planning team have the information necessary to ensure consistent program delivery for the learner. The EST-Resource facilitates team meetings, arranges meetings, communicates information to all people who need it, monitors interventions to ensure they are implemented as intended, and reviews learner progress in partnership with the classroom/subject teacher.

Parent/Guardian Involvement in Determination of the Need for PLP

Section 12.2 of the *Education Act* states that the parent/guardian of a student must be consulted during the process of the determination of the need for a PLP, and in the process of developing programs and services for the student.

Parents/guardians, as their child's first educator, have an important role to play in the development and implementation of a PLP for students with diverse learning needs. They are an integral part of the support mechanism for both the student and teachers.

Parents/guardians are often the first to recognize when their child is struggling with schoolwork and, therefore, may initiate a request for a referral to the ESS team. If the child has not been identified in preschool, they may be the first ones to notice that their child is taking extra time on homework, is unhappy when dealing with certain subjects, or avoids certain school-related tasks. They may be concerned about the excessive amount of time their child spends on homework compared to the time others spend. Parents/guardians may also notice behavioural patterns such as a reluctance to go to school, crying spells, physical symptoms, or extended periods of sadness or depression.

Parents/guardians can also provide a rich background history of the child. A student's past

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[1] Students served by APSEA have a sensory impairment of hearing and/or vision that has the potential to delay their educational functioning. Therefore, APSEA personnel also need to be included in PLP meetings and processes in order to allow them to contribute their expertise to the school-based team.

experiences (for example, premature birth, ear infections, tubes in ears, visual difficulties, a delay in acquisition of speech/language) often provide valuable information that may be relevant in planning for extra support.

When planning for modified or individualized goals and outcomes, it is optimal for parents to be present to help establish goals for the child that can be reinforced at home. Goals and outcomes will be written and monitored by both home and school. This way, parents/guardians know that they have a legitimate role in the implementation of the PLP. They can also agree to undertake activities and responsibilities that can be carried out with specific goals in mind. In the development of a plan for the child, the parents may be assigned responsibility for certain parts of the plan; for example, researching their child's disability and seeking medical advice, obtaining a tutor, enrolling the child in outside social activities, or joining a support group.

Once a collaborative vision for the child has been established, and all persons involved clearly know their part in the planning process, the learning potential of the child is enhanced. The child's school success is contingent upon parental support and involvement, although the ultimate decision for placement, programming, and services lies with the educators. When there is a disagreement between home and school, parents/guardians may request a formal appeal as outlined in the *Education Act*. If such is the case, it is the school's responsibility to inform them of their right to this process. (See Appendix F - Appeals Process)

Parents/guardians and the student (when possible) should also be part of continuous planning meetings throughout the school year for the student. Goals and outcomes will change throughout the year, but parents and students should always have a part in helping to identify them. Students should be encouraged to participate in this process from the beginning, but particularly as they progress through the upper grades. There are ways to facilitate this participation even for non-verbal students which is essential in developing self-determination and autonomy.

Parents/guardians may need support during the difficult period of referral, assessment, and implementation. Teachers should be sensitive to the turmoil that they may be feeling. Referral to community support groups such as the Learning Disabilities Association of New Brunswick, the New Brunswick Association for Community Living, or the Autism Society of New Brunswick will provide additional support to the family. The Premier's Council on the Status of Disabled Persons has information related to other support groups throughout the province should families be interested in pursuing this avenue. (See Appendix K - Contacts)

Creation of a Personalized Learning Plan

Useful Terminology and Definitions

One of the more challenging issues during implementation of a PLP is ensuring clarity of the definitions for *accommodations*, *modification*, and *individualization*.

