

## ADMINISTRATIVE PROCEDURES

**SUBJECT: Modification to a Students Program**

In accordance with Regulation 181/98 of the Ontario Education Act, the following administrative procedure has been developed to guide schools through the process of identification, placement, and review of exceptional students. **Detailed information regarding Identification Placement Review and Committees and Appeals can be found in the Education Act and Special Education: A Guide for Educators ([Ministry of Education document](#)).**

All exceptional students will have an Individual Education Plan created to document their strengths, areas of need and the program requirements for instruction and assessment.

### **Definition of Modifications to Program**

The Ontario Ministry of Education defines **modifications** (modified expectations) as changes made to the grade-level expectations for a subject or course in order to meet a student's learning needs. Modifications may include the use of expectations at a different grade level and/or an increase or decrease in the number and/or complexity of expectations relative to the curriculum expectations for the regular grade level.

Learning for All: A Guide to Effective Assessment and Instruction for All Students, Kindergarten to Grade 12.

Special Education in Ontario, 2017, p.E17

Adjustments to the grade-appropriate curriculum expectations may be necessary to better support a student's specific educational needs. Modifications to the program should only be considered after program interventions and strategies have been unsuccessful.

### **Considerations for Modifications to Program, as outlined in the "OHRC, Right to Read Review."**

1. Students with reading difficulties should first receive evidence-based classroom reading instruction, reading interventions and accommodations to allow them to meet grade-level expectations. If the student is not responding to initial interventions and accommodations, then more intensive interventions and further accommodations should be offered.
2. Only when these have been exhausted and the student is still unable to meet grade-level expectations with accommodations (as assessed using evidence-based assessments), modification to a lower grade-level expectation for the specific expectation(s) the student cannot meet may be considered.
3. Before modifying to a lower grade-level expectation, parents/guardians, and students, where appropriate, must be informed that a modification to a lower grade-level expectation has the potential to affect the student's ability to achieve at the same level as their grade-level peers, access future course options, and access post-secondary school options.

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4. Once a student's curriculum expectations have been modified, school-based teams should continue to consider whether further interventions or accommodations may allow the student to be brought up to grade level.

Adapted from the [Ontario Human Rights Commission Right To Read Report \(2022\)](#)

## Procedure to Modify a Student's Program:

### Requirements for Modifications to Program

1. The student must be formally identified through the Identification, Placement and Review Committee (IPRC) process.
2. A psychoeducational report indicating that modifications to the program are necessary and required is mandatory.
3. Strategies and accommodations to the student's program, must be documented and monitored for success and recorded on the [LKDSB Intervention Chart](#). Consultation and review are to be on-going with the Student Support Services Co-Ordinator, student, and parent/guardian.

Exceptions in relation to the preceding information must be approved by the Superintendent of Education – Student Support Services/Well-Being.

### Process for Modifications to Program

1. The School-based team will request a meeting with their assigned psychoeducational clinician and Student Support Services Co-Ordinator to review the psychoeducational assessment to determine appropriate interventions and/or strategies to support success.
2. The interventions and strategies shall be documented and monitored on the [LKDSB Intervention Chart](#).
3. Interventions and strategies shall be attempted, monitored, and adjusted to support the individual student. This information shall be reviewed by the school team and shared with the psychoeducational clinician and the Student Support Services Co-Ordinator. In addition, this information shall be shared with the parent/guardians of the child.
4. If all relevant interventions and/or strategies have been attempted without success and advancement, the school-based team may consider modifications to the student's program.
5. Working with the Student Support Service Co-Ordinator, the school-based team will request a meeting to review the need for modifications to program and the interventions/strategies used to support the student.

**Please note:** If the school team, psychoeducational clinician, or Student Support Services Co-Ordinator is seeking additional consultation or guidance, they may request a meeting with the modification committee to review the need for modifications to program and the interventions/strategies used to support the student. See **Modification Committee Process** for how to proceed.

### School-Based Modification Committee Process:

1. The School Administration will invite the student's parents/guardians, and/or adult student, as appropriate, to a meeting to discuss modifications to the program.

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2. The School Team will review the LKDSB [Intervention Chart](#) with the parents/guardians, and/or adult student, as appropriate, to demonstrate the need for modifications to program.
3. The School Administration will present the "Consent for Modification to Program" form. Parents/Guardians and/or adult students (as appropriate), will be notified that program modifications, including single-subject and multiple-subject areas, may impact a student's future academic pathways and post-secondary opportunities.
4. The "[Consent for Modification to Program](#)" must be signed by all parties before implementing modifications to the program. The original or exact copy of this form shall be filed in the student's OSR.
5. The IEP shall reflect the modifications of program and be reviewed by the parents/guardians and/or adult student, as appropriate.
6. A subsequent meeting shall be organized no later than three months from the initial meeting to discuss the students' progress and make the adjustments as necessary.

## Modifications Committee Process

1. The Student Support Services Co-Ordinator shall request a meeting with the Central Modifications Committee. A meeting date will be provided to the Student Support Services Co-Ordinator.
2. The school-based team, the school psychoeducational clinician, the Student Support Service Co-Ordinator shall meet with the Modification Committee to review the request for modifications to program.
3. The time frame for the meeting will be approximately 30-45 minutes in length. The meeting will take place on a virtual platform.
4. A complete package, including:
  - the LKDSB [Intervention Chart](#) and a synopsis of the student's strengths, needs, and lagging skills shall be included.
  - The Statement of decision indicating that the student is formally identified through the Identification, Placement and Review Committee (IPRC) process
  - The student's IEP
  - A copy of the psychoeducational report
  - Any other data to support the school team's case
5. The package will be shared with the modification committee one week in advance of the scheduled meeting. The package will be shared by the Student Support Services Co-Ordinator to the System Coordinator of Student Support Services/Well-being.
6. During the scheduled meeting, school teams will be asked to answer clarifying questions. Questions that require additional information may be requested as well.
7. Based on the information presented during the meeting, additional interventions and/or strategies may be suggested to the school team to support the student's success and growth.
8. A follow-up meeting date will be set for three to four months from the initial meeting to review the actions taken and progress to date.

Implementation Date: September 25, 2023

Revised:

Reference: LKDSB [Administrative Procedure](#) on *Identification Placement and Review Committees*