

LOCALLY MODIFIED (BASIC) COURSE(S)

Background

Generally, most students should be able to successfully complete the regular program of studies at their grade level with responsive teaching and appropriate adaptations in place as outlined by curriculum. However, there may be occasions when the learning outcomes identified in a specific area of study may not be appropriate for a student. Students who are in Kindergarten to Grade 9, and under the age of 14 years, 8 months, will continue to receive most of their programming within the regular classroom, but will require an Inclusion and Intervention Plan (IIP) to outline changes to outcomes and instructional strategies for the student. Students in Grades 10 to 12 may be placed in Modified or Alternate Courses if the academic requirements of the regular program are too rigorous.

A Locally Modified (Basic) Course(s) may be considered for a student who has one or more of the following characteristics:

- Student is in Grade 10, 11 or 12
- Functioning at least two years below grade level
- Students with moderate to severe learning difficulties
- History of failure in class
- At risk for dropping out of school
- Poor work habits, motivation, and/or attendance
- Behavioral/emotional problems

Students who possess one or more of these characteristics *do not* necessarily require a Locally Modified (Basic) Course(s).

Procedures

Selection process for enrolment in a Locally Modified Course(s):

1. In most cases, students enrolling in Grade 10 should be placed in regular programs. Consideration for placement in a locally modified course should be determined after the student has had an appropriate time to attempt the regular course.
2. When a teacher recommends a student for a modified course, this should be discussed with the Student Support Teacher (SST), school administrator, career guidance counselor, Student Services Coordinator, the student and his/her parents or guardians, and any other consultants or agencies as deemed appropriate by school administration.
3. Achievement testing shall be completed by the Student Support Teacher prior to making a final placement decision. Cognitive testing, conducted by an Educational Psychologist, is also recommended.
4. The following information must be provided to parents and students prior to placement in a modified course:
 - 4.1 Course goals and content.

- 4.2 Differences between regular and modified courses.
 - 4.3 Career and post-secondary implications.
 - 4.4 Method of course delivery.
 - 4.5 Rationale for recommending the course(s).
5. Based on discussions and assessments, the principal or designate, the Student Support Teacher, the Student Services Co-ordinator, and the student and his or her parents, will make a decision as to the course(s) in which the student will be placed.
 6. If the decision is made to place the student in a modified course, parents and students are encouraged to sign a form indicating their acknowledgement of having the student in a modified course(s). This acknowledgement must be signed for each modified course in which the student is enrolled and therefore must be kept up to date. Student refusal should be noted on the form.
 7. Only modified courses at the 11, 21 or 31 level that have been approved for Good Spirit School Division by the Ministry of Education may be used. Administrators should consult with the Superintendent of Education to determine status of approval. Copies of these courses will be available on the school division portal.
 8. The classroom teacher is responsible for delivery of the course. The Student Support Teacher may provide consultation and support for the course.
 9. A student in a modified course may remain in the regular classroom whenever possible, with adaptations to content and assessment. It is also possible to deliver a modified course as a separate course.
 10. It is recommended that the referring team should review the decision to place the student in modified stream after the completion of the first class. When possible, every effort should be made to reintegrate the student back into regular programming so that he/she can attain as many regular credits as possible.
 11. Students who are learning English as an additional language should be placed in regular programming with adaptations whenever possible. Their individual graduation plan may require adjustment to accommodate their English language learning.

Reference:

Forms Manual: Form 221-1; Form 221-2

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