



INCLUSIVE EDUCATION – CONTINUUM OF EDUCATION PROGRAM

Category: Educational Services

Effective: October 2020
Revised July 2026

Policy Statement

Anglophone West School District is committed to ensuring all students receive their education program in the least restrictive environment. Interventions should be on an on-going basis with program review and revisions on a regular basis. The degree of support depends on the individual student's need to ensure success.

Procedures

1. **Universal Accommodations:**
Universal accommodations are those strategies, technologies or adjustments that enable all students to reach prescribed outcomes and can be implemented at the teacher's or student's discretion. Universal accommodation does not necessitate a PLP or prior approval for provincial assessments.
2. **Short Term Intervention Plans (STIP):**
A STIP may be developed by classroom teachers in collaboration with parents/guardians and, when appropriate, the school-based Education Support Services Team, to support students who require targeted interventions in academic, social-emotional, behavioural, speech and language, or other areas of development.
3. **New-comer Support Transition Plans (NSTP):**
An NSTP may be developed by classroom and English as an Additional Language (EAL) teachers in consultation with parents/guardians and, when appropriate, the school-based Education Support Services Team. The plan is intended to support students who are developing English language proficiency, including students with limited or interrupted formal schooling and others requiring additional support in English language acquisition.
4. **Transition Plans:**
A Transition Plan may be developed by a member of the school-based Education Support Services Team in collaboration with parents/guardians to support learners transitioning into school, between grades or school settings, from one school to another, or from school to post-school life. A Transition Plan is intended to facilitate successful transitions and should not be used in place of a Partial Day Plan.
5. **Personalized Learning Plan (PLP):**
A PLP may be developed by a member of the school-based Education Support Services Team in consultation with classroom teachers and parents/guardians. The PLP outlines individualized goals, supports, and strategies, and includes ongoing monitoring, review, and adjustment through established school-based processes.

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a. PLP – Accommodated (PLP-ACC)

A PLP-ACC is developed for students, to formally document the accommodations required to access the curriculum. It identifies the strategies, assistive technologies, and instructional adjustments that support learning and participation without altering curricular outcomes. Accommodations documented in a PLP-ACC require approval from the Department of Education and Early Childhood Development (EECD) to be accessed during provincial assessments.

b. PLP – Adjusted (PLP-ADJ)

A PLP-ADJ is designed for students who require adjustments to grade-level curriculum outcomes. It is used when the overall intent of a course can be maintained, but specific curriculum outcomes within a subject area need to be changed or removed to address the student's individual learning needs. Students are supported to participate in the classroom environment alongside their peers, using adjusted content, instructional materials, and assessment practices that align with the outcomes identified in the plan.

c. PLP - Individualized (PLP-IND)

A PLP-Individualized (PLP-IND) may be developed either in place of, or in addition to, a student's grade-level curriculum. Building on the student's strengths, the plan focuses on developing individualized skills that are meaningful, functional, and relevant to the student's unique needs and future goals. The PLP-IND may include goals in one or more of the following domains: Fundamental Skills, Language and Communication Skills, Daily Living Skills, Functional Skills, Community Skills, Social-Emotional Skills, Motor Skills, Recreation and Leisure Skills, Sexual Health and Well-being, and Self-Determination for students with exceptionalities.

d. PLP-Individualized Behaviour Plan (PLP-IBSP)

A PLP-IBSP is developed when a learner demonstrates chronic, persistent, or intense behaviours that significantly impact their learning, well-being, or participation in the school environment. The plan considers the student's age, cognitive and developmental level, mental health, trauma history, socio-cultural context, strengths, talents, and interests. The PLP-IBSP identifies behaviours of concern, preventative strategies, target skills, and consistent staff responses to support the student. Where necessary, emergency response procedures may also be included. The purpose of the PLP-IBSP is to ensure that all staff working with the student implement a consistent, supportive, and collaborative approach that promotes positive outcomes and enhances the student's success at school.



ASD-W

Anglophone School District West

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e. Partial Day Plan

A Partial Day Plan may be developed by a member of the school-based Education Support Services Team in collaboration with parents/guardians when a planned reduction to a student's instructional day is required. The use of a Partial Day Plan should be considered only after less restrictive supports and interventions have been implemented and determined to be insufficient in meeting the student's needs. Partial Day Plans are temporary in nature, include ongoing monitoring and regular review, and are designed to support the student's successful return to a full instructional day as soon as appropriate.

Reference

- New Brunswick [Education Act, section 12](#)
- [Guidelines and Standards – Educational Planning for Students with Exceptionalities, Department of Education, NB, 2015](#)
- [Inclusive Education – Policy 322](#)
- [Accommodations for Instruction and Assessment – 2010 \(Revised August 2015\)](#)