When trying to decide which components of a plan is right for a student, decisions are made based on an *educational* rather than a *medical* model, and an *inclusive* rather than a *special education* model. In other words, when deciding on an intensive educational plan (PLP), teachers must have gone through the process of trying various ways of presenting or evaluating the curriculum by employing the principles of Universal Design for Learning (UDL) to suit the diverse learning styles in the classroom. As well, options must have been exhausted in the school's pyramid of interventions. If the student in question has not responded, discussions with the EST-Resource, the ESS team, the parent/guardian, and student regarding a PLP are in order.

One factor in deciding which type of plan a student needs is the comparison of the student's current level of functioning to the prescribed grade level curriculum outcomes. Consideration of a PLP must be based on careful assessment of the work product and the characteristics that a student displays. Classroom teachers will want to ask for the assistance of the EST-Resource and the child's family in observing the child in context, and for conducting both formal and informal assessment.

The following terms are key to understanding the purposes, processes and procedures relevant to the development of a PLP for a student with diverse learning needs.

Personalized Learning Plan (PLP): A plan for a student who requires specific and individual identification of practical strategies, goals, outcomes, targets, and educational supports that ensure the student experiences success in learning that is meaningful and appropriate, considering the student's individual needs.

Accommodation: An accommodation is intended to remove barriers to learning while still expecting students to master the same instructional content as their typical peers. Accommodations do not alter prescribed outcomes.

- Universal accommodations are those strategies, technologies, or adjustments (good teaching strategies) that enable a student to reach prescribed outcomes and can be used as needed. These accommodations are not documented within the PLP but should be available to staff in some other way decided upon by the school/district.
- Justifiable accommodations are strategies, technologies, or adjustments documented within a PLP without which the student would NOT BE ABLE to access the curriculum. (For more information see Appendix G – Accommodations for Instruction and Assessment)

Modification (adjusting curricular outcomes): A course is modified when grade level curricular outcomes of a subject have been altered, deleted, or added in order to address the specific needs of that student. The integrity and general intent of the course is maintained while the comprehension depth of the outcomes has been altered or deleted. Students with adjusted curricular outcomes (modified) are part of the common learning environment, and receive differentiated instruction and supports as required.

Making a decision as to whether or not a program should be modified is a difficult and weighty decision that is to be made with the parents/guardians, student, and ESS-team working together. This decision should not be made until there has been a rigorous and comprehensive program of intervention as it can affect post-secondary options. (See Appendix H - Modified Rubric)

Individualized Plan: The definition of an individualized plan is planning that supports student's skill development and does not follow the prescribed curriculum. This can include goals for academic, social, communication, behavioural, functional, social-emotional, motor, and personal care. The decision to create an individualized plan is straightforward as the outcomes have little resemblance to prescribed provincial curriculum and address the individual needs of the student.

Individualized plans record the significant support personnel, if applicable, that may be involved with the child. These would include education assistants, speech-language pathologists, occupational therapists, psychologists, Education Support Teachers-Autism, and school intervention workers. (For more information see Appendix B - PLP Rubrics)

Justification for Plan: The Justification Statement for the PLP is a text box that includes all of the pertinent information regarding the content of the plan for the current school year. It should be updated every year to ensure contains the most recent information. The following areas should be included in this section:

- If applicable, a diagnosis with date and name of the person who gave the diagnosis;
- One or more characteristics (behavioural, intellectual, communication, perceptual/sensory or physical (if applicable);
- A related educational delay (if applicable) and present level of function (approximate grade, level, assessment results, etc.);
- A rationale for the type of plan; and
- Indication of the following plans in place:
    - a partial day plan with time line
    - behaviour plan
    - retention plan if supported.

Signatures: The signatures in the PLP are an important indicator that collaboration has occurred in the development of the plan for a student. The signature is also there for *accountability* purposes. For teachers, it shows that discussions are occurring for a student and agreement that the accommodations, modifications or individualization are *reasonable* to

the point of undue hardship.   A PLP is a ***living document*** and is expected to change throughout the year as the educational needs of the student change, and as goals or outcomes have been met.

Once the plan is made, teachers are accountable to what is in it, ***whether or not they have signed the document.***   That's why it is important that teachers be involved in the decisions regarding the development of the plan.

