

Program Development and Delivery:

Multi-Action Planning System (MAPS):

The MAPS is a family and student focused approach to deciding what to teach. The process focuses on the students' strengths and needs and involves parents or guardians as equal partners. The members of this process include:

- the student (where practical)
- a facilitator
- a recorder
- parents or guardians
- friends
- school division personnel such as speech-language pathologists and educational psychologists
- consultants from the division
- other agency members working with the students such as ECIP workers, Kids First workers

The MAPS process has two phases.

Phase One of MAPS:

This is the planning meeting where the team decides on the goals for the student.

Phase Two of MAPS:

This is a meeting of the educators where specific objectives are stated and instructional strategies are set.

The Adaptive Dimension:

The adaptive dimension allows the adjustment (20% has been used as a guide) to be made to curriculum content, instructional practices and the learning environment so that students are able to have success in achieving the stated foundational objectives. The basic foundational objectives do NOT change under the adaptive dimension. The adaptive dimension can be used to:

- Provide background or skills where they are lacking
- Enrich or extend the curriculum
- Address cultural needs and differences
- Increase curriculum relevance
- Provide variety in learning materials and experiences

The adaptive dimension is where the match is made with the content, instructional approach, evaluation and the student's needs. It may include:

- Providing summaries
- Extension activities
- Advance organizers
- Visual cues
- Highlighting key words
- Extra practice
- Using a variety of levels of questions
- Changes in the learning environment such as space, materials, educational assistant support
- Adjusting time and pacing
- Providing manipulatives

To begin this problem solving process, teachers must be able to identify the following:

- The students' strengths and needs
- The students' learning styles
- The teachers' repertoire of instructional approaches/management skills
- Previous knowledge of the student
- Types of groupings that are most effective
- Best type of evaluation strategies

Personal Program Plans (PPP):

PPPs are individualized curriculum that outlines students' skills and knowledge. They identify the next logical steps beyond the students' current level of performance. The outcomes are defined by:

- Optimal independence and self determination
- Meaningful participation in the community
- Social networking opportunities
- Healthy lifestyles

When developing PPPs, Saskatchewan Education (2001) emphasized a focus on students' abilities in an inclusive environment. Each student is assessed using both formative and summative techniques. Annual outcomes are then developed in each area of development which is deemed a relevant priority by the team.

The extent of individual programming is dependent on the students' success with the curricula. Some students may have difficulty with only certain aspects of the curricula and requires a support plan in a specific area. Other students may require a program that is qualitatively different from the curriculum.

Student Outcome Rubrics (SOR):

The student outcome rubrics are designed to provide to provide a method for scaling student outcomes. This process has been an effective means for measuring achievement of individual students. It is not practical to develop SOR for each and every annual outcome listed in the PPP. It is recommended that teachers develop a SOR for three of the annual student outcomes for three selected students. This will provide an adequate sample. The team should identify the three outcomes with the highest priority.

**** A sample rubric is included in the appendices of this document under the heading DDP Forms**

Modified Programs:

Modified programming is where the foundational objectives have been modified or changed to meet the students' needs, up to 50% has been used as a guide. Students on modified programming should be evaluated according to the program that has been modified for them. Official records should indicate that marks reflect a modified program. A modified course should reflect or resemble the regular program as much as possible. Modifications to the students' program must have parental approval.

Where significant modifications have been made, these should be reflected in a personal program plan. A MAPS session is used to establish personal program plans. Course numbers that end in a 1 such as: 11, 21, 31 are modified courses in the high schools. Professional testing should be done when considering placing students in modified programming. These courses require approval through the regional office. They must be approved by the parents or guardians.

Alternate Programs:

When students are unable to achieve success following regular foundational objectives, an alternate set of objectives may have to be created. Alternate programming often includes a life skills component. It may include a work placement component in high school years. Professional testing and parental permission and awareness are required before students can be entered into alternate programs.

As with the modified programs, MAPS meetings are used to establish the personal program plan process. Course numbers that end in an 8 such as: 18, 28, 38 are alternate courses in the high schools. These courses require approval through the regional office. They must also be approved by the parents or guardians.

Functionally Integrated Programs:

This type of program promotes life skills, vocational skills and academic skills that are functional for particular students who cannot complete the regular prescribed curriculum as is or with modifications or alterations. Students who are in a functionally integrated program can remain in school until the age of 21.