



7.2 Universal Support for Provincial Graduation Assessments Guidelines

The Ministry of Education, in consultation with a committee composed of provincial stakeholders, conducted a review of the adjudication criteria in the spring of 2017, resulting in changes that took effect for the 2017/2018 school year. Based on the review, the Ministry moved to a universal model of supports in the 2017/2018 school year. This model allows for supports currently provided to students in the classroom (extra time and speech-to-text or text-to-speech software) to also be provided during the Provincial Graduation Assessments.

Universal supports may be used on Provincial Graduation Assessments if the required supports:

- Are routinely used in the classroom,
- Have been recommended by the School Based Team (rather than an individual teacher, administrator, or other school staff member),
- Have been recommended in consultation with a BCASP-certified school psychologist (who may be part of the School Based Team),
- Are documented in either an Inclusive Education Plan (IEP) or Student Learning Plan (SLP),
- Show use over time.

In addition, if use of the supports began during the secondary years, in addition to demonstrated need for the specific supports, documentation is required in the form of:

- Report cards, School-Based Team minutes, and/or other school records indicating the student's need for assistance in reaching academic goals,
- Standardized academic achievement results or a psycho-educational assessment report and/or relevant reports from outside agencies.

Adaptations to Provincial Graduation Assessment conditions will only be allowed when the specific adaptations relate directly to the individual student's identified special needs:

- The specific adaptations must be appropriate for the student's documented special needs in the Inclusive Education Plan or the Service Plan,
- The adaptation must be consistent with classroom assessment practices.

Further demonstration of use could be reflected in report card data referencing how the supports assisted the student in achieving goals.

The following process will be followed:

1. Inclusion Support Teachers identify students who could benefit from using adaptations for Provincial Graduation Exams.



2. Inclusion Support Teachers will support the use of Universal Supports that may be used for Provincial Graduation Exams by using the Universal Supports Requirement for Provincial Exams Form.
3. If a student does not have qualifying documentation, the Inclusion Support Teacher will arrange a School-Based Team Meeting that includes parents, an administrator, the Inclusion Support Teacher, a classroom teacher, and a District Inclusion Support Teacher to discuss the student's current needs, interventions and assessment requirements, and appropriate resources.
4. A copy of the Universal Supports Requirement for Provincial Exams Form and supporting documentation will be added to the IEP tab in the Special Education folder if the student has a ministry category. If a student is not designated as having special educational needs the supporting documentation will be held in the student's general file.
5. Eligible adaptations will be noted in the IEP module of MyEdBC by listing adaptations and checking the adjudication box. For students that do not have an IEP, adaptations will be documented on a Service Plan.