In some cases, teachers attempt to contact parents/guardians many times for their input but do not receive a response.   Once a school has made **three** attempts to garner input and a signature, and the school has not received a response, there is no further obligation but the attempts need to be noted in the PLP.   Further attempts should be made at the next reporting period using the same guidelines.

Transition: Specific planning is necessary for key times of transition and should be noted in the PLP. These include:

- transition to school (entering the public system in kindergarten)
- transition between grades
- transition to a new school
- transition to adult life post high school

Specific planning for the transition of students from school to adult life should begin by the spring of the grade eight school year. Transition planning needs to be future-focused toward the achievement of the student's vision. In doing so, planning will identify goals and outcomes, specific strategies, time lines, roles, and responsibilities for members of the transition team. As the transition plan is developed over time, those involved will change as goals and outcomes change. As the student approaches graduation, it is critical to involve outside agencies, community activity organizers, post-secondary institutions, and other sources that could provide support for the student as he or she moves into adult life. Transition planning must identify a continuum of activities and services from which choices can be made, depending on the student's vision for the future and the significance of his or her disability. (See Appendix M for information on Canada Student Grant for Services and Equipment for Persons with Permanent Disabilities)

The starting point for the student's transition plan will be the ***Career Cruising Portfolio***. Initially the transition planning will have a broad focus, but, through the graduation years, the focus will be more specific to courses and strategies to assist the student to fulfil his or her vision for the future. The planning process will work toward facilitating self-determination, self-advocacy, and independent-living skills, and toward developing natural supports for the student in his or her future environment. (See Appendix J - Career Cruising Portfolio.)

FAQ's - Frequently Asked Questions

The following are frequently asked questions regarding the Personalized Learning Plan.

1. **When is it appropriate to consider a PLP?**

   A PLP should be considered when a student is experiencing difficulties over an **extended** period of time and is not making progress even with the additional support that a teacher would typically employ following the pyramid of intervention and differentiation. *Policy 322* indicates the following be documented in the PLP:

   - Behavioural supports, as outlined in section 6.6 of *Policy 703 – Positive Learning and Working Environment,* are required.
   - The common learning environment is to be varied in accordance with section 6.4 of this policy.
   - Reduced instructional hours including transportation arrangements when impacting hours of instruction.
   - Partial day plans including the projected timeline to return the student to fulltime instruction.
   - A grade retention plan when supported by the district (6.7.3).

2. **Should APSEA students be on a PLP in addition to APSEA's Service Plans?**

   Yes. Students served by APSEA have a sensory impairment of hearing and/or vision that has the potential to delay their educational functioning. APSEA personnel need to be included in the PLP meetings and processes in order to allow them to contribute their expertise to the school-based team.

3. **What is the difference between accommodations and modifications?**

   Accommodations help the student access and participate in curriculum without changing the instructional content. It is intended to remove barriers to learning while still expecting mastery of the same content as their typical peers. Modifications mean that the grade level curriculum outcomes of the subject area have been altered, and the student is able to participate with the class, using modified materials and expectations. In this case, the integrity of the course is maintained while the depth of treatment of the outcomes has been altered or deleted. Parents should be informed that modifications will impact a student's future goals.

4. **How do you determine if a modified plan is required?**

   This is a weighty decision based on a body of evidence (data) gathered over time by the student's teachers and other professionals working with the child. The decision to modify would be recommended by the ESS Team in collaboration with parents/guardians and the

student after a rigorous attempt at evidence-informed intervention has not been successful in closing gaps in learning. Due to the fact that altering curricular outcomes impacts post-secondary options for the student, it is essential that every effort be made to intervene before choosing this route. Once chosen, frequent review of the student's progress is essential in determining if modifications are still necessary and if so are effective.

5. **Can a student have a modified PLP in one subject?**

Yes, a student can have a PLP developed that covers only one subject area if that is appropriate to addressing the student's needs.

