

Updates to the Adjudication Process

The Ministry will move to a universal model of supports in the 2017/18 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 or BC-registered psychologist (who may be part of the School Based Team)
- are documented in either an Individual 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 Individual Education Plan or the Student Learning 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.

For more detailed information please see Chapter 8 of the 2017/18 Handbook of Procedures or email: Educ.Adjudication@gov.bc.ca.