



PROVINCIAL CURRICULUM WITH ADAPTATIONS

Adaptations are personalized alterations in the way teachers provide instruction: the way students demonstrate learning, and the assessment of progress. Adaptations help students achieve and demonstrate or approximate the expected learning outcomes and the curriculum. Adaptations are individually planned by the teacher, student and parent and possibly other support personnel. Students are assessed according to the learning outcomes for the provincial curriculum.

Educators can provide various adaptations for individual students. These include adaptations to:

- Physical and/or social environment
- Material and resources, including supportive equipment
- Presentations
- Tests and assessments (prior permission required for provincial standards test)
- Assignments and projects
- Organizational supports
- Time required to achieve curriculum learning outcomes

Adapted Education Plans (AEPs) are stored in the pupil support file. AEPs are not formally indicated on the Provincial Report cArd but may be referred to in the comments.

Students requiring English as an Additional Language (EAL) support to participate in the provincial curriculum may need specific adaptations. These are documented in a Student Specific Plan, supported by an AEP. Senior Years' students must be identified at the beginning of a term and the course number on their report card is designated with an "E" for each course in which they receive EAL support.