6. **What is the difference between accommodations in a PLP and accommodations that are done in the classroom on a daily basis?**

Accommodations are those supports, methods and practices that are used in the classroom enabling a student to participate as independently as possible. As part of their professional practice and in adherence to the principles of Universal Design for Learning, teachers daily provide accommodation(s) to a full range of students.

Universal accommodations are those strategies, technologies or supports that remove barriers to learning and are beneficial to all students in the class. Universal accommodations do not necessitate a PLP or prior approval for provincial assessments as they are available to all students when needed.

Justifiable accommodations are documented strategies, technologies or adjustments without which the student would not be able to access the curriculum or demonstrate his/her knowledge. These include accommodations such as a scribe, special lighting, a personal FM system, or large print. These accommodations are documented within the PLP and require prior approval to be accessed during provincial assessments. (See Appendix G for more information)

7. **If a student is receiving accommodations on a regular basis in the classroom, should the student be entitled to have the same accommodations on provincial tests and exams?**

Any student who is receiving accommodations, modifications, or individualization as documented in a PLP should be considered for accommodations or exemption for the provincial assessments. For the purpose of large scale assessment, accommodations are permitted when they do not jeopardize the integrity or content of the test, yet give students an equal opportunity to   demonstrate what they know and can do as part of the assessment process. (See Appendix L for more information)

8. **Who is the primary contact person for the student on the PLP?**

The classroom teacher has the primary responsibility for ALL students in his or her classroom; this person should be the first point of contact.

9. **How do you facilitate the transfer of information from one level to another (i.e., grade to grade, or school to school)?**

Concerted effort(s) should be made to have focused time dedicated to the transfer of information at all levels. This includes entry into the public system (kindergarten), class to class, school to school, and entry into post-secondary institutions.

10. What happens if parents are not in agreement with the proposed program or services for their child?

In cases such as this, all attempts should be made to work proactively with the family to resolve the issues. If the issues remain unresolved, however, it is important to note that the *Education Act* states that the final decision regarding placement, programs and services is made by the district superintendent. Parent(s)/guardian(s) then have the right to appeal. (See Appendix F for more information)

11. How do you record a behaviour plan in the PLP?

Policy 322: Inclusive Education indicates that behavioural supports must be documented within the context of a Personalized Learning Plan (PLP). In addition to accommodations, modifications and individualizations, the IBSP is now also part of the PLP (PLP-IBSP). It will be noted in the Justification Statement of the electronic version if a PLP-IBSP has been created. If completing a PLP-IBSP only, it is not necessary to complete the electronic version of the PLP. (See Appendix C – Positive Behaviour Intervention and Supports).

12. Can a student have individualized goals and still follow prescribed curriculum in most areas?

Yes. A student can have goals in an Individualized PLP for skill development in areas that do not impact curriculum such as social skills, coping skills, study skills, etc., It is important to not label a student as Individualized for this very reason.

Appendices

Appendix A: School Based Education Support Teams to Support Inclusion.

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/Forms/AllItems.aspx

Provincial PLP Evaluation

Name: _____

District: _____

School: _____

PLP # _____

PLP Component	Quality Indicator	Yes	No	N/A

Justification Statement
Must include:
• One or more characteristics (behavioural, intellectual, communication, perceptual/sensory or physical)
• A related educational delay.
• If the child has a diagnosis on file, it is appropriate to use this here, however a diagnosis is not needed.
• There should be a strong correlation between the justification statement and the rationale for the plan as well as a good explanation of the following:
    o Why justifiable accommodations are necessary
    o Retention
    o Behaviour supports, partial day
    o Alternative site
• Include dates wherever possible
	Describes one or more characteristics			

	Describes related educational delay (present level of function)			
	A correlation between the justification statement and the rationale for the PLP			
	Partial day plan indicated			
	Alternative site indicated (if applicable)			
	Behaviour plan indicated (if applicable)			
	Retention plan indicated (if applicable)			
	Justification Statement is current and up to date			
Validity (Review Tab) All appropriate sections of the PLP are complete (accommodated, modified, and individualized Tabs) and Staff Signatures. A recent snapshot has been taken. Snapshots should be taken at every reporting period. The Department takes the final snapshot in July.	Appropriate tabs (accommodated, modified, and individualized) are complete			
	All signatures complete: ➢ Parent ☐ ➢ Resource Teacher ☐ ➢ Administration ☐			
	Snapshot up to date Last date taken _____			
Addition of Accommodations Comment (*if applicable*)	Clarifying comment by subject teacher included			
Intervention Tab (*if applicable*) Description of a short term intervention plan that has been put in place for the student.	There is an intervention plan in place for this school term			

PLP Component	Quality Indicator	Yes	No	N/A
Mod./Ind. Goals (*if applicable*) **Goals** are statements of expected achievement that are usually anticipated over a school year/term. They are statements of how you expect the student to perform in certain areas in the future. The end point of an intervention. Written in SMART language: **S** - specific, significant, stretching **M** - measurable, meaningful, motivational **A** - agreed upon, attainable, achievable, **R** - realistic, relevant, reasonable, **T** - time-based, timely, tangible, trackable	Include area and goal selected:			
	Present level of performance included:			
	Goal reviewed is written in SMART language			
	Goals are current and not carried over from last year (semester)			
	Goals are developmentally appropriate			
Mod./Ind. Outcomes *(if applicable)*	*Note: Please review Outcome statements that correspond to the goal chosen above.*			
Mod./Ind. Outcomes *(if applicable)* *Outcome statements:* • Provide **greater detail** as to the *what*, *where* and *how* of instruction and assessment • **Breaks down steps** needed to accomplish goal Outcome statements reflect steps necessary to reach corresponding goal statement.	Goal reviewed is written in SMART language			
	Provides greater detail as to what, where and how of instruction and assessment			
	Breaks down steps to achieve goal			
Methods/Materials (*if applicable*)	Gives specific information about instructional methods/strategies			
	Gives specific information about resources and materials to be used			
Achievement Level (*if applicable*) • under Achievement Level Section	Progress is indicated/ comments under Achievement Level Section			
Comments: Show evidence that Goals / Outcomes have been reviewed and/or revised**.**	Comments have been added to give more information and clarity			

Comments:

Provincial PLP Evaluation – Individualized Plans

Name: _____

District: _____

School: _____

PLP Component	Quality Indicator	Yes	No	N/A
Pertinent Medical Information Includes information regarding medical needs, medications, and medical conditions, health plan	Includes medical information			
	Indicates health plan (if applicable)			

Justification Statement
Include:
 	
• One or more characteristics (behavioural, intellectual, communication, perceptual/sensory or physical)
• A related educational delay *if applicable* and present level of function (approximate grade level, assessment results, etc)
• If the child has a diagnosis on file, it is appropriate to use this here, however a diagnosis is not needed.
• There should be a strong correlation between the justification statement and the rationale for the plan as well as a good explanation of the following:
   o why justifiable accommodations are necessary.
   o retention
   o behaviour supports, partial day
   o alternative site
• Include dates wherever possible
	Describes one or more characteristics			

	Describes the present level of function			
	A correlation between the justification statement and the rationale for the plan			
	Partial day plan indicated			
	Alternative site indicated			
	Behaviour plan indicated			
	Retention plan indicated			
	Justification statement is current and up to date			
Validity (Review Tab) All appropriate sections of the PLP are complete (accommodated, modified, and individualized Tabs) and staff signatures. A recent snapshot has been taken. Snapshots should be taken at every reporting period. The Department takes the final snapshot in July.	Appropriate tabs (accommodated, modified, and individualized) are complete			
	All signatures complete: ▪ Parent ☐ ▪ Resource Teacher ☐ ▪ Administration ☐			
	Snapshot up to date Date last taken _____			
Strength/needs Policy 322 – a PLP is developed based on the strengths, learning preferences and needs of the	Strength and needs are documented			

student *Individualized strengths and needs checklist is found on the Individualized tab*				
Addition of Individualization Comment	Clarifying comment included			
PLP Component	**Quality Indicator**	**Yes**	**No**	**N/A**
Current Support Services tab – all inside and outside agencies included	Current Support Service tab is filled in			
Individualized Programs				
Review of *Areas of Individualization* show evidence of a comprehensive program	Goals/outcomes show a rounded and appropriate program			
Ind. Goals **Goals** are statements of expected achievement that are usually anticipated over a school year/term. They are statements of how you expect the student to perform in certain areas in the future. The end point of an intervention. Written in SMART language: **S** - specific, significant, stretching **M** - measurable, meaningful, motivational **A** - agreed upon, attainable, achievable, **R** - realistic, relevant, reasonable, **T** - time-based, timely, tangible, trackable	Include area and goal selected:			
	Present level of performance included			
	Goals written in SMART language			
	Goals are current and not carried over from last year (semester)			
	Goals are developmentally appropriate			
Individualized Outcomes	*Note: Choose an outcome statement that corresponds to the goal chosen above*			
Individualized Outcomes *Outcome statements:* • Provide **greater detail** as to the *what*, *where* and *how* of instruction and assessment • Breaks down steps needed to accomplish goal • Outcome statements reflect steps necessary to reach corresponding goal statement	Outcomes are current and updated.			
	Outcomes are written in SMART language			
	Outcome statements are steps to reaching the corresponding goal			
Methods/Materials	Give specific information about instructional methods/strategies			
	Gives specific information about resources and materials to be used			
Achievement Level The outcome has either been met or not met (*not*	Progress is indicated/ comments under Achievement Level Section			

yet specified is the default setting				
Comments: Show evidence that Goals / Outcomes have been reviewed and/or revised. Gives additional information regarding the student's progress regarding the outcome	Comments have been added to give more information and clarity			

Appendix C: Positive Behaviour Intervention and Supports (PBIS)

https://portal.nbed.nb.ca/tr/lr/Education%20Support%20Teams%20Guidelines/Forms/AllItems.aspx?RootFolder=%2ftr%2flr%2fEducation%20Support%20Teams%20Guidelines%2fRTI%20for%20Behaviour%5fPBIS%20Resource%20Guide%20and%20and%20Appendices&FolderCTID=&View=%7b730F9CD3%2d3BC6%2d4184%2d9DBF%2dA66AA466F940%7d

Appendix D: Policy 322

http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/policies-politiques/e/322A.pdf

Appendix E: Instructional Context Planning

Student: _____   **Date:** _____

Teacher: _____

When determining the instructional context for students requiring individualized programming, consideration of the following questions can provide the team with some guidance regarding the most appropriate context for the student to learn a particular skill.

Guiding Questions

What is the **skill** the student needs to learn?

Does the student have the **pre-requisites** for learning this skill?

Can instruction of this skill be **embedded** within regular class routines? Under what circumstances? Where, when, with whom?

What is the **level of reinforcement** required for the student to learn this skill? Can that level of reinforcement be provided within the classroom context?

What is the **intensity of instruction** required for the student to learn this skill? Can that level of intensity (i.e. opportunities for practice) be provided within the classroom context?

What is the **natural context** in which typical learners use the skill? Once the student learns this skill, how frequently and in what contexts will he/she use the skill?

How will the instructional context (location and staff ratio) affect the student's **rate of progress**?

Does the learner demonstrate **observational learning skills**? Can he/she pick up salient cues from the environment that suggest what is expected of him or her?

If so, the learner may be able to participate fully in the activity directed by the staff member. If not, the learner may need to be taught that skill.

What opportunities exist for the learner to be **grouped** with others who share similar interests or according to academic strengths or needs?

How does the student's behaviour in the common learning environment affect the student's **rate of progress**?

In which instructional context is the student most likely to learn this skill?

Comments:

Describe data and sources of information included in decision-making process:

If a variation to the common learning environment is deemed necessary,

- What is the skill "mastered" in the alternative context?
- What is the plan to move the new skill into the common learning environment?
- In which parts of the classroom schedule could he/she practice generalizing that skill?
- How will we make sure that the learner has enough opportunities to use the skill in the natural context?

Appendix F: Appeals Process

http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/UsersGuideForTheAppealProcess.pdf

Appendix G: Accommodations for Instruction and Assessment

http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/AccommodationsForInstructionAndAssessment.pdf

Appendix H: Modified Rubric for Decision Making

Key Components	Quality Indicator	Notes (Fill in)
JUSTIFiCATION/ RATIONALE		
There is an identified need beyond struggling with the curriculum	There must be one or more characteristics of an exceptionality (behavioural, intellectual, communication, perceptual/sensory or physical) and/or a diagnosis AND an educational delay (Education Act)	Characteristics/diagnosis: PLOP for Literacy: Numeracy:
The student is in upper elementary school	Every means must be tried before modifying the curriculum at all three tiers (RTI). For this reason students in K-2 are not good candidates for modifications.	Grade:
The decision to modify is based on a body of evidence (variety of assessment)	Assessment includes formal, informal, formative, observation, and other types of assessment by classroom teacher and ESTs.	*Assessment – fill in below*
ACCOMMODATIONS		
Accommodations are in place (Universal and Justified if necessary)	There is evidence of support, technology, strategies and resources already in place but not sufficient for the student to successfully meet curricular outcomes.	Is Student on an accommodated plan? Can more be done?
INTERVENTIONS		
Evidence-informed interventions have been put in place (RTI Model)	The student has had sufficient evidence-informed intervention that is matched to his\her need(s) at all 3 tiers.	*Fill in section below*
DECISION MAKING		
Collaboration and consultation have been on-going with all stake-holders	There is evidence that the ESS team and stakeholders have been part of the decision making regarding a recommendation for a modified course and/or program.	*Fill in section below*
Student and family are part of the decision making process	There have been adequate documented meetings with student and family and post-secondary implications discussed.	*Fill in section below*

The time of year is optimum to move forward with modifications.	The plan is not being created due to failing grades, difficulty with a course, transitioning concerns (end of year), etc. Research supports this not being evidence-informed practice.	Desired date of creation:

Assessment

Assessment Type (Formal, informal, etc)	Date	Assessor	Data shared with:	Summary of Results - Data
1.				
2.				
3.				

Record of evidence-informed intervention

Intervention (all 3 tiers)	Time (mins)	Frequency x/week	Duration # of weeks	Given by:	Date/Results/Data
1.					
2.					
3.					

Record of meetings (case conferences, ESS team, problem-solving meetings etc.)

Date	Meeting Type	Outcome	Actions/Notes	Student/Family present
1.				
2.				
3.				

Appendix I: Module on SMART Goals

https://portal.nbed.nb.ca/pd/Reading/Document%20Library/How%20to%20Write%20SMART%20Goals%20output/story.html

Appendix J: Career Cruising Portfolio

http://public.careercruising.com/en/our-solutions/k-12/

Appendix K: Contacts

Learning Disabilities Association of New Brunswick

http://ldanb-taanb.ca/

New Brunswick Association of Community Living

http://nbacl.nb.ca/

Autism Society of New Brunswick

http://autismcanada.org/

Premiers Council on Status of Disabled Persons

http://www2.gnb.ca/content/gnb/en/departments/pcsdp.html

Appendix L: Protocol for Accommodations and Exemptions

http://www2.gnb.ca/content/dam/gnb/Departments/ed/pdf/K12/eval/Protocols ForAccommodationsAndExemptions.pdf